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| Year 1  “HOW TO THINK LIKE LEONARDO DA VINCI”  LESSON PLAN | |
| Overview | Perhaps the most curious person in history was the universal genius Leonardo da Vinci, who embodied the Renaissance ideal. da Vinci was not only one of the best artists of his time but probably also the greatest inventor ever. He was also a scientist, anatomist, mathematician, sculptor, botanist, musician, author and much more.  His huge curiosity made him gain inspiration from both nature and the world surrounding him. To paint persons as accurately as possible, he performed anatomical studies that also helped him to understand some of the mechanics behind many of his machines. Da Vinci was never satisfied to look at something from one single angle. He turned and rotated, disassembled and dissected to get the utmost understanding of the problems he was wrestling with.  Da Vinci always carried a notebook (The CODEX) in which he jotted down everything he saw around him, thoughts passing through his head, impressions, drawings, jokes, observations and information from people he admired, reflections on current problems, philosophical thoughts and much more. About 7,000 pages are preserved, probably about half of what he left behind. Everything is written with his very special mirrored hand writing.  Through this lesson pupils will learn to “think like Leonardo da Vinci”, they will enhance their curiosity and to link knowledge to practice. |
| Learning objectives | * History of art - Getting to know Leonardo’s life and work connected to his times: the Renaissance; learn to think like Leonardo: being curious, observing the reality, looking at problems from different perspectives. being creative * Investigating through the 5 WH, Writing, charts, maps, interviews. * Making a Leporello * English language: Learning English words and expressions, follow instructions. |
| Times | November: 6 hours |
| Human Resources | Art teacher and crafts, English teacher, History teacher. |
| Resources | Cardboard, paper, scissors, glue, colours, thread |
| Steps | * At first pupils investigate about the most famous artist, engineer, scientist of ancient times in the world, asking questions, previously written, to adults at school and at home. * After getting the answers they make a chart and find out that Leonardo is the most mentioned name. * They see videos or make a web-quest on the internet about his life and works. * They realize a mind map in order to organize the information they have got. * Creative writing: “The impossible interview to Leonardo” * **LEPORELLO** **WORKSHOP** Experimenting the construction of an accordion book that collects the information about Leonardo |
| Output | * **LEPORELLO** |
| Evaluation | * The pupils realise a chart and a map about Leonardo * The pupils construct the booklet “Leporello” * The pupils work in groups and collaborate to the success of the workshop |
| Assessment | * They use the 5 WH to investigate Leonardo’s life and works * The pupils know the Leonardo’s life * They know Leonardo’s main works of art, field of interest, and inventions. * They increase their curiosity |
| Methodology | * Project based learning * Collaborative learning |

**TIP!**

**INVESTIGATION**

* To introduce the activity about Leonardo we suggest to let the pupils discover themselves through an enquiry who was the most famous artist, engineer, scientist of ancient times in the world. This is a way to increase their curiosity about the topic they are going to learn about. Suggested questions:

1. Can you tell me three names of the most famous people of the past?
2. Among these, who is the most important?
3. Why?
4. What contribution to mankind has he given that was universally recognised?

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| Name of the character | Preferences | | | | | | | |
| Ghandi | x | x |  |  |  |  |  |  |
| Heinstein | x | x | x |  |  |  |  |  |
| Leonardo da Vinci | x | x | x | x | x |  |  |  |
| Cristoforo Colombo | x |  |  |  |  |  |  |  |
| Vasco de Gama | x | x | x | x |  |  |  |  |
| Rohald Amundsen | x | x |  |  |  |  |  |  |
| …….(Add famous people) |  |  |  |  |  |  |  |  |
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