



Pedagogical Script

Planning an online course

Pedagogical Script

Planning an online course

Period:

Nonstop:

Course Title:	Visual Communication
Unit of Learning Outcome:	
Scope of studies:	Art and image, art history, drawing
Language of instruction:	
Coordinating teacher(s):	Monica Boffa
Target group:	1st year students Hypermedia Graphics
Prior studies:	Manual colouring techniques, history of art
Description:	<p>FIRST STAGE- 45 min: presentation of the work and the work phases. Projection of the slides prepared by the trainer with a description of the colouring techniques to be used. Analysis of the work "Self-portrait with hummingbirds" by Frida Kahlo (slides+ documentaries on You Tube+ museum and art sites)</p> <p>SECOND STAGE- 20 mins: explanation of the technique of manual colouring with Frottage (slides+ youTube+ Pinterest to see examples)</p> <p>THIRD STAGE- 40 mins: time dedicated to experimenting individually and independently with the Frottage technique.</p> <p>In their environment (home/classroom and outdoor spaces) the students have to colour freely using a wide variety of rough media to see the decorative effect (textiles, wood, stone, tree bark, glass paper, vegetables, etc.).</p>



	<p>Presentation of the individual's research to the class, reflections and discussion</p> <p>THIRD STAGE - 3 hours: time available to draw individually and independently, copying the example given by the teacher (drawing consisting only of the essential outlines taken from Frida Kahlo's work) and to colour with coloured pencils (manual activity on A4 sheet - same layout for everyone)</p> <p>FOURTH STAGE -1,15h: scanning individual works and layout to create a collective digital graphic work to be printed in large size (Canva - students work individually on their PCs or with smart phones) and pasted on a rigid support to be displayed in the classroom</p> <p>FINAL PHASE - 45 min: summary of work, considerations and possible publication on the school's social media with captions created by the students</p>
Learning objectives:	<p>Exercising creativity, improving the handcolouring technique, suggesting the use of a work of art from the past in a contemporary interpretation by approaching it with respect for the work and the original setting in the author's intent. Teaching the work process consisting of an initial phase of analysis, research and study on an image, choice of a suitable colouring technique to bring out that subject. Combining several media to create a collective decorative graphic work to be used as a pattern (suggesting many ways of commercial use) or as a decorative panel</p>
Strategy:	<p>Expert centered <input checked="" type="checkbox"/> Problem centered <input type="checkbox"/> Material centered <input type="checkbox"/> Task centered <input type="checkbox"/> Interaction centered <input checked="" type="checkbox"/> Cooperation centered</p>
Mode of teaching:	<p>Guided <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Blended <input type="checkbox"/></p>
Learning process:	<p>Individual <input checked="" type="checkbox"/> Collaborative <input type="checkbox"/> Both <input type="checkbox"/></p>
Learning environment:	<p>Moodle <input checked="" type="checkbox"/> Itslearning <input type="checkbox"/> Google classroom <input type="checkbox"/> Odissea <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> MOOC <input type="checkbox"/> Other: Thinglink</p>
Digital tools:	<p>Microsoft office <input type="checkbox"/> Adobe <input type="checkbox"/> Canva <input checked="" type="checkbox"/> Thinglink <input type="checkbox"/> Kahoot <input type="checkbox"/></p>





	Quizlet <input type="checkbox"/> VR <input type="checkbox"/> Social media <input type="checkbox"/> Miro <input type="checkbox"/> Nearpod <input type="checkbox"/> Trello <input type="checkbox"/> Mural <input type="checkbox"/> Padlet <input type="checkbox"/> Slack <input type="checkbox"/> Asana <input type="checkbox"/> Eduteams <input type="checkbox"/> Youtube <input type="checkbox"/> Other:		
Learning materials:		Done	Needs to be done
	Texts Content:	X	
	Pictures Content:		
	Videos Content:		
	Audios Content:		
	Tasks/Games Content:		
	Accessibility		
	CC License	X	
Student guidance:	Peer support, Teacher guidance, automatic guidance		
Estimated amount of guidance:	In the early stages of studies, before using machines		
Assessment methods and feedback:	work <input type="checkbox"/> tasks <input type="checkbox"/> tests <input type="checkbox"/> other: self-assessment <input type="checkbox"/> peer assessment <input type="checkbox"/> teacher assessment <input checked="" type="checkbox"/> oral feedback <input checked="" type="checkbox"/> written feedback <input type="checkbox"/> audio feedback <input type="checkbox"/> video feedback <input type="checkbox"/> automatic feedback <input type="checkbox"/>		
Feedback:	Consultation with students on the timing and future development of an activity similar to the one proposed.		