

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 practicing using tools. Use basic principles of design to create a print image.

C'S OF EDUCATION

COLLABORATION

COMMUNICATION

CRITICAL THINKING

CREATIVITY

AGE GROUP

From 16 to 19

SCENARIO LANGUAGE

English

TOTAL DURATION

10 hours

SUBJECTS

CITIZENSHIP - CULTURE - SOCIETY

DESIGN - TECHNOLOGY

LANGUAGES

MEDIA



Interactive video

INTERACT & INSTRUCT

C'S OF EDUCATION

COMMUNICATION

CRITICAL THINKING

TOOLS

Interactive video tool

SPACE FORMAT

Public

POSITION OF LEARNERS

Together

ROLE OF TEACHER

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.



Stirring the mix

EXCHANGE & DISCUSS

C'S OF EDUCATION

COLLABORATION

COMMUNICATION

CRITICAL THINKING

TOOLS

null

SPACE FORMAT

Private, limited distraction

POSITION OF LEARNERS

Small groups

ROLE OF TEACHER

Independent learning

DESCRIPTION

Students discuss a topic in small groups. Afterwards one student moves to another group to explain what they have learned.

2
HOURS
0
MINUTES

Interest Survey

INVESTIGATE & RESEARCH

C'S OF EDUCATION

COLLABORATION

COMMUNICATION

CRITICAL THINKING

CREATIVITY

TOOLS

Form or poll tool

SPACE FORMAT

Private, limited distraction

POSITION OF LEARNERS

Small groups

ROLE OF TEACHER

Teacher 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.

3
HOURS
0
MINUTES

Infographic

CREATE

C'S OF EDUCATION

COMMUNICATION

CRITICAL THINKING

CREATIVITY

TOOLS

Infographic tool

SPACE FORMAT

Private, limited distraction

POSITION OF LEARNERS

Small groups

ROLE OF TEACHER

Independent learning

DESCRIPTION

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

2
HOURS
0
MINUTES

Talking Wax Museum

PRESENT & SHARE

C'S OF EDUCATION

COMMUNICATION

CRITICAL THINKING

CREATIVITY

TOOLS

Props

SPACE FORMAT

Public

POSITION OF LEARNERS

Together

ROLE OF TEACHER

Teacher at the side

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.

1
HOUR
0
MINUTES

Self-evaluation

ASSESSMENT & FEEDBACK

C'S OF EDUCATION

CRITICAL THINKING

TOOLS

Rubric maker tool

SPACE FORMAT

Private, limited distraction

POSITION OF LEARNERS

Together

ROLE OF TEACHER

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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