**THE CANON OF BEAUTY IN A EUROPEAN DIMENSION**

**1) ABSTRACT**

**The project which is going to be overviewed in the following lines was thought to be integrated in a teaching perspective of a wider scope. As a matter of fact, it is either part of a multidisciplinary plan and an eTwinning project. The former involves the middle-school subjects *Italian Language and Literature*, *English language, Culture amd Civilization* and *Art*, and the latter was conceived in cooperation with an English teacher from a Spanish school located near Bilbao. Both plans focus on the central idea of beauty, a concept which has always been in constant development through ages and fields of human knowledge.**

**2) ALLA RICERCA DELLA… BELLEZZA: IL CANONE DELLA BELLEZZA, LA BELLEZZA DEGLI AFFETTI, LA BELLEZZA DEGLI IDEALI / *DISCOVERING BEAUTY: THE CANON OF BEAUTY, THE BEAUTY OF AFFECTION, THE BEAUTY OF IDEALS***[[1]](#footnote-1)

* **Time period: from January to May 2018**

The 2C students are producing:

- **bilingual taglines** of the works of art on display at Gallerie d’Italia of Milan, on the basis of the ones they created in their mother tongue

- **English subtitles** for their short video about the concept of beauty, which is being shot in Italian.

**3) ETWINNING PROJECT PLANNING SEQUENCING**

* **Time period: from January to June 2018**

***- DECEMBER – MARCH 2018***

**During the Christmas holidays the English teachers from both sides are creating questionnaires to be answered by each other’s students.** They are giving their students a range of 6 questions’ headings: *Personal questions*, *Educational path or future career questions*, *Hobbies and tastes questions*, *Their Town and country questions*, *Our Town and country questions*, *Art and beauty questions*. The aforementioned questions will work as a guideline and both the Italian and Spanish students will have to include 24 questions in total: both teachers are negotiating with their classes the questions their European pals should answer, so that everybody can get the chance to ask and answer one of them. Students are working in groups of 3 and/or 4 to prepare the questions by topics. Each class is preparing a full questionnaire for the other class.

**Then students are preparing for asking and answering those questions:** the English teachers are exchanging and sharing the questionnaires via *Twin Space*, a platform available on the eTwinning website.

**By the middle of March, both the Italian and the Spanish classes are contacting through three conference calls.** During those sessions, students are given the chance to answer to each other’s questions using the questionnaire as a reference, one by one. The English teachers are supervising the conference calls which are being recorded with the help of some of their respective colleagues and/or staff members.

***- APRIL – MAY***

**The next step will be the exchange of some “art works”: quotes, pictures and/or videos in exchange of songs and/or advertising explaining and reflecting the knowledge acquired**. Students are working in pairs and/or in groups. The Italian students can send quotes, photos and/or videos of relevant pictorial or architectural artworks (or any element that reflects beauty in the way they are working with it in their art-lessons) and the Spanish students can send them advertisements and music videos. All the products are being uploaded on the *Twin Space* platform.

**By mid-May, the students will exchange some audiovisual products related to each other’s work.** They can prepare short voice messages, videos or interviews in pairs (the same previous pairs or they can change) that they can share with their pair-pals leaving comments on both sides.

***- JUNE 2018***

**Between the end of May and the beginning of June students will exchange their final videos, namely the Spanish one related to beauty, Music and Physical Education and the Italian short video with English subtitles**. Both classes are watching the videos in their classrooms and a final conference call will take place to hold a discussion.

**4) COMPETENCES**

**KEY COMPETENCES FOR LIFELONG LEARNING:**

* **Communication in the foreign language**
* **Digital competence**
* **Learning to learn**
* **Interpersonal, intercultural and social competences and civic competence**
* **Entrepreneurship**
* **Cultural expression**

**SPECIFIC COMPETENCE:**

**Producing original and creative multimedia texts using the A1 and/or A2 oral and written competences in the foreign language and his or her own cooperative skills.**

**5) ASSESSMENT**

Some of the Italian students’group works are being evaluated through the *Cooperative Learning Assessment Plan* which can be seen below.

**COOPERATIVE LEARNING ASSESSMENT PLAN**

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| --- | --- | --- | --- | --- |
| NAME AND SURNAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | GROUP \_\_ | |
| CLASS \_\_\_\_ | | | DATE \_\_ / \_\_ /\_\_\_\_ | |
| **OBSERVATION IN CLASS**  **SCALE:**  **YES NO SOMETIMES** | | | | |
| 1) DEGREE OF INTEGRATION WITHIN MY GROUP AND ITS TASKS | | | |  |
| **2)** DEGREE OF PARTICIPATION WITHIN MY GROUP AND ITS TASKS | | | |  |
| **3)** DEGREE OF RESPECT AND TOLERANCE TOWARDS MY GROUP MEMBERS | | | |  |
| **4)** MATERIAL MANAGEMENT | | | |  |
| **WRITTEN PRODUCTION WORK**  **SCALE:**  **5 = EXCELLENT 4 = VERY GOOD 3 = GOOD 2 = DEFICIENT 1 = BAD 0 = VERY BAD** | | | | |
| **1)** CONTENT |  | | | |
| **2)** COHERENCE AND COHESION |  | | | |
| **3)** VOCABULARY AND GRAMMAR |  | | | |
| **4)** SPELLING AND PUNCTUATION |  | | | |
| **ORAL PRODUCTION WORK**  **SCALE:**  **5 = EXCELLENT 4 = VERY GOOD 3 = GOOD 2 = DEFICIENT 1 = BAD 0 = VERY BAD** | | | | |
| **1)** PUBLIC SPEAKING ABILITY | |  | | |
| **2)** CONTENT, COHERENCE AND COHESION | |  | | |
| **3)** VOCABULARY, GRAMMAR AND SPELLING | |  | | |
|  | | **FINAL ASSESSMENT** | | |
| \_\_\_\_\_\_ | | |

**6) TAGLINE PLAN**

The *Tagline Plan* which can be seen below is being shared by both the Italian and the Spanish schools

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| **ELEMENTOS PARA EL ANÁLISIS DE UNA OBRA DE ARTE**  CONTEXTO (información sobre período histórico-artístico y autor)  GÉNERO (sagrado o profano)  TÉCNICAS Y MATERIALES  LENGUAJE FORMAL (descripción de lo que se representa en la obra)  LENGUAJE ICONOLÓGICO (descripción de los significados de lo que se representa en la obra)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **ELEMENTS FOR THE ANALYSIS OF A WORK OF ART**  CONTEXT (information about the historical and artistic period and the author)  GENRE (sacred or profane)  TECHNIQUES AND MATERIALS  FORMAL LANGUAGE (description of what the work of art is representing)  ICONOGRAPHIC LANGUAGE (description of the symbolic meaning which is behind the work of art) |

1. For a more detailed explanation of the multidisciplinary plan see Ms Federica Broggi’s project presentation and sequencing *Alla ricerca della… Bellezza a.s. 2017 – 2018*. [↑](#footnote-ref-1)