

INTRODUCTION

Aesthetic Education as a school subject highlights and promotes the arts as a central and unified field of Culture, which is enhanced through to an ongoing dialogue between the social and individual consciousness. The familiarization of pupils with the various forms of artistic creation as a way of complicated communication, as tools of understanding the world, as a mean of creative and multidimensional expression, suggest the necessity of teaching.

TEACHING PLAN

Title: **Recomposing the dream**

Teacher: **Theodosia Kekeli**

Subject: **Art**

Class: **5th class of Primary School**

Duration: **2 teaching hours**

School: **5th Primary School of Florina**

Date: **Wednesday, November 27, 2013**

ISSUES TO NEGOTIATE

The CV of the artist Sterikas Koulis

Glossary

- Collage
- Composition
- Portrait
- The notion of the contour and the vacuum in art

OBJECTIVES

It is intended that pupils will:

- ✓ Familiarize with the CV and the work of the artist.
- ✓ Become acquainted with new techniques and the use of materials
- ✓ Learn how to create colours by mixing the three basic ones
- ✓ Develop the children's critical thought
- ✓ Develop the children's creativity through painting and composition
- ✓ Encourage children to communicate and co-operate
- ✓ To develop group dynamics
- ✓ Allow children to express themselves

- ✓ Promote the children's observation
- ✓ Involve the children in the activity by arousing their interest

CURRICULUM VITAE

Sterikas Koulis (Power Point Presentation).



A Greek painter born in Korca in 1921, self-taught, without academic education. He was one of the most active painters in Florina and, along with D. Kalamaras, one of the co-founders of “The Shelter of Art Lovers” and the “Museum of Contemporary Art in Florina”.



His presence in the artistic movement of the city was started at the '40s by 'Aristotle', within which he was an active member as a poet and writer and later on as a painter. Since 1956 he moved exclusively by the painting. Sterikas was influenced by the Impressionists at the time

they turned to Fauvism. In 1980 his art work often focuses on social sensitization and peace movements.



In 1973, a revulsion was noted in his artistic style, as happened later, in 1980, as his themes were usually focused on the social awareness and the peace movements.



He died on June 10, 1995.



As he declared in an interview at "7 days Magazines" (October 1992): "*wherever I would be born, I would stay in my homeland. I stayed in Florina, not only because I can be unaffected by the contemporary, anarchistic, decadent world, but mostly because Florina is a nice place, with character, beautiful autumns and tender springs*".



RECOMPOSING THE DREAM

«The tree (Puzzle)» Sterikas Koulis



ACTIVITY PROCEDURE:

1st Step

Introduction about the artwork we are going to create in class with the children. We present the painting. We analyze it with the children regarding the colour, the composition and the feeling it causes on us. The children express the impressions and the feelings caused on them by the reading of the painting, thus developing their critical thinking. We refer to the materials we are going to use.

2nd Step

The children make the puzzle and stick the pieces on the cardboard using the auxiliary contours which we have preplanned.

3rd Step

The children with the help of the teacher create the colors of the artist's palette, mixing the primary colors in the proper proportions.

4th Step

Then, we colour the puzzle, according to the image of the original work.

5th Step

The work is ready. We let it dry.

Materials: Cardboard 1cm thick, sketch paper 5mm thick, wood-glue, plastic colours (basic ones, white, black), paint brushes.

«The portrait of the painter (collage)» Sterikas Koulis



“The artist’s portrait (collage)” SterikasKoulis

Activity Procedure:

1st Step

Introduction about the artwork we are going to create in class with the children. We present the painting. We analyze it with the children regarding the colour, the composition and the feeling it causes on us. The children express the impressions and the feelings caused on them by the reading of the painting, thus developing their critical thinking. We refer to the materials we are going to use.

2nd Step

The children identify the colours of the painting and, then, create them using the three basic ones, the white and the black.

3rd Step

We colour the white cardboards with the colours we have created.

4th Step

The children tear the cardboards up with their hands in small and bigger pieces. (The cardboards are torn by hand so that their white edge will remain on them).

5th Step

With the help of their teacher, the children stick the coloured pieces of paper on the cardboard (collage), guided by the outlines that have been pre-drawn.

6th Step

The work is ready. We let it dry.

Materials: Cardboard 1cm thick, thin white cardboards, wood glue, plastic colours (basic ones, white, black), paint brushes.

REMARKS

In this approach, we should pay a particular attention in order students to understand the dynamic association between all forms of artistic expression with the social conditions in which each artist works and inevitably incorporates in his artwork, and also to comprehend the mechanisms of subjective reading concerning to the critical understanding of the artworks generally.