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STEAME ACADEMY

TEACHING FACILITATION LEARNING & CREATIVITY PLAN (L&C PLAN) - LEVEL 1

STUDENT TEACHERS: Art Studio



1. Overview

Title	Art Studio
Driving Question or Topic	<p><i>Composition of one or small number of essential questions (or related topics):</i></p> <p><i>How can we see history through paintings?</i></p> <p><i>Who were the main painters of the 17-th century, a pivotal period in the history of painting, witnessing significant developments across Europe?</i></p> <p><i>How paintings served as visual records of important moments in history, providing insights into the past for future generations?</i></p> <p><i>Can we represent historical events using postcards?</i></p>
Ages, Grades, ...	Age selection : 15-18 K-12 grade level selection: 10-12
Duration, Timeline, Activities	Number of learning hours: 4 Timeline/frame, calendar: 4x50 min Number of activities: 4
Curriculum Alignment	<p>Main historical events of the 17-th century</p> <p>The relationship between painting history and how paintings depicted historical events in the 1600s.</p> <p>The most painted historical events from the 1600s and who are the masters that painted them</p> <p>Representing history with postcards</p> <p>Entrepreneurial mindset.</p>
Contributors, Partners	School partners from art museums, art gallery, history museums
Abstract - Synopsis	<p>The objective of this PL&C is to describe how student teachers can approach STEAME education to empower high-school students with entrepreneurial skills by establishing a sustainable Art Studio business that recreate historical events while promoting the knowledge of history and art.)</p>
References, Acknowledgements	<p>https://archive.org/</p> <p>https://gallica.bnf.fr/accueil/fr/content/accueil-fr?mode=desktop</p> <p>https://www.britishmuseum.org/</p> <p>https://www.nationalarchives.gov.uk/</p> <p>https://www.nationaalarchief.nl/</p> <p>https://www.bne.es/en/about-us</p> <p>https://manuale.edu.ro/manuale/Clasa%20a%20VIII-a/Istorie/Uy5DLiBDLkQuIFBSRVNT/book.html?book#4</p> <p>https://manuale.edu.ro/manuale/Clasa%20a%20XII-a/Istorie/Corint1/A387.pdf</p> <p>https://www.smartsheet.com/content/small-business-budget-templates</p> <p>https://vtechworks.lib.vt.edu/server/api/core/bitstreams/16fbf003-a52b-49d1-9fc4-73f899d5a1a3/content</p>

2. STEAME ACADEMY Framework*

Teachers' Cooperation	<p><i>Teacher 1 cooperation with Teacher 2 in case of learning elements involving two different disciplines and specific cooperation of mentoring by service teachers for student teachers</i></p> <p><i>Work plan and steps with clear goals and activities between service and student teachers</i></p> <p><i>The three teachers cooperate to fulfill the objectives of the topic under debate.</i></p> <p><i>Teacher 1 (History) – will provide knowledge on main history events of the 17-th century</i></p> <p><i>Teacher 2 (Art) – will provide knowledge on the most painted historical events from the 1600s and who are the masters that painted them.</i></p> <p><i>Teacher 3 (Entrepreneurship) – will update knowledge on main topics in business education: from starting a business to optimizing the business under ethical consideration. Business ideas related to creating an Art studio will be investigated.</i></p>
STEAME in Life (SiL) Organization	<p><i>Meeting with business representatives/Applications in real world</i></p> <p><i>Entrepreneurship – STEAME in Life (SiL) Days</i></p>
Action Plan Formulation	<p><i>Reference to the Stages and the Steps of the STEAME ACADEMY Framework for Project-based STEAME learning (Action Plan Formulation)</i></p> <p><i>Work plan and steps with clear goals and activities for student teachers. The following topics will be covered by teachers involved in project:</i></p> <p>Activities of Teacher 1:</p> <ol style="list-style-type: none"><i>1.1. Brief overview of the historical context of the 17th century.</i><i>1.2. Discuss the significance of painting as a medium for recording and interpreting historical events.</i><i>1.3. Explore the relationship between painting and historical documentation.</i><i>1.4 . Examine the influence of patrons, including monarchs, nobility, and religious institutions, on the subject matter and themes of paintings.</i><i>1.5. Analyze how paintings were used as propaganda tools to promote political or religious ideologies.</i> <p>Activities of Teacher 2:</p> <ol style="list-style-type: none"><i>2.1. Introduction to major artistic movements and trends of the 17th century</i><i>2.2. Case studies of commissioned works depicting historical events</i><i>2.3. Discuss examples of paintings commissioned to glorify rulers, celebrate military victories, or reinforce religious beliefs.</i> <p>Activities of Teacher 3:</p> <ol style="list-style-type: none"><i>3.1. Business Idea Generation</i><i>3.2. Funding the business</i><i>3.3. Legal Issues in the field</i><i>3.4. Marketing</i><i>3.5. The Business Plan</i><i>3.6. The Entrepreneur and the community</i><i>3.7. Do your research on sustainability.</i> <p>Common activities:</p> <ol style="list-style-type: none"><i>4.1. Let us start a business. Specific laws related to Art Studio.</i><i>4.2. Let us design an online Art Studio.</i><i>4.3. Identify best practices in the Art business. Ethics.</i><i>4.4. Select a historic event. Make a postcard related to it.</i><i>4.5. Promote the product.</i><i>4.6. Evaluation - Each teacher follows the assessment methodology: assesses students' teamwork, knowledge, presentation and communication skills, abilities</i>

3. Objectives and Methodologies

<p>Learning Goals and Objectives</p>	<p><i>Identification of goals or objectives using appropriate verbs, related or corresponding to competences (knowledge – skills - attitudes), what learner will be able to do after the project</i></p> <p>1- Knowledge</p> <ul style="list-style-type: none"> • Name the main historical events of the 17-th century • Identify the significance of painting as a medium for recording and interpreting historical events. • Explain the relationship between painting and historical documentation • Define the main terms for a business plan (mission statement, vision) • Identify the marketing strategy, operational plan <p>2- Skills</p> <ul style="list-style-type: none"> • Analyze the influence of patrons, including monarchs, nobility, and religious institutions, on the subject matter and themes of paintings • Construct different approaches of a historical event on a postcard • Construct the operational plan and marketing strategy • Create a brochure text for this business that would help promote the business model to other schools <p>3- Attitudes</p> <ul style="list-style-type: none"> • To acknowledge positive impact of knowing history and understanding its impact on social life • Commitment- to equip high-school students with practical entrepreneurial experiences, promoting art in all forms • Recognize the value of interdisciplinary knowledge-Art Studio involves history (painting as a medium for recording and interpreting historical events), art (paintings commissioned to glorify rulers, celebrate military victories, or reinforce religious beliefs), and potentially technology (online Art Studio), offering a multidisciplinary STEAME experience. integrating history and social and art in understanding of the main historical events and the impact of them on our life.
<p>Learning Outcomes and expected Results</p>	<p><i>Students who engage with Art Studio will develop competences in sustainable entrepreneurship, encompassing the ability to apply art and history knowledge in a real-world business context.</i></p> <ul style="list-style-type: none"> • Students will gain knowledge about the main historical events of the 17-th century - an overview of the historical context of the 17th century, including major political, religious, and social developments • Students will acquire knowledge the significance of painting as a medium for recording and interpreting historical events • Students will be introduced to the key artistic movements such as the Baroque period in Europe and the Dutch Golden Age. • Students will gain knowledge about notable artists and their contributions to the art world during this period. • Students will develop practical skills in designing a postcard to reconstruct a historical event and sustainable business management in this field • They will also develop entrepreneurial skills in product marketing and business planning.
<p>Prior Knowledge and Prerequisites</p>	<p><i>Prior experiences, knowledge and skills required by learners to bring with them to this learning experience: Students should have general knowledge on history, art and digital image editing skills</i></p>
<p>Motivation, Methodology, Strategies, Scaffolds</p>	<p><i>Teaching and learning strategies, approaches, methods, and/or techniques for achieving learning objectives (a project-based activity may help the competence development, or gamification, or other methods, etc.)</i></p> <p><i>Instruction differentiation for students' needs (learning styles, multi-modal representations, roles to students etc.)</i></p>

Active students' engagement, individual-team-classroom work, scaffolding techniques, etc.

Motivating students to get involved in ArtStudio can be achieved by highlighting various aspects that appeal to their interests, aspirations, and personal development:

Engage in practical, experiential learning opportunities.

- Students get to actively participate in recreate historical events on a postcard in order to reveal the importance of knowing history in real life
Develop entrepreneurial skills and business acumen.

- Students have the chance to learn about running a sustainable business, from product development to marketing, fostering a spirit of entrepreneurship.
Explore science, technology, engineering, mathematics, and entrepreneurship (STEAME) concepts.

- ArtStudio involves history (painting as a medium for recording and interpreting historical events), art (paintings commissioned to glorify rulers, celebrate military victories, or reinforce religious beliefs), and technology (digital skills-online Art Studio), offering a multidisciplinary STEAME experience

Explore creative product development and innovation.

- Designing and creating postcards which reconstruct historical events allows students to express their creativity and innovation in a real-world business setting.

Make a positive impact on the local community.

- Participating in community engagement events, workshops, and initiatives allows students to contribute to the community and raise awareness about the importance of history and art

Develop leadership skills and responsibilities.

- Students can take on leadership roles within the program, leading teams, organizing events, and actively contributing to the success of ArtStudio
Build social connections and teamwork skills.

- Collaborating with peers, educators, and community members fosters a sense of camaraderie and teamwork, creating a positive social environment.
Experience personal growth and self-discovery.

- The diverse activities within Art Studio provide opportunities for personal development, self-reflection, and the discovery of individual strengths and interests.

Involve parents in the learning process.

- Parents can actively participate in workshops, community events, and even contribute their expertise, creating a supportive and involved community around the students.

Future Opportunities: Open doors to future educational and career opportunities.

- Participation in Art Studio can be highlighted on resumes and college applications, potentially leading to opportunities in history and art studies, business related in the art domain, or related fields.

By emphasizing these motivations, ART Studio can create a program that resonates with a diverse range of student interests, encouraging active involvement and a positive learning experience. It guides students through key themes, artists, and historical contexts, encouraging critical thinking, analysis, and discussion.

To obtain the learning outcomes, it can be used project-based learning (PBL), in terms of developing critical thinking, problem-solving, and collaboration skills.

The projects which we can develop might be

1. Art and History Program

- Entrepreneurship: Business planning, marketing, and selling postcards

- *History: Discuss how political, religious, and social upheavals shaped artistic expression*
 - *Art: Discuss how historical paintings continue to be studied, interpreted, and appreciated today.*
 - *Parents: Involvement through workshops, art gallery events and community engagement*
- 2. Ethical Business Practices and Social Impact:**
- *Entrepreneurship: Integrating ethics into business decision-making.*
 - *History: Ethical considerations in the main history events. Examine the tension between representing historical events accurately and interpreting them artistically.*
 - *Art: Explore the use of symbolism and allegory in paintings to convey deeper meanings or moral lessons. Analyze examples of paintings where allegorical figures or symbols are employed to represent historical events or concepts.*
 - *Parents: Participation in discussions on ethical business practices.*

4. Preparation and Means

Preparation, Space Setting, Troubleshooting Tips	<p><i>Procedures, spaces, and material preparation</i></p> <p><i>Setting in the classroom, outdoor activity, computer lab, hybrid environment, etc.</i></p> <p>Classroom / Art Gallery</p> <p><i>White boards and markers</i></p> <p><i>Double sided adhesive tape</i></p> <p><i>Laptop per student/LCD projector</i></p>
Resources, Tools, Material, Attachments, Equipment	<p><i>Instructional sources and digital material with the related references needed for the implementation of the learning plan</i></p> <ul style="list-style-type: none"> - <i>PPT presentations</i> - <i>YouTube videos</i> - <i>Image Editors on Laptop</i>
Health and Safety	<p><i>Students and teachers work in a healthy and safe environment.</i></p>

5. Implementation

Instructional Activities, Procedures, Reflections	<p><i>Brief and comprehensive description of the creative activities, tasks, or learning experiences (individual-team-classroom work)</i></p> <p><i>Engagement and active participation through hands-on practices</i></p> <p><i>Students' feedback and reflection on their thinking, process, or learning.</i></p> <p><i>Monitoring students' learning and progress evaluation</i></p> <p><u>Lesson1 Understanding History, Art History. Relation between art and history</u></p> <p>1. Teacher's Actions:</p> <p><i>HistoryTeacher</i></p> <ul style="list-style-type: none"> • <i>Engage students in discussions about the role of knowing history and its importance in our lives</i> • <i>Design interactive games or quizzes that challenge students to identify main historical events of the 17-th century</i> • <i>Debate how political, religious, and social upheavals shaped artistic expression and thematic content using interactive games or quizzes</i> • <i>Incorporate technology, such as interactive apps or online platforms, to make the learning experience dynamic.</i> <p><i>Art Teacher</i></p> <ul style="list-style-type: none"> • <i>Highlight key artists of the 17th century who depicted historical events in their paintings.</i> • <i>Discuss their unique styles, techniques, and contributions to the portrayal of history.</i>
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- Provide examples of notable works by artists such as Rembrandt van Rijn, Peter Paul Rubens, and Diego Velázquez.

Entrepreneurship Teacher:

- Introduce the main entrepreneurial skills, business planning, and ethical business practices

2. Student Tasks

- Analyze the main historical events of 17-th century
- Identify how political, religious, and social upheavals shaped artistic expression and thematic content
- Identify the unique styles, techniques, and contributions to the portrayal of history
- Analyze examples of paintings that reflect the influence of historical events on artistic production during this period

Lesson2 Legacy and Reception of Historical Paintings

1. Teacher's Actions:

History Teacher

- Engage students in discussions on the legacy of historical paintings from the 17th century and their impact on subsequent artistic movements.
- Examine the relationship between social classes and the impact of religion over societal dynamics in the 17th century.
- Highlight examples of commissioned works depicting historical events, such as battles, coronations, and religious ceremonies.
- Discuss the motivations behind these commissions and the messages they aimed to convey.

Art Teacher

- Explore the use of symbolism and allegory in paintings to convey deeper meanings or moral lessons.
- Analyze examples of paintings where allegorical figures or symbols are employed to represent historical events or concepts.
- Discuss the ways in which symbolism enriches the narrative and interpretation of historical paintings.
- Reflect on the legacy of historical paintings from the 17th century and their impact on subsequent artistic movements.
- Explore the ways in which historical paintings shape our understanding of the past and contribute to cultural heritage.

2. Student Tasks

- Discuss and understand the importance of on the legacy of historical paintings from the 17th century and their impact
- Design a meaningful poster to underline the importance of commissioned works depicting historical events, such as battles, coronations, and religious ceremonies
- Understand how historical paintings continue to be studied, interpreted, and appreciated today.

Lesson3 Instill Entrepreneurial Skills and Ethical Business Practices

1. Teacher's Actions:

Art Teacher

- Invite artists, painters, or art historians to speak to students in order to summarize key points discussed throughout the previous lecture, emphasizing the multifaceted relationship between painting history and historical depiction in the 17th century
- Encourage further exploration and discussion of the topics covered, highlighting their relevance to the study of art and history.
- Facilitate Q&A sessions to allow students to engage directly with professionals in the field.

Entrepreneurship Teacher

- Introduce business simulation games that simulate the challenges and decision-making processes involved in running a sustainable business.

2. Student Tasks

- Understand and discuss topics covered, highlighting their relevance to the study of art and history.
- Analyze and discuss specific paintings depicting historical events, make a poster

Lesson4 Group Projects Art Studio

1. Teacher Tasks

Art Teacher

- Divide students into small groups and assign them responsibilities in order to create postcards with a historical theme
- Encourage students to apply the concepts and themes discussed during the previous lessons to their analysis, fostering deeper understanding and engagement with the artworks

Entrepreneurship Teacher

- Task students with organizing community engagement events, such as Student Art Gallery or Art educational workshops.
- Foster teamwork by assigning roles in event planning, promotion, and execution.

2. Student Tasks

Create multimedia projects related to Art and history paintings, highlight the projects in school exhibitions or community events.

Assessment and formative evaluation processes and rubrics to measure the student's ability to perform what was described in the objectives

Formative Assessment:

- The teacher will check for understanding through classroom discussion. The teacher will help facilitate discussion and correct misconceptions, if necessary.
- The exit ticket at the end of the lessons will help gauge student understanding.
- The opening discussion will allow the teacher to check for understanding of the material as well as the end of class discussion about the results.

Continuous formative evaluation involves:

- Quizzes and Problem-Solving Exercises: Regular quizzes assessing knowledge of -- main historical events of the 17-th century
 - about the commissioned works depicting historical events, such as battles, coronations, and religious ceremonies
 - how paintings served as visual records of important moments in history, providing insights into the past for future generations.
 - the challenges and decision-making processes involved in running a sustainable business
 - designing a budget, cost analysis, and financial planning for a particular business
- Group Presentation Rubrics: Evaluating group presentations about their Card poster creation inspired by historical events
- Calculation Accuracy Checks: Assessing the accuracy of calculations made during sessions related to a budget, cost analysis, and financial planning for a particular business.
- Peer and Self-Assessment: Encouraging students to assess their and their peers' work during group activities, fostering a reflective approach to understanding and teamwork.

Documents, outputs, artifacts, products produced by the students with references, web links etc., for sharing to media

The final conclusions and results of the students activities are a key success factor. Their own opinion and final recommendations are the main focus so that they can report, analyze and defend their opinion.

The artifacts/products will be shared to social communities.

Assessment - Evaluation

Presentation - Reporting
- Sharing

Resources for the development of the STEAME ACADEMY Learning and Creativity Plan Template In the case of learning through project-based activity

STEAME ACADEMY Prototype/Guide for Learning & Creativity Approach Action Plan Formulation

Major steps in the STEAME learning approach:

STAGE I: Preparation by one or more teachers

1. Formulating initial thoughts on the thematic sectors/areas to be covered
2. Engaging the world of the wider environment / work / business / parents / society / environment/ ethics
3. Target Age Group of Students - Associating with the Official Curriculum - Setting Goals and Objectives
4. Organization of the tasks of the parties involved - Designation of Coordinator - Workplaces etc.

STAGE II: Action Plan Formulation (Steps 1-18)

Preparation (by teachers)

1. Relation to the Real World – Reflection
2. Incentive – Motivation
3. Formulation of a problem (possibly in stages or phases) resulting from the above

Development (by students) – Guidance & Evaluation (in 9-11, by teachers)

4. Background Creation - Search / Gather Information
5. Simplify the issue - Configure the problem with a limited number of requirements
6. Case Making - Designing - identifying materials for building / development / creation
7. Construction - Workflow - Implementation of projects
8. Observation-Experimentation - Initial Conclusions
9. Documentation - Searching Thematic Areas (AI fields) related to the subject under study – Explanation based on Existing Theories and / or Empirical Results
10. Gathering of results / information based on points 7, 8, 9
11. First group presentation by students

Configuration & Results (by students) – Guidance & Evaluation (by teachers)

12. Configure STEAME models to describe / represent / illustrate the results
13. Studying the results in 9 and drawing conclusions, using 12
14. Applications in Everyday Life - Suggestions for Developing 9 (Entrepreneurship - SIL Days)

Review (by teachers)

15. Review the problem and review it under more demanding conditions

Project Completion (by students) – Guidance & Evaluation (by teachers)

- 16. Repeat steps 5 through 11 with additional or new requirements as formulated in 15
- 17. Investigation - Case Studies - Expansion - New Theories - Testing New Conclusions
- 18. Presentation of Conclusions - Communication Tactics.

STAGE III: STEAME ACADEMY Actions and Cooperation in Creative Projects for school students

Title of Project: _____

Brief Description/Outline of Organizational Arrangements / Responsibilities for Action

STAGE	Activities/Steps Teacher 1(T1) Cooperation with T2 and student guidance	Activities /Steps By Students Age Group: ____	Activities /Steps Teacher 2 (T2) Cooperation with T1 and student guidance
A	Preparation of steps 1,2,3		Cooperation in step 3
B	Guidance in step 9	4,5,6,7,8,9,10	Support guidance in step 9
C	Creative Evaluation	11	Creative Evaluation
D	Guidance	12	Guidance
E	Guidance	13 (9+12)	Guidance
F	Organization (SIL) STEAME in Life	14 Meeting with Business representatives	Organization (SIL) STEAME in Life
G	Preparation of step 15		Cooperation in step 15
H	Guidance	16 (repetition 5-11)	Support Guidance
I	Guidance	17	Support Guidance
K	Creative Evaluation	18	Creative Evaluation