

Learning Scenario Template

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| Title | Art and Storytelling |
| Subject | English |
| Grade Level | A2 Level/ 11-year-old students |
| Duration | 2 hours- 45 minutes |
| Objective(s) | <ul style="list-style-type: none"> • Collaboration: Students work in groups to analyze the painting and build a narrative together. • Enhancement of Critical Thinking Skills: Students interpret the visual details and connect them to form a cohesive story. • Development of Writing Skills: Writing based on a stimulus, focusing on structure, vocabulary, and sentence construction. • Creativity: Encouraging imaginative interpretations of artwork and storytelling. |
| Pedagogical Methods | Inquiry-based and Collaborative Learning |
| Structure | <ul style="list-style-type: none"> • Introduction: Begin with a brief discussion on storytelling and interpreting visual art. • Group Observation: Students divided into groups and given a famous painting to observe. • Brainstorming: Each group completes a questionnaire as a tool to guide their discussion and brainstorming of ideas. • Story Creation: Using the brainstormed ideas, groups create a narrative about the scene in the painting. • Sharing: Groups share their stories with the class, encouraging speaking and listening skills. |
| Materials/Resources | <ul style="list-style-type: none"> • Printed copies of famous paintings for each group (e.g., "The Milkmaid" by Vermeer, "Sunday Afternoon on the Island of La Grande Jatte" by Seurat). • Questionnaire with prompts (see below for possible questions). • Interactive Whiteboard for class-wide sharing or notes. |

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| Pre-requisites | <p>Students should know:</p> <ul style="list-style-type: none"> • Story structure: Setting, characters, events in sequence, climax, and resolution. • Basic descriptive language and connecting words to link events in a linear way. |
| Activities & Procedures | <ul style="list-style-type: none"> • Introduction (15 minutes): Briefly discuss storytelling elements and how art can be a story source. • Group Setup and Painting Analysis (20 minutes): Each group observes the painting, discusses, and fills out the questionnaire. • Questionnaire Guidance (10 minutes): Sample questions could include: <ul style="list-style-type: none"> • Describe the people in the painting: What are they doing? How do they look? • What do you think each person is feeling or thinking? • Describe the setting: Where and when do you think this scene takes place? • What events might be happening before or after this moment? • Story Writing (45 minutes): Using responses, groups collaborate to write a story. Each group can assign roles (e.g., writer, idea-sharer, editor). • Class Sharing (15 minutes): Each group reads or performs their story for the class. • Reflection (10 minutes): Brief feedback session to discuss what they learned or enjoyed. |
| Assessment/Evaluation | <ul style="list-style-type: none"> • Participation in group discussions. • Completion of Questionnaire: Evaluate creativity and effort in responses. • Story Structure and Content: Review for coherence, creativity, and correct use of basic story structure. • Class Sharing: Observe speaking skills and engagement with peers |
| Extensions/Modifications | <ul style="list-style-type: none"> • For Different Levels: Provide simpler paintings for less advanced groups or add complex questions for advanced students. • Individual Writing Option: For students who prefer, they can work individually to create shorter stories inspired by the painting. • Post-Activity Reflection: Ask students to write individually about what they learned from the collaborative process. |
| Additional Notes | <p>Consider using background music or creating a quiet setting while</p> |

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| | groups work on brainstorming and writing to help students focus. |
| Attachments/Links | <ul style="list-style-type: none">• Questionnaire template.• Suggested paintings: "The Milkmaid" (Vermeer), "Starry Night" (Van Gogh), "The Persistence of Memory" (Dali), "Sunday Afternoon on the Island of La Grande Jatte" (Seurat).. |