**Being an artist for a day**

**Subject**: ENGLISH

***Issue***:

Students are discovering the Basque architectural heritage. Students will have a school trip to the Guggenheim museum.and will follow the explanations given by the museum guide They will talk about their visit and choose one piece of art from the museum , describe it and express their feelings about it.

**Individual work**:

They will take pictures of the museum trip and listen to the explanations given by the museum guide Take notes of all the information given to include in their critics

**Group work**

Design a digital magazine including all the museum critics.

**Justification of the proposal**:

As the project "Discover and share your identity mark " is a project between Elexalde school in the Basque Country and Katerini school in Greece, being critics of art for a day is as a way to share the Basque architectural heritage with the Greek school to let them participate of it as they will be part of their visit in their school exchange in May. This activity also approaches our students to the Guggenheim museum and learn how to look at a work art in detail and the sensation which will transmit.in them

**Problem situation**

**Context**:

The Guggenheim museum is part of our heritage. Students will enjoy with the explanations given by the museum guide and they will also learn to express their feelings when they are in front of a piece of art

**Problem**:

Will students be aware of the importance of paying attention to a piece of art in detail and be willing to express their feelings?

Listen to the information provided by the museum guide in their school trip, take pictures of the building and its pieces of art which can be seen through the trip, take notes of the explanations given and choose a piece of art to describe it and express what they feel in front of it.

**Competences:**

Competence in linguistic and literary competence (communication skills)

Basic competences:

Competence in linguistic and literary competence (communication skills)

Technological Competence.

Art Competence.

Transversal competences:

Communication competence: The English language will be used as the communication vehicle.

ICT competence: Use of you tube to create the presentations.

**Didactic objectives**:

-Grow students' interest in their architectural heritage

-Discover Guggenheim museum.

-Make them aware of the importance of enjoying in front of an artwork

-Listen to all the explanations given by the museum guide.

-Take notes of all the explanations given in English in the school trip they are doing.

- Search extra information to carry out the activity if necessary.

- Follow the explanations of the English teacher related to how to organise descriptions of work art.

-Create a digital magazine with all the critics of art.

-Use the appropriate platform (Calameo) for the creation of the digital magazine

-Awake their interest and motivation to learn observing and feeling a piece of art and transmit it to Greek students when they visit us.

- Build bridges between both schools through architectural heritage.

-Promote interest in their architectural heritage.

- -Create a video of the school trip about their visit to the museum.

- Interaction between schools through architectural heritage

**Contents**:

-Guggenheim museum building, pieces of art.

-Explanation of transformation of Bilbao through the museum

-Some sculptures such as the message panel, the spider, the atrium, the spider, the message panel, the balls, the Puppy, The Serra snake.

-Place zero Soto’s works abstract paintings Pollock’s painting

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***Task sequence***:

**Initial stage**

-School trip to Guggenheim.

-Listen to all the information given by the museum guide

- Take pictures and notes of the trip

--Follow the explanations of the English teacher of how to elaborate a description of a piece of art.

- **Middle Stage**

- Divide students in groups of two. Total 19 students

-Four students will take care of the drawings.

-The rest of groups organise the activity. and all the material collected in the trip.

-Search for more material if necessary.

- -Classify all the information given in the trip

**Final Stage**

-Write a description of the trip, the work of art chosen and the feelings arisen

- A video and pictures of the trip

-Learn how the digital platform Calameo works

-A digital magazine with all the critics of art.

**Methodology:**

Flipped classroom. Search information about the Guggenheim museum and the artworks chosen as well as the sculptures

**Assessmen**t:

A kahoot for Greek students about the pieces of art chosen.

When the Greek students come in May in the short school exchange