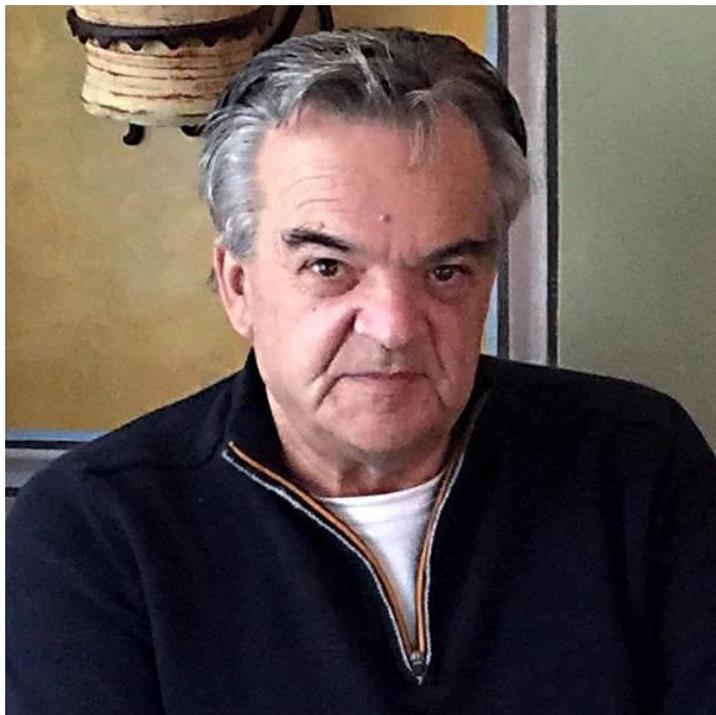


ΕΥΡΩΠΑΪΚΟ ΔΙΕΤΕΣ ΠΡΟΓΡΑΜΜΑ COMENIUS REGIO, ΜΕ ΤΙΤΛΟ
«VISUAL ARTS, CREATIVITY AND INTERCULTURAL EDUCATION BASED ON
LOCAL ARTISTIC REPOSITORY»

Θέμα: «**Traveling with the painter Gregory Chatzilamprou**»



Teacher: **Makariou Ourania**

School: **Lechovo**

Lesson: **Art**

Class: **C, D**

School year: **2013-2015**

LECHOVO FLORINAS 2013-2015

Summary

The teacher in this particular 2 year course has chosen to deal with the artist Grigoris Chatzilabrou because through his paintings someone can be familiar with some corners of Florina, travel through the autumn colors of the trees and also easily notice the shapes and lines that are hidden in nature and not only in painting and maths.

In the first year the students were familiar with the job and life of the artist, gave their own titles to several of his paintings, wrote their stories concerning some of the paintings and created a questionnaire that would help them when Mr.Chatzilabrou visited the school. They learned to make colors just by using the basics, to paint with perspective, to use oil colors, acrylics, watercolors, And more and they managed to design on different materials such as canvas, wood, plastic, polystyrene, cupboard and many more....

In the second year the students made three paintings on canvas with various techniques.

A) collage with plastic caps, wire , clay and feathers

B) collage with material from nature

C) plasticine

Involved cognitive areas

This educational scenario addresses 3rd year students of primary school. It is a project that its main cause is children's love about painting.

Objectives

As far as the cognitive objective

- To be familiar with the life and work of Grigoris Chatzilampros
- To understand that the environment plays an essential role in the the topics of the artist.
- To understand that there are many artists that have acted in the region of Florina.
- To cultivate their oral and written and to be able to take an interview from the artist .
- To come in contact with the artist and see him creating a work of art.

- To use materials from nature, useless materials, plasticine and clay in order to make a painting.
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The use of ICT

- To develop a positive mood and expand their skills on the PC as a tool for getting and processing information.
- To familiarize with specific software that will allow them to discover and understand better the new knowledge and to develop their critical thinking.

As far as the learning process

- To develop team spirit and cooperation skills
- To boost their confidence and self esteem through team cooperative activities.
- To be in the position to know what they know and to use their previous knowledge into building new terms. (post cognitive purposes)
- To develop dialogue and argumentative skills
- To be able to take part in role play and to cultivate the decision ability

Software

The teacher will use the following software:

- Google Chrome
- Revelation Natural Art
- Word
- The closed-Ministry software (Visual Arts A-F)

Methodological approach

As teaching method the cooperative guided discovery is chosen through which the students investigate the syllabus and build the new knowledge together. The team cooperative teaching brings positive results both in school teaching and generally in children's development. The teacher functions as a supporter, coordinator and a mediator.

Organization of school class

The number of students is 10. The class is separated into 3 teams of 3 and 4 students. The separation occurred with the basic criterion of heterogeneity and the participation of at least one student who knows how to handle with ease the computer in each team. Every student has a specific role in the team each time(coordinator, secretary, assistant) in every activity changes role so that everybody becomes responsible for at least once. Each team has its own name: canvas, palette, easel. When ICT is used then the lesson takes place in the computer lab.

Further information

The students came up with various problems that have to do with the terminology of the tools the artists use, the glue that was used was silicone and because it was used by the teacher a part of the autonomy of the students was lost.

To a great extent the students had fun, interacted with each other, cooperated and achieved most of the goals.

The knowledge they gained was shown in their everyday life as they were able to paint landscapes and express their feelings using the basic and the supplementary colors. Their interest in the teaching scenario was also shown as they were trying to share their knowledge during the break with the students of the other classes and by creating their works of arts in the meantime.

Comment

This scenario could be expanded in aesthetics education and particularly in the Music lesson. The teacher could put some songs to the students that have to do with different topics and ask from the students to depict their emotions on paper. In the acting lesson they could play a role game in which everybody could take part by playing some of them the artist some others the clients and some the owner of the gallery. Also, in the Art lesson they could work with other material and techniques.

(θα προσθέσω τη Δευτέρα την συνέντευξη του Χατζηλάμπρου)