

HAND IN HAND **WITH ART**





VIRTUAL MUSEUM

Erasmus+

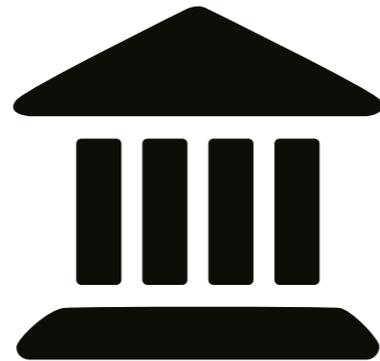
Have you ever thought that a visit to a museum or cultural venues can be interesting or even exciting? During our visits to museums in different countries we have observed various workshops and created new ones.

In this publication we want to share what we have experienced and the knowledge we have gained during the period of the project.

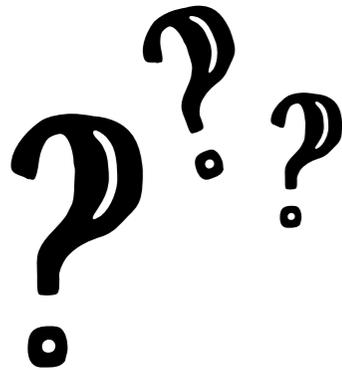
We hope you will be inspired.

Have fun and see you in a museum!

WORKSHEET | 01



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MUSEUM – WHAT IS IT?

When was the last time you went to the museum?

.....

Who did you go with?

.....

What museum was it?

.....

.....

What did you see?

.....

.....

What did you like most?

.....

.....

What museums do you know?
What are the most famous ones?
Can you recognize any of them?

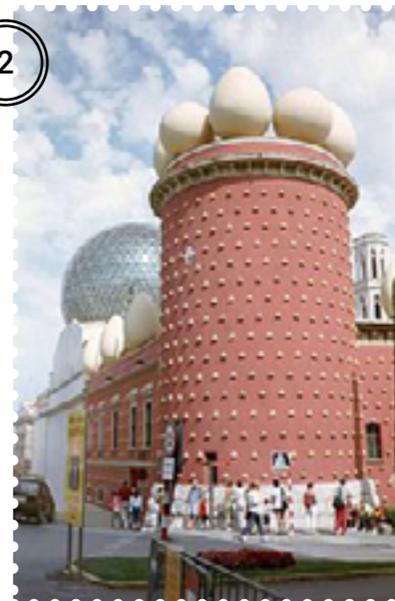


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1



2



3



5



4



- 1. Prado, Madrid
- 2. Teatro-Museu Dalí, Spain
- 3. The National Gallery of London
- 4. The Rijksmuseum, Amsterdam
- 5. Louvre, Paris

WORKSHEET | 02

»»» In which museums can you find those paintings?

1 – 2 – 3 –



1 *Sunflowers*
Vincent van Gogh



2 *Mona Lisa*
Leonardo da Vinci

A. Louvre,
Paris, France

B. Museo Reina Sofia,
Madrid, Spain

C. National Museum,
London, UK



3 *Guernica*
Pablo Picasso

1-C, 2-A, 3-B

Look at the paintings again. Think about your overall impression of the colors used in the paintings, how the colors work together or not, how they fit with the subject of the painting.

- › Natural, clear, compatible, distinctive, interesting, lively, subtle, sympathetic.
- › Artificial, depressing, gaudy, unfriendly, violent.
- › Bright, brilliant, deep, harmonious, intense, rich, strong, vivid.
- › Dull, flat, pale, muted, quiet, weak.
- › Cool, cold. warm, light, dark.

What is the mood or atmosphere of the subject of the painting and the way it is painted? What emotions do you experience looking at it?

- › Calm, content, peaceful, relaxed.
- › Cheerful, happy, joyful, romantic.
- › Depressed, gloomy, miserable, sad, tearful, unhappy.
- › Aggressive, angry, chilling, dark, frightening, violent.
- › Energetic, exciting, stimulating, thought-provoking.
- › Boring, dull, lifeless.

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A VISIT AT THE MUSEUM

Choose three of the exhibits in the museum that you found the most appealing. Then fill in the following information boxes. If it is possible, take a photo of each exhibit.



Title of the exhibit:
.....
Artist/Author:
.....
Material used:
.....
Colours:
.....
Your emotions:
.....
Why did you choose this exhibit?
.....
.....
.....
.....
.....



Title of the exhibit:
.....
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Your emotions:
.....
Why did you choose this exhibit?
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WHO IS YOUR FAVOURITE ARTIST?



Artist:
.....
Born:
.....
Died:
.....
Nationality:
.....
Style of art:
.....

Interesting facts:
.....
.....

Best known works of art:
.....
.....

WORKSHEET | 04

DO IT YOURSELF

You can make a mosaic dragon by yourself.

All you need is:

old CDs
cut into small pieces

paint

clay



How to make it:

First reproduce the figure of the dragon in clay, then put the pieces of CDs on the clay figure as a mosaic, paint them and let them dry.



Art isn't only present in museums or art galleries, but also on the streets, for example on buildings which are decorated in many different ways. One of them is a **mosaic** – a piece of image made from small pieces of coloured glass, stone or other materials.

In Barcelona in Parc Guell you can see Gaudi's multicoloured mosaic salamander, popularly known as 'el drac' (the dragon).

WORKSHEET | 05

Street art is a visual art created on public locations. In many cities you can see **murals** – big paintings on a wall of a building.

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Wrocław, Poland



Lisbon, Portugal



Salamanca, Spain

Paint a mural that you would like to see on one of the buildings in your town.

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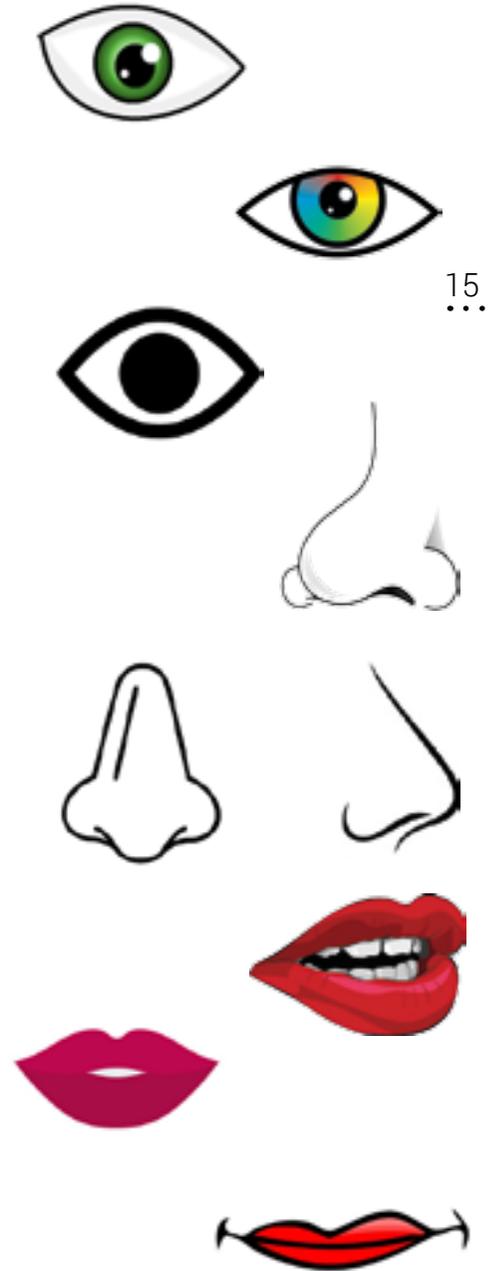
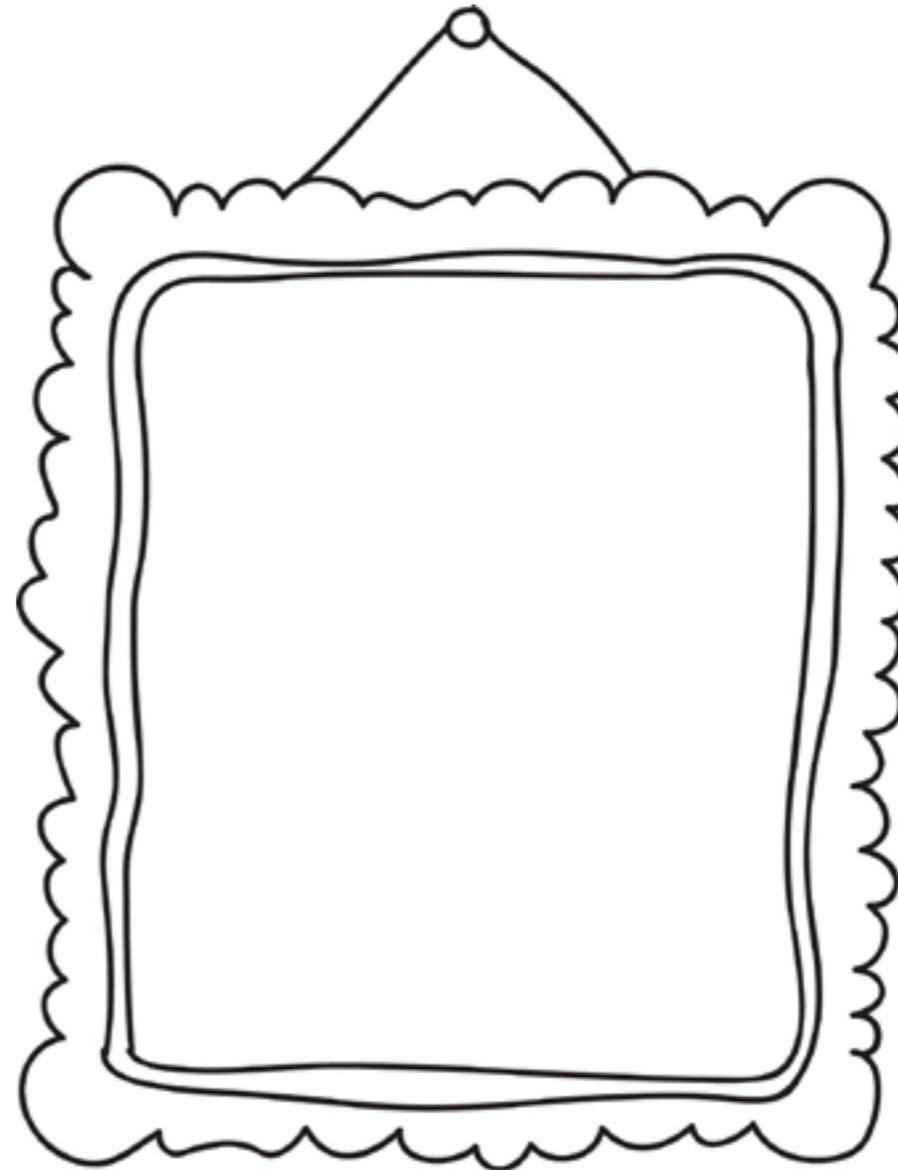


WORKSHEET | 06

Cubism was an art movement that developed in the early 1900s. Cubist paintings show objects from many different angles at once. The most famous Cubist artist was Pablo Picasso. Below you can see two of his paintings:



In the frame below paste a photograph of you and make a Cubist self-portrait. Use your creativity to place mouths, noses and eyes on your face.

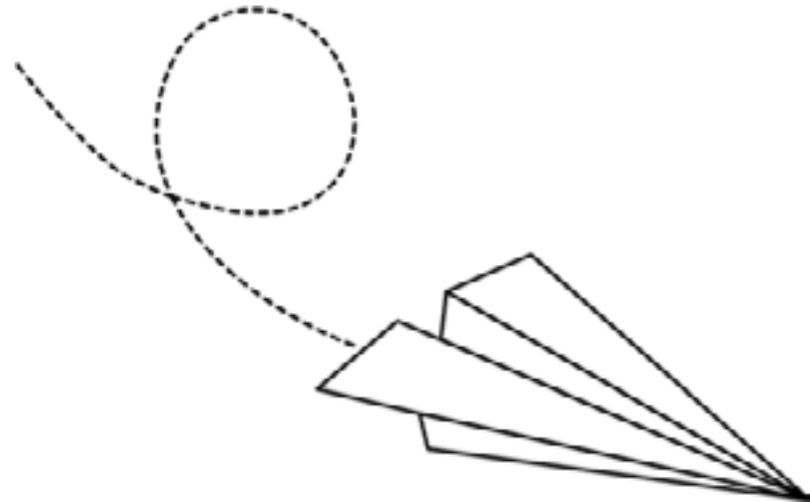


WORKSHEET | 07

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An aviation museum. We have heard about this museum from our Romanian friends. It is a very good way to explain the students drag and gravity and thrust and lift.

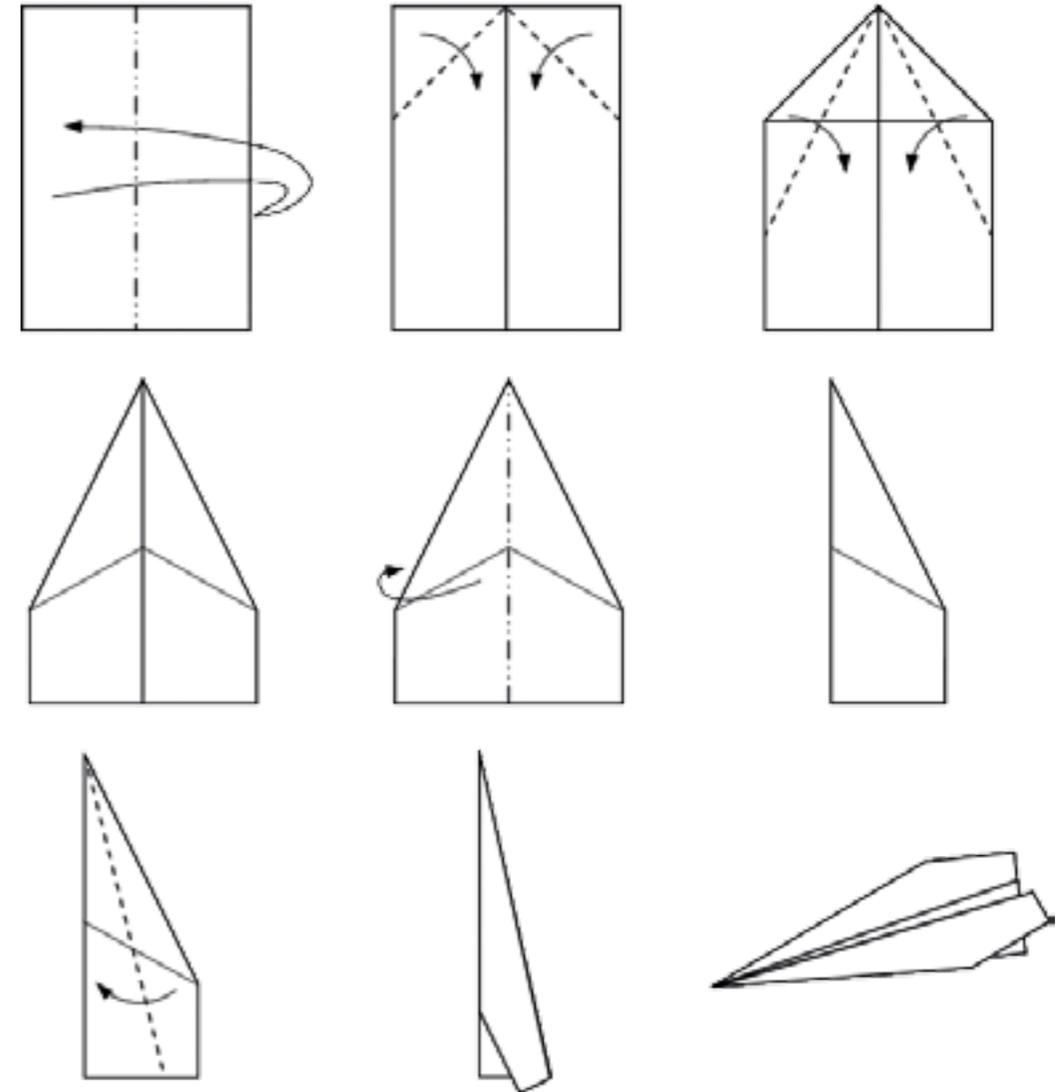
Have you ever wondered why paper planes fly and why some of them fly faster and farther than the others?



ANSWER:
Paper airplanes with swept wings should fly faster and farther.

Now it's time to fold paper airplanes and check which one will be the fastest!

You can use this manual to fold a plane.



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WORKSHEET | 08

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Look at this painting. What can you see? Does it resemble something?

It is Summer painted by Giuseppe Arcimboldo.

How many fruit and vegetables can you see in this painting? Try to enumerate as much as you can.



Now make a portrait by yourself.
Use fruit and vegetables.
Be creative!



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WORKSHEET | 09

Puppet theatres are a great place for children because they open up a new world of communication, can help support social and emotional development and develop their imagination. Many puppet theatres offer interesting workshops.



Look at the puppets. What kind of puppets can you see? What materials are they made of? Create your own puppet, come up with a story of the puppet (where it lives, works, what hobbies it has, what it eats) and tell it to the class.



WORKSHEET | 10

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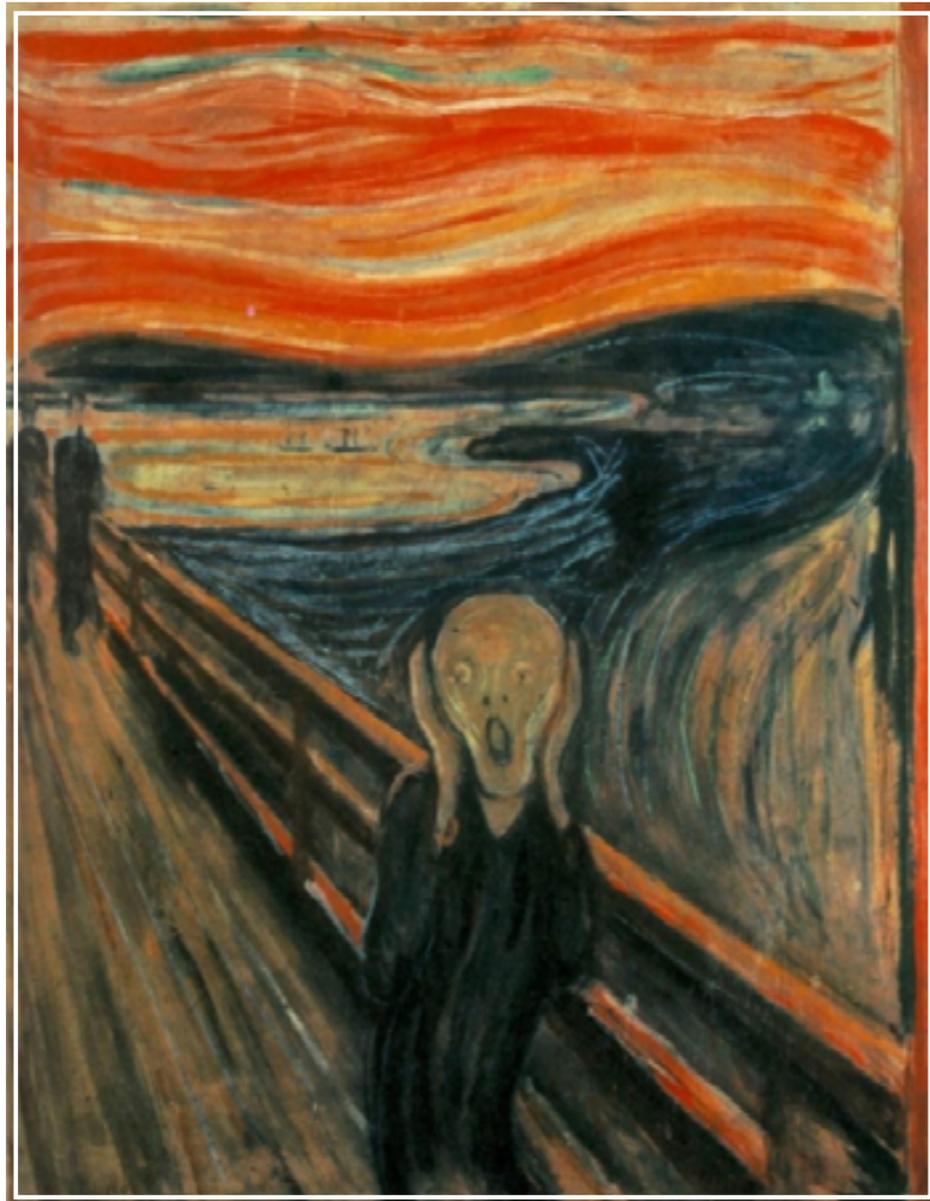
LOOK AT THE PAINTING.

List what you see

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.....
.....
.....

List what you feel

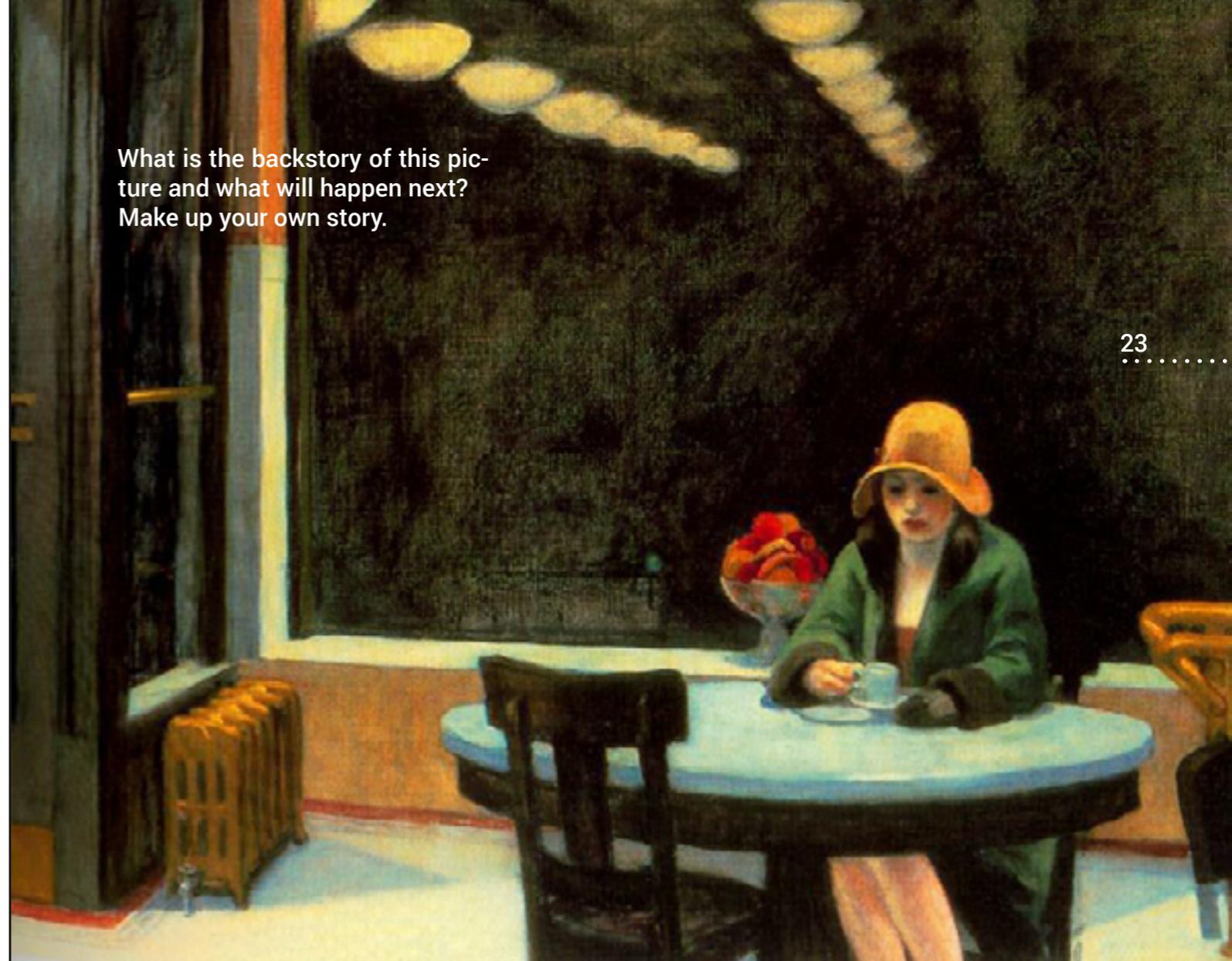
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The Scream by Edvard Munch

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What is the backstory of this picture and what will happen next?
Make up your own story.



Automat by Edward Hopper

.....
.....
.....

LOOK AT THE PAINTING.



A Sunday Afternoon on the Island of La Grande Jatte, Georges Seurat

- › What are the people doing? Try to find as many details as possible.
- › Imagine you are in the picture. What would you be doing there? What is the atmosphere like and the story behind the painting?

Before going to the museum, give your students the following fact files boxes to fill in. They are to look around and choose the exhibits they would like to re-write.

After the visit, students swap the boxes for other children to check if the information is correct.

Name of the exhibit:

.....

height:

length:

weight:

food:

Two interesting facts:

.....

.....

.....

.....



WORKSHEET | 13

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In the museum find two or more different objects and describe them, fill out the following information in the boxes. Draw this object in a small square in the box.

Name of the object:

It is made of:

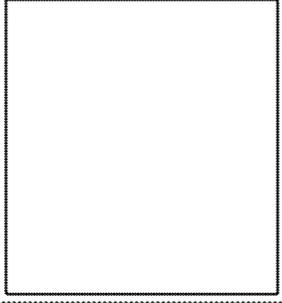
Year:

Country:

It was used for:

.....

.....



Name of the object:

It is made of:

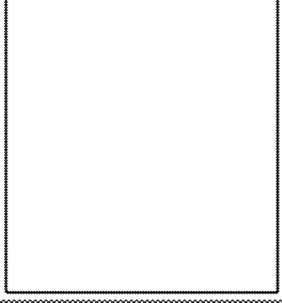
Year:

Country:

It was used for:

.....

.....



Look at the objects. Guess what the objects were used for.



The objects can be seen in The Museum of London

1. A medieval ice skate
2. Glass calendar used like an iron
3. Roman dice used in some form of a word game

WORKSHEET | 14

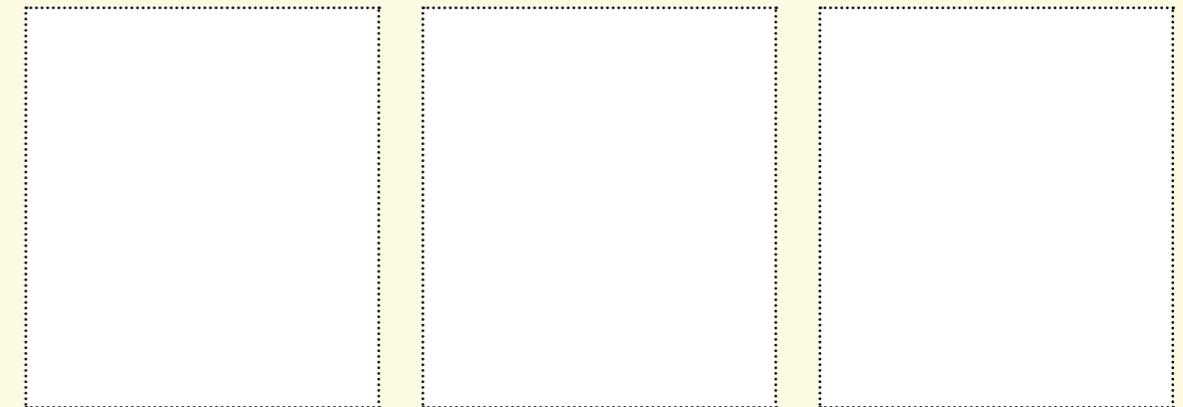
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Imagine that you are to prepare your own exhibition. Choose your exhibits, explain the reason for your choices. You can choose the exhibits from your last visit in a museum.

Title of your exhibition:

The exhibition is about:

Draw and write the names of your exhibits in each box.



I have chosen those exhibits because:

exhibition of the year

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