

# Educational use of the CLIL approach in communication with contemporary art



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# Focus of the presentation

- This presentation will briefly investigate the potential of a contemporary art exhibition for teaching visual arts utilizing the CLIL approach.
- For the purposes of this presentation I will focus on two of the exhibits and how they could be approached in the Museum and in school with the CLIL approach.

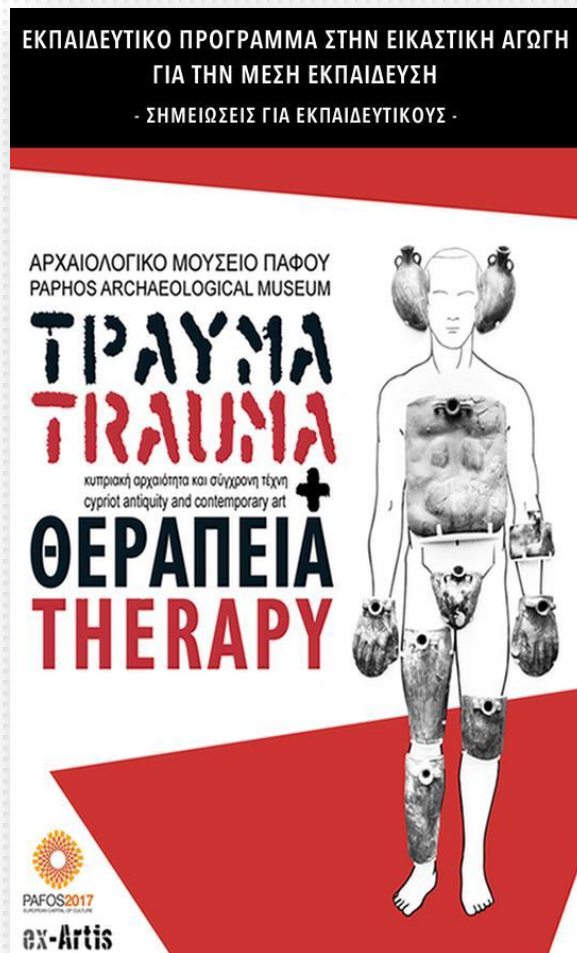
# Visual Culture

- Education on visual culture becomes imperative as children are bombarded daily by a huge amount of visual stimuli through television, advertising, the internet and/or other visual images and memories that influence their lives. The meaning of art is explored through deconstruction and encouragement of multiple interpretations. The visual culture is one of the thematic areas of the Cypriot Art Curriculum.



# Trauma and therapy

## Cypriot antiquity and contemporary art



# Artwork 1



Evrripides Zantides and Ioanna Tympiotou, *There is nothing like health*, 2013, neon-light sign, medical packages, advertising leaflets.

# Health and therapy at the service of consumption



- The artists were inspired from the advertised stereotypes about health and beauty, which are part of the commercialized pop culture. They make a common remark on the phenomenon of our modern age, that of “consumerization”.



# Educational Approach

*After the museum visit students:*

- are encouraged to think critically about the artwork, to make dialogues and investigate the ideas underpinning it and materials
- use their sketchbooks to write and draw their ideas and/or feelings about the slogan
- are challenged to respond to the question “Is it art?”.

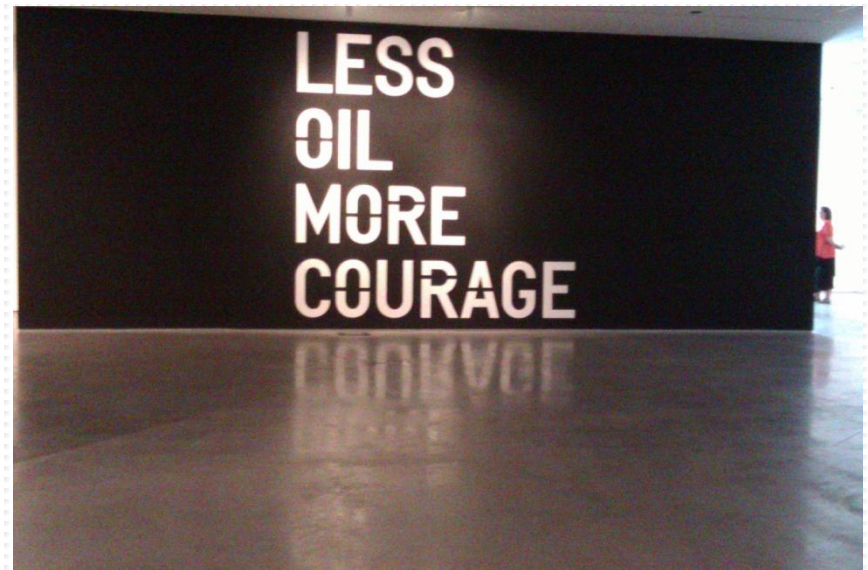


# Educational Approach

Museum of contemporary Art in Krakow

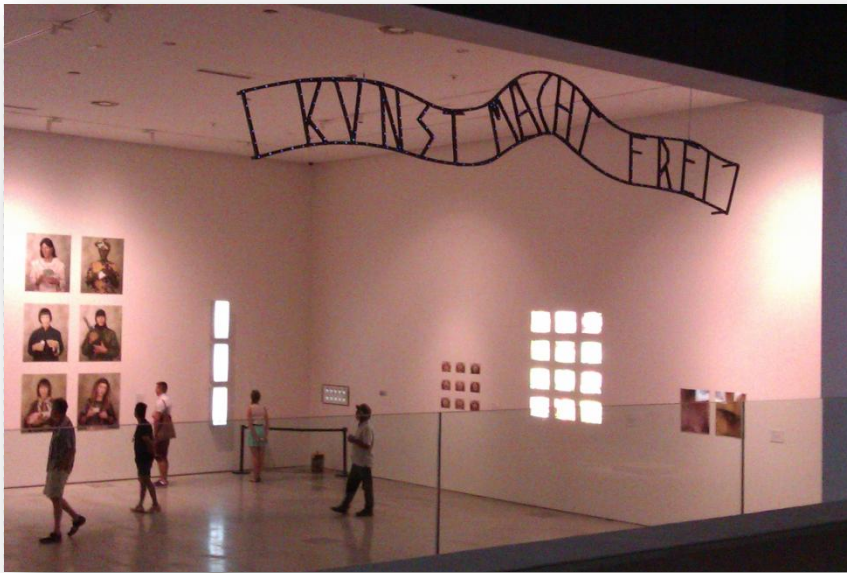


- Searching for other neon signs in galleries (internet, artbooks, personal photos etc.).
- Compare and contrast the different signs.
- Deconstructing the meaning and connect it with their experiences.





# Educational Approach



Museum of contemporary Art in Krakow

# Educational Approach

- Searching for other neon signs in daily life (shops, restaurants, street advertisement, TV etc.).
- Investigate their role.
- Distinguish the different roles of neon signs in a gallery and in daily life.



Shop window Selfridges London





# Educational Approach

- They could write their own slogans about a social issue (e.g. health, human rights, animal protection) working cooperatively.
- They choose one of them and make their paintings that has a relation with the meaning of this slogan (agree/disagree).
- They could also make an installation using personal and other objects to support the idea behind the slogan.
- The slogans will be in English and together with the installation and artworks could be photographed.
- These photos could be disseminated in the school website or send to relevant organizations to communicate their ideas to other people.

Students create their own artworks



# Artwork 2



Marianna Constanti, *Remedial formulas*, 2014, mixed media, dimensions variable

# Herbs as therapy

- Marianna Constanti was inspired by a piece of Cypriot medicine and therapeutic tradition (stone, mineral pharmaceutical substances and mainly herbs).
- For Marianna Constanti, the pharmaceutical vessels are the “bodies” which bare, or once bore, the medicine/elixir for the rehabilitation of health, but they also function as a basic element of an ambiguous artistic construction which variably stimulates the human senses (vision, smell, touch). Apart from experiencing the smell of the herbs.

(Niki Loizidi, 2014)





# Educational activities in the museum



*Students observe the installation closely.*

- What does it refer to?
- What information does it give us?

# Educational activities in the museum



*The teacher invites children to observe the installation from different perspectives and think critically.*

- Is it a neat/tidy room or messy?
- Who does own this strange office?

# Educational activities in the museum

- Students sit in a circle and the teacher gives each child a bag with some herbs like lavender, basil, thyme and rose petals. Students are encouraged to smell and then say the first word that comes to their mind or what it reminds them (experiences, memories).



Multi-sensory experiences



- Students name the plants / herbs and explain how they use them at home. They read the related notes about the healing qualities of herbs.



# Educational activities in the museum



- Students get involved in a role play. One of them has the role of the pharmacist and the rest undertake the role of the patients. The pharmacist stands behind the counter (installation) holding cards with the names and medicinal qualities of the herbs). Patient cards list symptoms of colds, mosquito bite and other problems that characterize modern living (e.g. loneliness, dependence on video games). Students are asked to read their card and then visit the pharmacy to find a solution to their problem (Larkou, F., Markidou, T. and Savva, A., 2014).

Investigation and reflection, role play

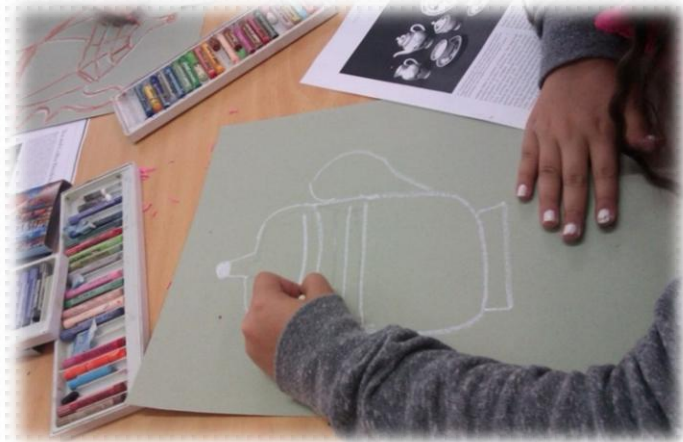
## Educational activities in the school

- The teacher encourages students to make a collection with different plants and herbs and then they can group them and make drawings. They find their names in Greek and English and make a label with it under their drawings.





# Educational activities in the school



## *Intercultural approach*

- Students search and find different traditions to the cultivation of herbs in different cultures and the different pots they use for teas.
- They can also see it throughout the years in museums such as V&A.

# Educational activities in the school

The teacher encourages students to create their own installation with scents and perfumes. They gather different objects, herbs and plants; they make their installation under the theme of “therapy” after investigation and experiment with ideas and materials. Throughout this process students learn about the pharmaceutical properties of Cypriot plants.







**Dissemination  
Action Day – Healthy habits**



# Educational activities in the school

- Students make their own ornaments and wishes for the new year using herb bags with a note. It is hoped that this wish will cure a problem.





## Summing up



The curriculum of visual arts aims to help students to communicate using a wide range of visual messages and develop their creativity. In a democratic society the young people need to be able to understand and

participate in important cultural projects and products of visual culture. English language and the use of the CLIL approach becomes a tool for the understanding of contemporary art nurturing skills that will help students to understand and interact with the contemporary world.



# Thank you for your attention!

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