

LEARNING CARD

The Art of Expressing

Description The activity will start from the internalization of an emotion-value proposed to the student followed by the autonomous emotional expression of the same, through the artistic creation of a work of his own.

Tag

- Audio
- Blog
- Documentary
- Music
- Photo
- Video
- Writing

Skills

CONTENT MANAGEMENT

- To search, select and download
- To manage content archives
- To manage content dissemination and sharing

IDEOLOGY AND ETHICS

- To recognize and describe
- To evaluate and reflect
- To take action and to apply

INDIVIDUAL MANAGEMENT

- To self-manage
- To manage the own identity
- To manage own feelings and emotions

NARRATIVE AND AESTHETICS

- To interpret
- To recognize and describe
- To compare
- To evaluate and reflect
- To take action and to apply

PERFORMANCE

- To act

Learning areas

- Arts
- Language
- Religion and Ethics
- Social Sciences

Card language

- English
- Spanish
- Italian

Structure

Sessions 2 sessions of 55' in a row, once a week, for two months. (Variable)

Duration 10' (2 sessions in a row, variable).

Number of participants	30
Age	<ul style="list-style-type: none">• 14-16• 17-18
Materials	<ul style="list-style-type: none">• For the start of the activity: Computers, Music, Sheet of the chosen work of art, Projector, Screen, Printing of the newspaper article, Speakers• For the development of the activity: The necessary materials for each artistic creation (variable), Notebook and pen for the portfolio, Notebook of teacher's journal and pen• For the exhibition of the works: Projector, Screen, Materials of the students (variable)• For the evaluation: Questionnaires, Evaluation rubrics

Process

Key questions

- How can I express an emotion?
- How do others express their emotions?
- What artistic qualities do I have?
- Do I know many types of artistic expressions?
- Am I capable of developing a creative process?
- Do I know sources of inspiration?

Development

Presentation of the activity. The teacher will prepare an exhibition in the classroom that deals with a certain emotion-value. For this, they can choose a multitude of media and disciplines to create an adequate environment for the students to perceive the emotion-value that must be worked on. Students should be left with time to comment on what they think different media are expressing, contrast their opinions with others, add their own experiences, prior knowledge ...

It will end by narrowing the theme and deciding the emotion-value that is going to work. Example: if you are going to talk about forgiveness, you can choose the picture of the "prodigal son" of Rembrandt, the song "Devuélveme la vida" by Antonio Orozco; Image of a graffiti with the phrase "neither forget nor forgive", the article by LANDABURU, G., "ETA: The forgiveness of the victims"; a meme about forgiveness, a scene from the movie Spiderman 3 (Norman Osborn apologizes to Spiderman for having persecuted him and sacrifices his life for him). These files should be exhibited around the classroom and the students walk among them observing them, like a museum.

After 15 minutes in contact with the exhibited works the students sit down and they share their opinions, own experiences about what the exhibition means to each one. It will end by setting the emotion-value of forgiveness as the basis of all subsequent work. The teacher must take care of the choice of this emotion-value diligently because it will be the determining factor of the whole project.

Personal and group work. You can divide the presentation into three sub-phases:

- Exposition.
- Discussion-debate
- Choice and determination of the emotion-value to be treated.

(55')

Internalization of emotion-value. The teacher provides a context. Personal work. **(35')**

Choice of the medium to transmit the emotion-value worked on. Personal work. **(20' at home, variable)**

Exhibition of artistic creation.

- Oral exhibition in the classroom
- Exhibition in the classroom blog with mention of the author in their different social networks (for example, include your Instagram account, Twitter, etc.)

(Two sessions per week are suggested for two weeks, 110'in total)

Evaluation, co-evaluation and self-evaluation.

- Co-evaluation, on the days of exposure and one week after being published in the classroom blog
- Self-evaluation in the portfolio

• Evaluation of the teacher based on the student's portfolio and the exhibition held

Evaluation of the activity and teaching performance.

(It is suggested that this be done two weeks after the activity has ended, 10')

Evaluation

There is a combination of continuous and final evaluation:

Continuous assessment:

- Teacher's journal.
- Delivery of portfolios-class journals on a monthly basis. The teacher gives feedback on the degree of involvement.

Final evaluation:

- Teacher evaluation of the presentation and portfolio-diary.
- Co-evaluation of the students of the presentation
- Personal self-evaluation of the presentation and the portfolio.

References for professors

- Blogger
- Youtube
- Pack de Adobe
- Microsoft Office
- El Prado Museum (<https://www.museodelprado.es>) or another museum

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