



Cofinanciado por el  
programa Erasmus+  
de la Unión Europea



# SCHOOL MUSEUM

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CRITERIA TO CREATE OUR OWN  
MUSEUMS AT SCHOOLS

## CRITERIA FOR CREATING A MUSEUM AT SCHOOL

As part of our *Erasmus+ K229 Project VAN The Integration of our pupils through Emotions and Art language*, the six partners or schools have agreed these common criteria to create as a final result **the VAN Museum** in each school. We add as well the different artistic works we are going to exhibit in our expositions.

There has been a previous task of investigation about European Heritage by our pupils in groups in the six schools to improve the integration among all the children so then they are ready to create their own artistic productions for our Museums.

These are the CRITERIA:

WHO?	<ul style="list-style-type: none"><li>○ The teachers' staff</li><li>○ All the pupils</li><li>○ AMPA (Parents Association)</li><li>○ People from museums who can make a workshop with our pupils at school or at the museum itself.</li></ul>
WHERE?	<ul style="list-style-type: none"><li>○ In the main halls, walls and different spaces at schools.</li><li>○ It will be done on different media:<ul style="list-style-type: none"><li>- Exhibition of works.</li><li>- In digital way, through different app like "emaze" for virtual museums (for computers, mobile phones, etc.).</li><li>- Using ICT with QR codes on the walls to watch works from other schools on our own school.</li></ul></li></ul>
WHEN?	<ul style="list-style-type: none"><li>○ The museum assembly will take place the last week of May and will be inaugurated in June with the collection of all pupils works done during the scholar year.</li></ul>


HOW?	<ul style="list-style-type: none"> <li>○ Create Works with our pupils about: <ul style="list-style-type: none"> <li>-Painting.</li> <li>-Sculpture</li> <li>-Photography.</li> <li>-Music</li> </ul> </li> <li>○ Using different materials like: acrylic paint, water paint, crayons, pencil colours, clay, fibers, different kind of papers, natural materials like leaves, wood, cork, etc.</li> <li>○ Previous research of famous European authors (start with our national authors and then European authors from other countries. For our Erasmus VAN Project we have focus specially on our partners countries).</li> <li>○ They will be carried out in different manners: <ul style="list-style-type: none"> <li>- Collective ( in small o big groups).</li> <li>- Individual.</li> <li>- Internivelar (pupils from different classes to develop socialization and inclusion).</li> </ul> </li> <li>○ COLLABORATIVE ACTIVITY (for our Erasmus VAN Project, among the six partners schools, sharing information about different artists and works and specially sharing pupils productions. Using ICT for connections through Google Hangout, skipe, whatsapp at the beginning and specially at the end through E-Twinning once the project has been implemented and carried out in this platform).</li> <li>○ A Museum Corner with Artists from each country (painters, sculptors, musicians).</li> <li>○ Explanation about the emotions pupils feel with their productions.</li> <li>○ Exhibition of pupils works in the virtual Museum.</li> </ul>
TO INVOLVE ALL SCHOLAR COMMUNITY	<ul style="list-style-type: none"> <li>○ Everybody at school will collaborate for the preparation of the Scholar Museum: Pupils, Teachers and Parents.</li> <li>○ Once the Museum is ready for visiting it we would invite: <p>Students, teachers, families, AMPA (Parents Association), Education Administration, Town Hall,, other schools from the town who can visit the museum, teachers from town museums, etc.</p> </li> </ul>

DISSEMINATION	<p>Dissemination play an important role for the success of the Scholar Museum. Our pupils need to feel confident about their work and productions and check how important is this activity so we need all the Scholar Community and other visitors come to school to know their artistic productions.</p> <p>We will use:</p> <ul style="list-style-type: none"> <li>- News release or letters for pupils' families.</li> <li>- E twinning.</li> <li>- Schools Webs</li> <li>- Local magazines.</li> <li>- Digital Education magazine.</li> <li>- Invitation for the museum inauguration to the Education Authorities and Town Hall.</li> <li>- Organization of visits to the museum through a Schedule for : <ul style="list-style-type: none"> <li>•Our pupils and teachers</li> <li>• Families and AMPA(Parents Association) (after school lessons).</li> <li>• Education Authorities and Town Hall.</li> <li>• Other schools (during school hours).</li> </ul> </li> </ul>
DURING AND AFTER THE VISIT	<p>Once the visitors have enjoyed the Museum visit they can show what they feel at this activity with these options:</p> <ul style="list-style-type: none"> <li>- Guestbook: what do you think about the museum?</li> <li>- A virtual visitor questionnaire: what do you think about the virtual museum?</li> <li>- Matching faces with a smile or not at the end of the visit, etc.</li> </ul>

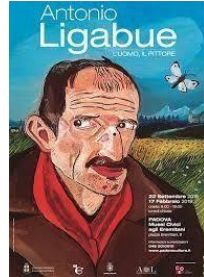
These CRITERIA for the creation of a scholar museum were elaborated for a normal situation but with COVID, every school has adapted the final result according to each country and region rules for school organization.

An example illustrating this situation is the next: The pupils and parents assembly are forbidden in Italian Schools actually for COVID-19 restrictions so the Museum will be a VIRTUAL MUSEUM with an ICT resource called emaze. This is the link:

<https://www.emaze.com/@AOTQWOQQZ/antonio-ligabue> (no password is needed. Close the window for it)

<p>EUROPEAN ARTISTS PROPOSED FROM EACH SCHOOL</p>	<p>The six schools have proposed different national artists for:</p> <ul style="list-style-type: none"> <li>- Doing some research.</li> <li>- Share the researching with pupils from other schools through internet connections</li> <li>- Copying their works.</li> <li>- Doing different personalized productions for the scholar museum.</li> </ul>
<p>CEIP SEIS DE DICIEMBRE</p>	<p>We propose to do some research about:</p>  <p>A portrait of Joaquín Sorolla, a Spanish painter, wearing a white hat and a dark jacket. The painting is signed 'Amalilde Sorolla' and '1904' at the bottom.</p> <ul style="list-style-type: none"> <li>- Joaquín Sorolla (mainly this artist because the school address is Pintor Sorolla's Street and the Museum Casa Joaquín Sorolla is in Madrid, only 20 minutes by bus, easy to visit with all pupils).</li> <li>- Diego Velázquez.</li> <li>- Salvador Dalí.</li> <li>- Etc.</li> </ul> <p><a href="https://www.wikiart.org/en/joaquin-sorolla">https://www.wikiart.org/en/joaquin-sorolla</a></p> <p><a href="https://www.culturaydeporte.gob.es/msorolla/inicio.html">https://www.culturaydeporte.gob.es/msorolla/inicio.html</a></p> <p><a href="https://www.wikiart.org/en/diego-velazquez">https://www.wikiart.org/en/diego-velazquez</a></p> <p><a href="https://www.wikiart.org/en/salvador-dali">https://www.wikiart.org/en/salvador-dali</a></p>

## Painter Antonio Ligabue ( Zurich 1899- Gualtieri 1965)



### Biography

Antonio Ligabue (born in Zurich, December 18, 1899 - Gualtieri, May 27, 1965 ) was an Italian painter and sculptor, one of the most important of the twentieth century.

Antonio was adopted by Johannes Valentin Göbel and Elise Hanselmann, a couple of Swiss-Germans whom the painter considered his true parents.

Due to poverty, the family was forced to travel a lot in Switzerland and Antonio lived between hardships and diseases. The difficult character and difficulties in his studies led him to change schools several times: first in St. Gallen, then in Tablat and finally in Marbach. Ligabue learns to read with a certain speed, and despite not being good at math and spelling, he finds constant relief in drawing.

After school he occasionally works as a farm worker. Between January and April 1917, he was hospitalized for the first time in a psychiatric hospital in Pfäfers.

In 1919 after an attack on his adoptive mother, he was expelled from Switzerland. He was sent to Italy and on 9 August he arrived in Gualtieri, the place of origin of his father Bonfiglio Laccabue.

In Gualtieri he continued to practice a nomadic life, occasionally working as a laborer or laborer on the banks of the river Po. Just in that period he began to paint. The artistic expression relieved his anxieties, mitigated his obsessions and filled his loneliness.

In 1928 that he, thanks to the meeting with Renato Marino Mazzacurati, he discovered the use of oil colors. Ligabue came to the decision to devote himself completely to painting and sculpture. In the years 1937 to 1948 he was hospitalized several times in the San Lazzaro psychiatric hospital in Reggio Emilia, due to his manic-depressive states, which sometimes resulted in violent attacks.

The most prolific artistic period began in the 1950s and in 1961 the La Barcaccia Gallery in Rome consecrated it on a national level. Antonio Ligabue got sick and he died in Gualtieri – Reggio Emilia on May 27, 1965.

BORSIGWALDER  
GRUNDSCHULE

Paul Klee



<https://www.wikiart.org/en/paul-klee>

MOSSERBERGSKOLA

Hilma Af Klint



<https://www.wikiart.org/en/hilma-af-klint>

Goran Löfving



<http://www.lofwings.se/en/lofwings/goran-lofwing/>

ST JOHN'S NS

Paul Henry



<https://www.wikiart.org/en/paul-henry>



## ST ANGELA'S NS

Harry Clarke (1889-1931).

The artist that we chose in St. Angela's as our National artist was Harry Clarke. The reason for this choice was that there are many works by him in the churches around Co. Mayo. We had planned on visiting these churches for school tours both last year and when that was not allowed, this year but unfortunately due to the pandemic that proved impossible.

Henry Patrick (Harry) Clarke, Ireland's most renowned stained-glass artist, was born in Dublin on March 17th, 1889.

By his late teens Harry was studying stained glass at the Dublin Metropolitan School of Art. In 1911 he won a gold medal from the Board of Education National Competition at South Kensington, London, for his window the Consecration of St. Mel, Bishop of Longford, by St. Patrick (The Irish Times: August 19 1911). This was the first of three consecutive gold medals that Harry won at the National Competitions for his stained glass panels.



All pupils at six schools have shared these artists biography and works and they have produced their own works for the VAN SCHOOL MUSEUMS according to the former criteria.

The results are shown in the E-Twinning pages for Erasmus VAN Project:

<https://twinspace.etwinning.net/78156/pages/page/495907>