

Paint me a world: artful visuals in the language class

Chrysa Papalazarou





Mrs Chrysa, by Peter

Art in the English Class

About

Asperger's & Autism

Bullying

Deforestation

Friendship

Hope

School

Urbanization

War/Peace

Snapshot from the project site's homepage

Hope, by Daphne





Art Least

HOME

LESSON PROPOSALS ▾

THINKING ROUTINES ▾

SHARING BEYOND ART LEAST ▾

SESSIONS/WORKSHOPS ▾

VISIBLE THINKING ▾

CLASSROOM INSIGHTS ▾

CONTACT



Snapshot from the homepage

How is the rest of this talk organized?

- Why use paintings and social topics with upper primary students?
- How can we approach social topics through paintings in the language class?
- What does this approach yield in terms of learning?

Why use paintings and social
topics with upper primary
students?

Characteristics of upper primary students

They seek independence.

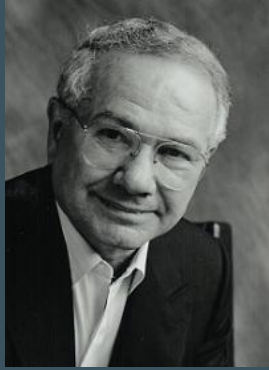
They need free, creative expression.

They grow aware of their own and other people's emotions.

They build cultural bridges.

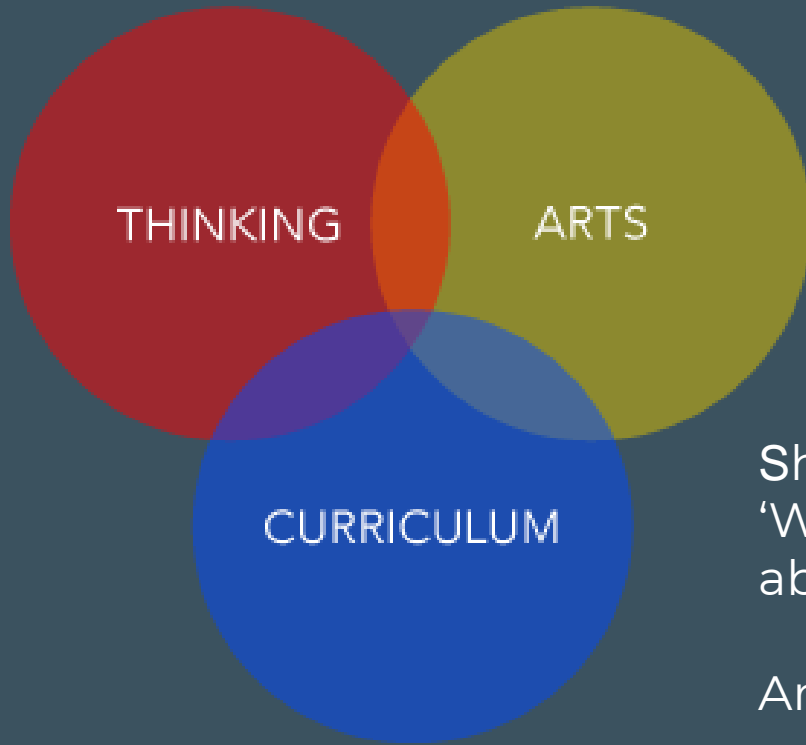
They form their identities.

(cf Vygotsky, Piaget)



“The Arts are fundamental resources through which the world is viewed, meaning is created, and the mind developed.

To neglect the contribution of the Arts in education, is to deny children access to one of the most stunning aspects of their culture and one of the most potent means for developing their minds.” (Elliot W. Eisner)



Shari Tisman & Patricia Palmer,
'Works of art are good things to talk
about' (available online)

Artful thinking, Harvard Project Zero

engagement

content

learning

understanding

independence

Visible &
artful
thinking
*

Thinking
routines

thinking

Distilled from Ritchhart et al, Making Thinking Visible

How can we approach social
topics through paintings in the
language class?

Overview of the paintings we'll have a look at

Paintings	Topics	Routines/Activities
Guernica	War/Peace	Looking 10x2 / Colour, symbol, image
The problem we all live with	Racism	Who? What? Where? How? Why?
Returning from work	City life	What makes you say that? / Step inside
The potato eaters	Poverty	My image of..
What after?	Refugees	What makes you say that?/ Perceive, believe, care about



Guernica, Pablo Picasso

LOOKING 10x2

Looked at the painting for 30"

Made a list of 10 words or phrases

a broken sword
destruction faces
a baby war sadness poor people
frightened souls
fear hands
a candle **Guernica** Pablo Picasso **Scream**
death a bull feet door
a horse sharp teeth ghosts
lost lives a lamp
black world
lost dreams

Shared in class

Repeated the activity

Looking 10x2
observing / describing

Class brainstorm



On Friday Mrs Chrysoe brought her laptop to show in class a wonderful painting of Pablo Picasso. This painting called Guernica. I saw in Guernica animals people and destructions. I think this amazing painting depicts a frighten event a War. Los + dreams and los + lives + rowel fast in painting. This activity makes me wonder and think. I would like to continue it.

Student writing

Later . . .

Artemis

noticed a flower next to
the sword

Chris saw a horn coming out of
the horse's mouth

Harris

thought that the
sun was symbolizing hope.

Finally, we wrote in our notebooks a
text about the history of Guernica. Also
we understood what Picasso wanted to
show us with this painting.

Today was a very interesting lesson

Student writing

Colour, symbol, image
capturing the heart/synthesizing
/ connecting / representing

Group work

Colour

Black } We chose red and black because black symbolizes death and red symbolizes blood

Red }

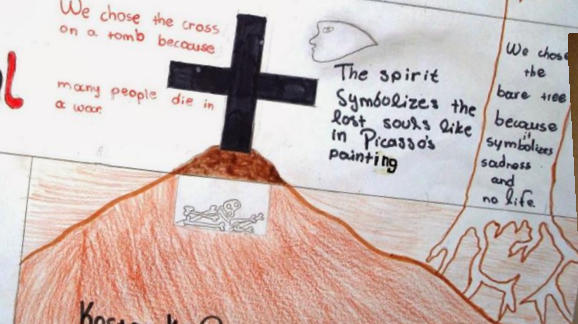
Symbol

We chose the cross on a tomb because many people die in war

The spirit symbolizes the lost souls like in Picasso's painting

We chose the bare tree because it symbolizes sadness and no life.

Image



Kostas K. Panagiotis G. Anastasia G

Colour

green reminds us of the tree leaves and the grass

light blue reminds us of the sky and I believe sky is freedom

Symbol

this is the symbol of peace!

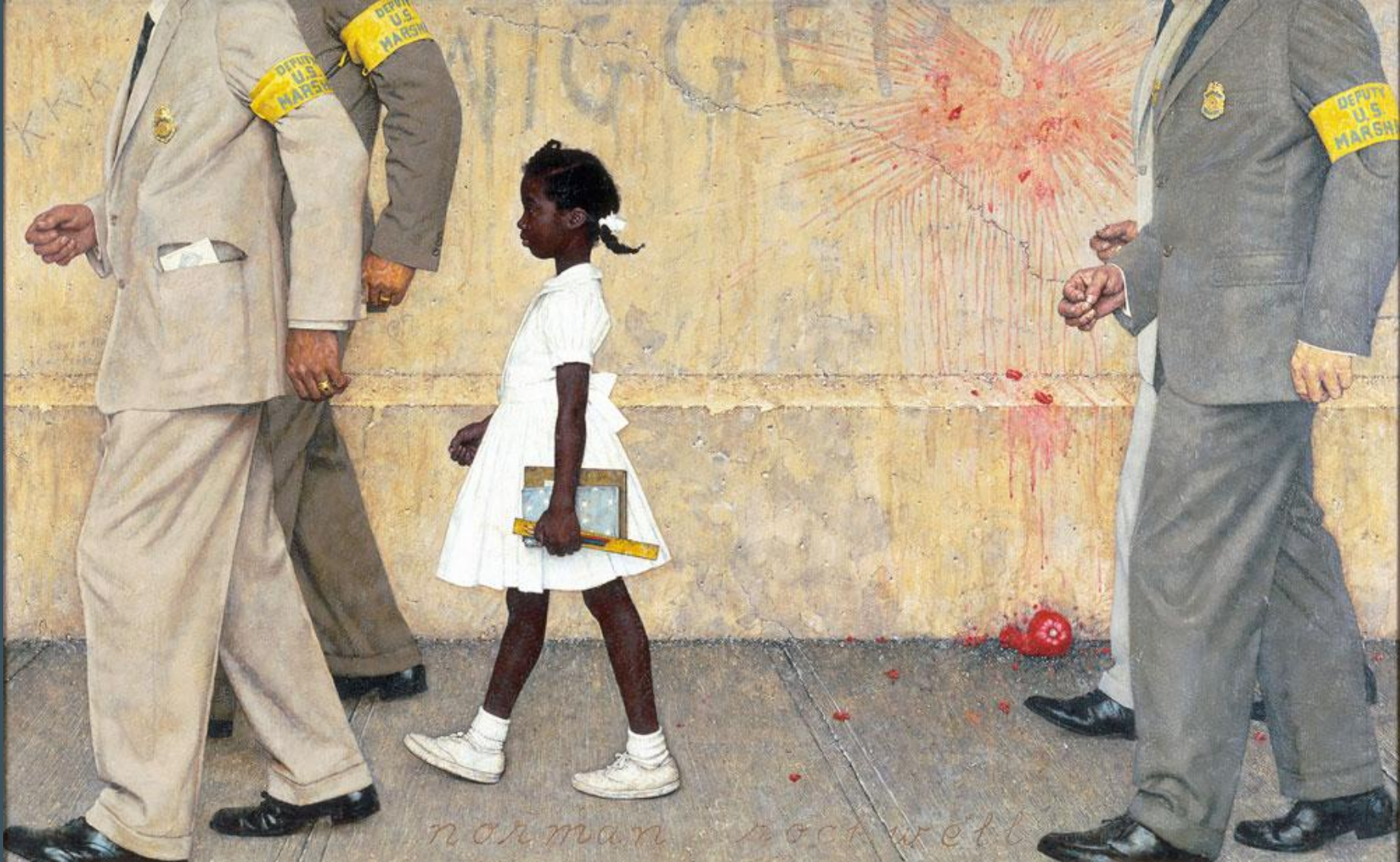
Image

This is Ubaria prison



Jenny P. Christina T.

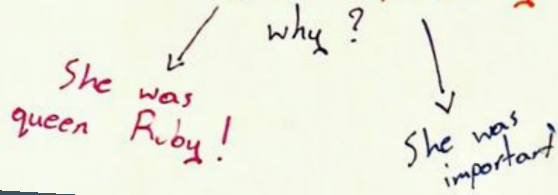




The problem we all live with,
Norman Rockwell

RUBY'S STORY

Ruby was a little black girl. One day she was walking to school. She was carrying her books, a ruler and pencils. She was wearing a beautiful white dress, white socks and white shoes. She had a white flower on her head. She looked very pretty, friendly and cute. She wasn't walking alone. Four policemen were walking with her. They were protecting little Ruby.



Who?
What?
How?
Where?
Why?

collaboratively
building a
story
with prompts

Student
writing

..... Because Ruby was ^{the} president's daughter. Every day the policemen were walking with her. They were taking care of her ^{so} ~~in~~ ^{that} order nobody ^{could} tease her.

Student writing

her. They were protecting little Ruby,
why?

People were throwing tomatoes
and were writing bad words.

She was
a queen
Ruby

about black KKK people like
word KKK Nigger.

She was organization
an important that terrorizes
girl. black people

Why?

on the wall + on the ground

because
she
wasn't
white.

Tomatoes racist words
in 1960 and →

All this happened
in Louisiana, USA

She was
different.

NIGGER 😞

Then Ruby arrived at school but all the other children made her feel bad. For this I understand that difference is good and all the beauty in people is that we are different.

Student writing



Returning from work, L.S. Lowry

What's going on?

Some people are walking in a strange place. Maybe they're going to work.

Some poor people are in a street.

I think they are looking for a job.

What makes you say that?

They look busy and they walk fast.

I see many factories.

I can see air pollution!

Real title

RETURNING FROM WORK

(LS LOW)

Their heads are down

They are a crowd.

They look unhappy

Their shoulders are bent.

They look exhausted

They look very tired

Their faces look pale

OUR Titles

Zombie Town

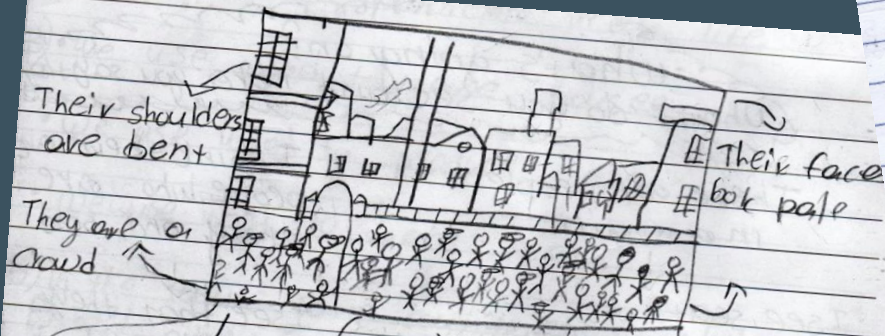
Work Place

Busy People

Ghost Town

What makes you say that?
viewing / finding meaning in
imagery / reasoning

Class brainstorm documentation



Their shoulders are bent

Their faces look pale

They are a crowd

Some people are walking. Maybe they're going to work

I see many factories. They look busy and walk fast

Some poor people are in a street

I think they're looking for a job

They look unhappy

Their heads are down

They don't care about what's going on around them

They look very tired

2nd painting

What's going on?

What do you see that makes you say that?

Some people are walking in a strange place.

(Maybe they're going to work)

I see many factories.

They look busy and walk fast.

I can see air pollution.

Some poor people are in a street

I think they're looking for a job.

They look unhappy.

They look very tired.

Their heads are down.

Their shoulders are bent and they look exhausted.

They are a crowd. Their faces look pale

Student notes



Step inside
*perspective-taking /
connecting*

In collaboration with
Chris Theocharopoulos, drama teacher



The Potato Eaters, Vincent Van Gogh

The colours are dark, green, black, grey and brown, but there are also bright details such as a little yellow, a little white and a little orange. The title is The Potato Eaters. The painter is Vincent Van Gogh. This painting is for the life of poor peasants. This is a realistic painting.

Student writing

Saw the picture. We started collecting opinions. Some of us called the picture warm. Why? Because... Those people... They were all eating together! They were sharing their food... Some of us disagreed and said that the picture wasn't warm at all... When the teacher asked them why, they answered that the picture wasn't warm because the people

in it were sad, tired and dirty...

Draw

Write and explain

• What?

• Why?

• What colours? Why?

What do you see around
you? Title: My image of

poverty

My image of ...

synthesizing / connecting / representing

My image of poverty



The painting which I draw shows the poverty of our country. A poor man is opening a rubbish bin and is searching for food. He has n't got any money to buy food, so he is looking for it in the streets. He hasn't got a job because the factory where he was working closed.

The painting is realistic. It has cold and dark colours like green, brown, black and grey. But there are also some warm colours.

Around us there are many people like him, searching for food or money.

My image of ...

synthesizing / connecting / representing

Subway



My image of POVERTY

The girl in the painting is playing the violin to collect fundings for her brother, who is very ill. However she doesn't collect coins in her violin case. People throw papers in it. That's why she keeps going there every day after school. Today, this is something that usually happens, but how many people do something to help? I made this painting with bright colours to show the hope inside This little girl's heart.



In this painting there is an immigrant girl. She is sitting on a bench and she waiting for the people to give her some money.

I draw this painting because in these days, we can see that very often and it's the reality in our country.



What after?, Louay Kayyali

What makes you say that?

viewing / finding meaning in imagery / reasoning

What's going on?

what makes you say that?

- Some people, ^{men} women, ^{children} Some of them are dying

↓
one of them looks very yellow like there's no blood in him.

- Some people wearing black clothes. There is a light background.

- A child is holding a white dove. ^{symbol} peace ?

- Some of the women are looking at the sky. Their heads are looking upwards.

- I think they're poor. They've got no shoes.

- They looked scared.

- They are wearing black ^{mourning}

The name of the painting is ^{after} Louay Kayyali (he's a Syrian artist) ← What's after?

This painting shows people coming from war that their relatives may be died.

agony = aywīa

A little child hugging her mom in agony.

Student notes

In the last lesson we looked at a painting named "What after" by Louay Nayyali. When we saw for a first time the painting we were thinking that they were dying, but we didn't see somewhere blood. So they were not dying. We saw that a kid was holding a white dove. In the middle of the lesson we

understood that they were some people after a war and their relatives died. They had ^{were} ~~with~~ ⁱⁿ agony ^{about} what ^{is} ~~its~~ ^{going to} happen ~~after~~ next.

Students' re-appraisal

Today in the English lesson, Mrs Chrysa told us to look at a painting called "What after" and the painter is named Louay Kayyali, who is a Syrian artist. We looked at it. In the beginning I thought that they were dying, but I saw they were dying from their inside. A little boy was

Student writing

in ruins, after this war.

I perceive that I will die and I have nothing, no food, no home and I feel so empty like I have no blood in me.

I believe that we don't have hope to survive and I'm scared.

their country and become refugees.

I care about my family and I'm angry because I can't do anything to save us.

Perceive, believe, care about perspective-taking, empathic thinking

From the perspective of the man

... the woman

I perceive that we are poor, homeless and sad.

I believe that all the countries should help us to find a shelter and

I care about my children.

I care about my relatives in the war.

I perceive that in a war many people die!

I haven't got anything!

I believe I'll go home with my family!

I believe that I won't have time to live my life

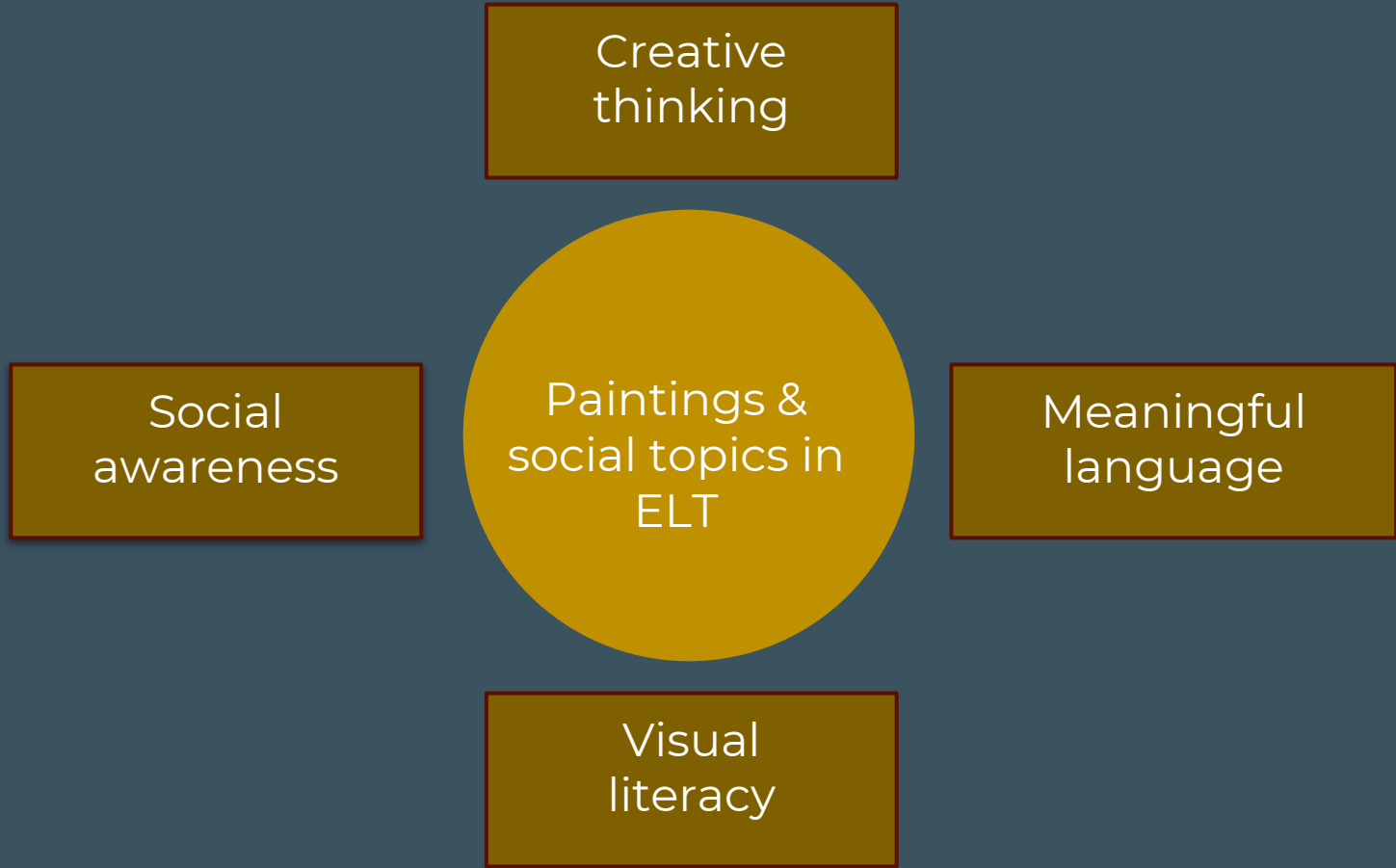
I care about my relatives that's why I'm hugging my mum!

I only care about my white dove because it's my hope

... the child



What does this approach yield
in terms of learning?



We kept notes and that helped out writing.

♥ Loved ♥
how we talked, shared our ideas and wrote them. ♥

I think that with the paintings we learn and enjoy ourselves at the same time

Student opinion

personalized

not pre-determined

shared

descriptive

Meaningful
language

self-scaffolded

communicative

reflective

synthesizing

capturing
the heart

making
connections

looking for
different answers

reasoning
with evidence

Creative
thinking

allowing for
mistakes

observing closely
and describing

wondering and
asking questions

sharing thinking
with others

viewing

describing

representing

associating

Visual
literacy

comprehending
complexity

finding
meaning

reasoning

interpreting

learned a lot of things about
life that we didn't know. We learnt
how to look at life and the
world around us in a different
way.

Student writing

respect

fairness

acceptance

connection

Social
awareness

empathy

open-mindedness

consciousness

compassion

Paint me a world



“Painting is my life. It makes me feel human. The artist feels everything around him, what is happening to human beings, hunger, war, worry about his future, humanity in general. The paintings help him to express these feelings.” (Mohammed Masri, Syrian artist)