

<b>Name of the method</b>	Paintings In The Teaching Process Learning style: visual
<b>Origin or ownership of the method</b>	No ownership-no copyright
<b>How the method corresponds to the common guiding principles of GRT</b>	<p>The objective of the method is to use paintings as useful support tools in order to make the teaching/learning processes more entertaining for teenage students and more effective in terms of the envisaged educational objectives.</p> <p>“Paintings in teaching” method:</p> <ul style="list-style-type: none"> <li>● follows the main principles of GRT: inspiration-love-freedom;</li> <li>● addresses all teachers and students with and/or mostly <b>without</b> artistic skills;</li> <li>● inspires teachers to use paintings of acknowledged artists in their teaching and evaluation of specific content of school disciplines (history, mathematics, biology, physics, chemistry etc);</li> <li>● proposes a free selection of paintings according to the school subject and the interests of the teacher and students.</li> </ul> <p>The method aims to:</p> <ul style="list-style-type: none"> <li>-support and introduce a more entertaining and attractive tool and thus render the learning process and its content more appealing to students</li> <li>-increase students’ participation</li> <li>-boost memory</li> <li>-enhance correlative thinking mechanisms</li> <li>-provide possible tools in order to turn evaluation/ assessment into a game</li> </ul> <p>Instructional video on using famous paintings in the classroom:</p>

	 <p><a href="https://youtu.be/aE4YcXHPAIA">https://youtu.be/aE4YcXHPAIA</a></p>
<p><b>Preparation needed for implementation of the method</b></p>	<p>The method requires:</p> <ul style="list-style-type: none"> <li>- the standard preparation of the teacher for the teaching session/ the topic of the educational content in question, the overview of topic</li> <li>- lesson plans</li> <li>- the overview of the list of paintings, selection of painting/-s and incorporation into the lesson plan</li> <li>- preparation of the necessary material (painting) in physical form (printed version) or digital form</li> </ul> <p>No preparation of students is required</p>
<p><b>Materials needed</b></p>	<ul style="list-style-type: none"> <li>- Paper print of the picture of famous paintings</li> <li>- Pieces of papers with icons of the added information or pencil or color crayons, pins/scotch/ pattex</li> </ul> <p>For digital format:</p> <ul style="list-style-type: none"> <li>- the digital photo of the painting and simple drawing software or just an underlining pen</li> <li>- projector or a laptop</li> </ul>
<p><b>Additional staff support needed or combinations with other scientific topics (optional)</b></p>	<p>No need of additional staff support</p> <p>Optional: in case the teacher desires, he/she could collaborate with a member of the staff specialized in visual arts (painting, history of art etc), or staff specialized in the use of digital tools.</p>
<p><b>Method description</b></p>	<p>The method addresses teachers who love paintings and history of art or have identified a class/students interested in painting.</p> <p>“Paintings in teaching” proposes the use of paintings of acknowledged artists as a support tool during the teaching process of a specified educational content.</p> <p>Paintings can be selected:</p> <ul style="list-style-type: none"> <li>- according to the topic relevance to the educational content</li> <li>- by taking into consideration the impact of the painting itself</li> </ul>

	<p>and the importance of the painting in relation to the content.</p> <p>The paintings could be used: (indicative yet not exhaustive practices)</p> <ul style="list-style-type: none"> <li>• as a tool transmitting specific knowledge</li> </ul> <p>-with direct reference to information provided by the painting</p> <p>-through gamification (treasure hunting, “hide and seek” of hidden information in the paintings)</p> <ul style="list-style-type: none"> <li>• as an assessment-evaluation tool: (indicative not exhaustive practices)</li> </ul> <p>-By embedding information related to the educational content in famous paintings preferably with complex representations. The student is invited to find/discover where the correct information is.</p>
<p><b>Detailed instructions</b></p>	<ol style="list-style-type: none"> <li>1) At the beginning of the school year the teacher can ask if students are interested in paintings</li> <li>2) The teacher creates a lesson plan according to the curriculum</li> <li>3) The teacher selects one painting/or more paintings relevant to the subject or the educational objectives</li> <li>4) The teacher researches information about the painting according to the objectives of the lesson</li> <li>5) The teacher prepares the printed painting (or digital version) for the class or multiple copies for each student</li> <li>5) The teacher presents and relates the painting to the topic of the curriculum</li> <li>6) The teacher stimulates dialogue with students, invites students to participate verbally or by adding visual material if possible</li> <li>7) The teacher suggests homework assignment (students have to find paintings related to the subject, examine the painting and find more information about it, look for other possible correlations of the topic with other school subjects or arts, etc)</li> <li>8) The teacher prepares a visual quiz /riddle for assessment based on the painting/-s at the end of the lesson.</li> </ol>
<p><b>Experiments, conducted in the different schools, involved in the project</b></p>	<p>An experiment with this tool was done by the teachers participating in the online training under the GRT project.</p> <p>The results obtained can be checked in Annex 3.</p>

**Evaluation tools**

*Questions, which a teacher can use in order to monitor his/her progress with this tool and establish its usefulness and feasibility:*

*Is it hard to establish a routine of using the proposed method?*

*Which type of artworks get the most attention from your students? How easy is it for them to analyze the works of art? Do you notice the students' confidence in analysis increase, based on experience with visual thinking strategies (<https://vtshome.org>)?*

*Have you observed changes in the students' interest towards the subject and their engagement with classwork and homework? If yes, what were they?*

*Have you observed an increased interest and desire to search for more similar artworks or artworks that are related to the studied subject?*

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