

# Storytelling Through Printmaking

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In this learning scenario, students tell a personal story through visuals. They explore printmaking as a way to shape the story. How can a single image tell a story? How does this story represent you?

## LEARNING OBJECTIVES

Discuss and define what personal and cultural identity mean. Consider how artists tell individual and collective stories through images. Learn about the mechanisms of printmaking and practiceusing tools. Use basic principles of design to create a print image.

C'S OF EDUCATION	COMMUNICATION	CRITICAL THINKING	CREATIVITY
AGE GROUP From 16 to 19	SCENARIO LANGUAGE English	TOTAL D 10 hours	
SUBJECTS			
HOUR Interactive video MINUTES INTERACT & INSTRUCT	)		
C'S OF EDUCATION	CRITICAL THINKING		
TOOLS			

Interactive video tool

SPACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER
Public	Together	Independent learning

#### DESCRIPTION

The teacher shares a video with the students to which feedback questions, instructions or quizzes have been added. By analyzing the individual results on the platform of the tool, the teacher gets feedback on the understanding of the students.

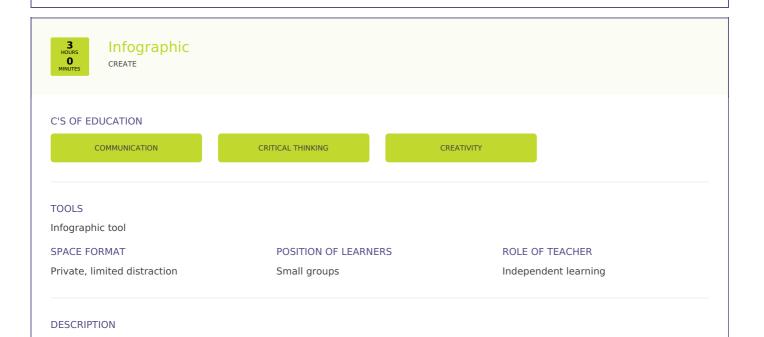


COLLABORATION	COMMUNICATION	CRITICAL THINKING
DLS		
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PACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER
ivate, limited distraction	Small groups	Independent learning
SCRIPTION		
	course Afterwards one student moves to	another group to explain what they have learned

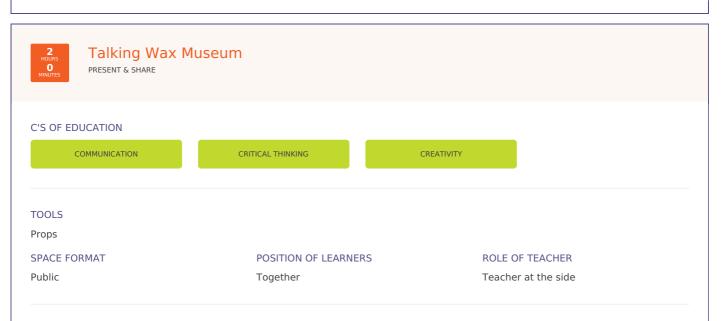
2 HOURS 0 MINUTES INVESTIGATE & RESEARCH	у		
C'S OF EDUCATION	COMMUNICATION	CRITICAL THINKING	CREATIVITY
TOOLS Form or poll tool SPACE FORMAT Private, limited distraction	POSITION OF LEARNE Small groups		F TEACHER r at the side

# DESCRIPTION

Students provide feedback on their level of interest in the concept or topic suggested by their peers or by the teacher. They can show that they are very much interested, quite interested, or not interested at all. Alternatively, they can grade their level of interest on a scale, e.g. from 1 to 10.



Students analyse data and create an infographic poster which visualizes and summarizes the core components as well as the logical relations between the components.



## DESCRIPTION

Students do research and gather information about important figures related to a given topic and then dress up (or use a prop) to create a 'talking wax museum'. A student can take the role of the museum guide or the audience can interview the figures directly.

L HOUR O MINUTES Self-evaluation ASSESSMENT & FEEDBACK			
C'S OF EDUCATION			
TOOLS Rubric maker tool			
SPACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER	
Private, limited distraction	Together	Teacher at the side	

### DESCRIPTION

When completing an assignment, students fill in a self-reflection sheet and they grade themselves according to rubric criteria.



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