



"True art is accomplished in silence" [M. Proust]

Educational project: works of art, like a silent book, speak to us

We have thought of a journey through the History of Italian Art, choosing four works of art by the greatest Italian painters: Sandro Botticelli (*Le Printemps*), Caravaggio (*Le Souper à Emmaus*), Silvestro Lega (*The curious woman*) and Amedeo Modigliani (*Boy with the blue jacket*).

Without revealing any details about the author or the subject of the work (which the students only discovered at the end of the meetings) the painting was presented as a silent book capable of telling us a story that each child had to discover: by reading the story that the painting tells, each student was able to intervene actively without "fear of making mistakes", aware that each solution and each intervention proposed would be useful in the construction of a collective work.

The didactic course also allowed not only a different “reading” and more attentive to details, but also a listening and sharing of emotions.

EDUCATIONAL PURPOSE

- Broaden knowledge of different cultures, a source of enrichment for all, by strengthening Italian culture;
- develop an attitude of respect and interest in other cultures;
- stimulate everyone's creativity, expressiveness and imagination;
- raise awareness of the universal need for storytelling.

GOALS

- Stimulate observation, improve inclusive relationships, strengthen self-esteem.
- Reinforce narrative thinking that can recall, anticipate and create events.
- Improve personal experience and skills and anchor new content.
- Help children understand that they can only achieve their personal goals through group success.

METHODOLOGY

- Cooperative groups. The conditions for "working together" highlight:
 - the ability to autonomously manage one's own activity within the group;
 - the ability to find appropriate answers and solutions to specific problems (problem solving);
 - listening skills;
 - the ability to interact and agree on the various decisions.
- Interactive-type methodology: the student's propositional action is constantly developed and stimulated by the brainstorming technique.

LOGBOOK

First week

- The activity is presented as a nice activity but a bit bizarre: it will not only involve looking at great Italian painters, but *reading and listening* to paintings.
 - Ask the children if they have ever read or listened to images before (in-depth study: advertising messages, subliminal content, etc.).
- Pupils are invited to read the emotions represented by the characters in the photos and to imagine "what happened before?"



Second week

- Activation of pre-knowledge: What is a work of art? Which Italian painters do they know?

Third week

- Divide the class into small groups of three / four children.
- Show the painting (it is advisable to choose a painting that contains many "sensory suggestions"), without mentioning the author, the period or the subject of the work.

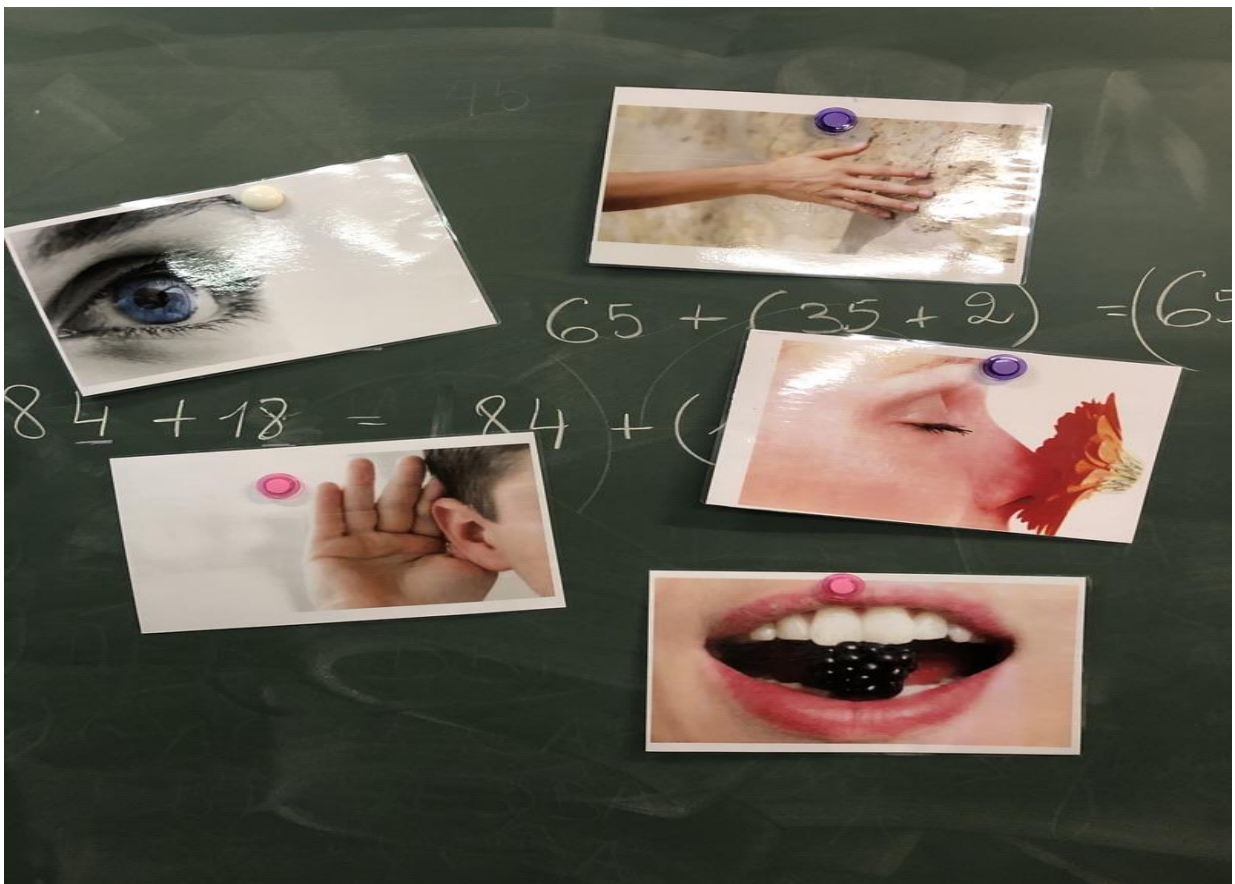


The Supper at Emmaus by Caravaggio, painted in 1606 and kept at the Pinacoteca di Brera in Milan.

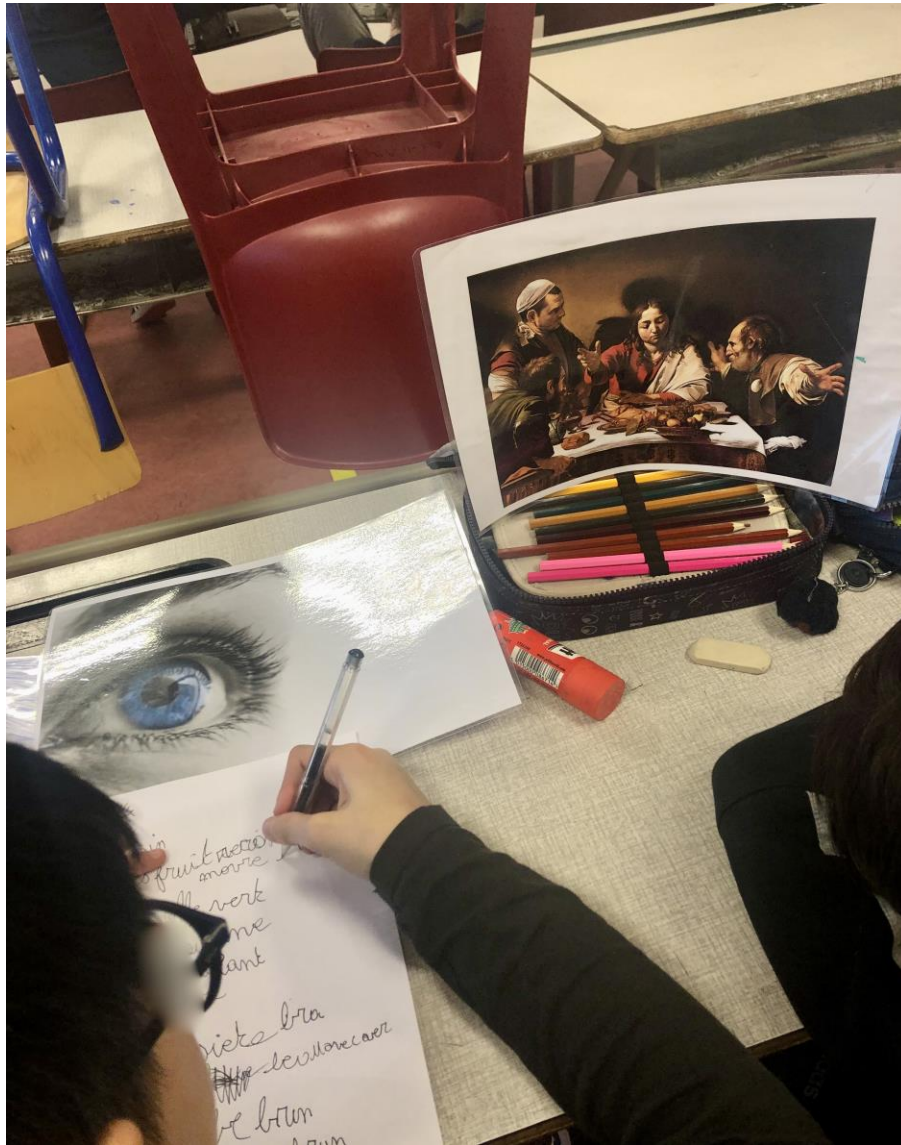
- Invite the children to read everything carefully what the board means. We will make sure that there will be no human input, *only the tables to speak*.
- Ask each group to think about the story the board tells them.

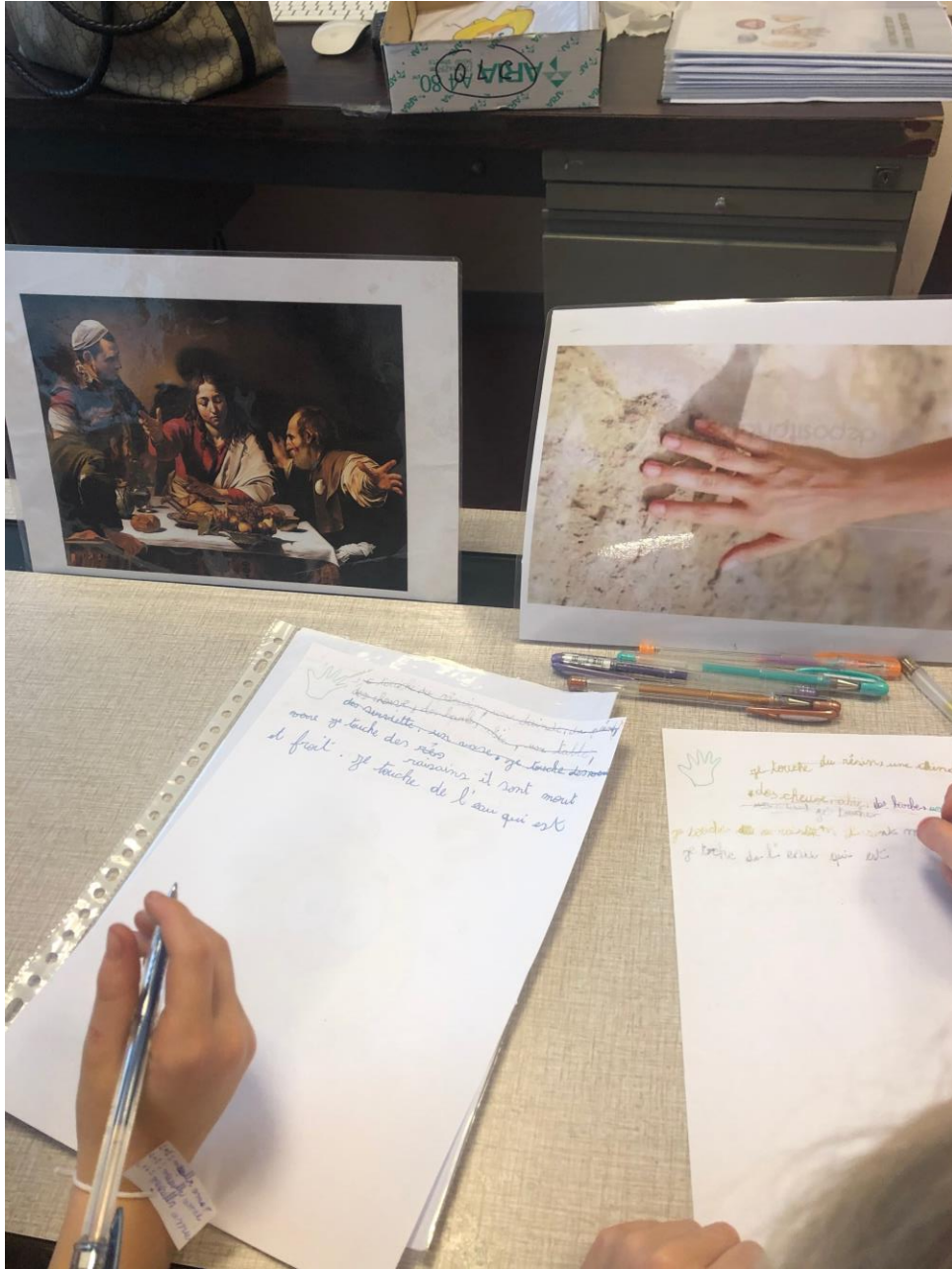
Fourth week

- We distribute to each group drawings, cut out from the card, of big noses, big ears, big hands (representing the five senses), with the invitation to review the image in thinking about what the painting suggests to us: what sounds? What smells? What colors? Etc.



- Children are encouraged to write down, if they wish, what they would feel with their senses if they were *into* the picture.





Fifth week

- Roles are changed.
- A large heart of paper is distributed to each group and this time the children are invited, still looking at the picture, to discover what emotions the painting wants us to feel. If they want, they can take note.





Sixth week

- Each group is asked to write (or draw) the story the silent book told them, assuming that:

EVERY STORY WILL BE THE RIGHT STORY



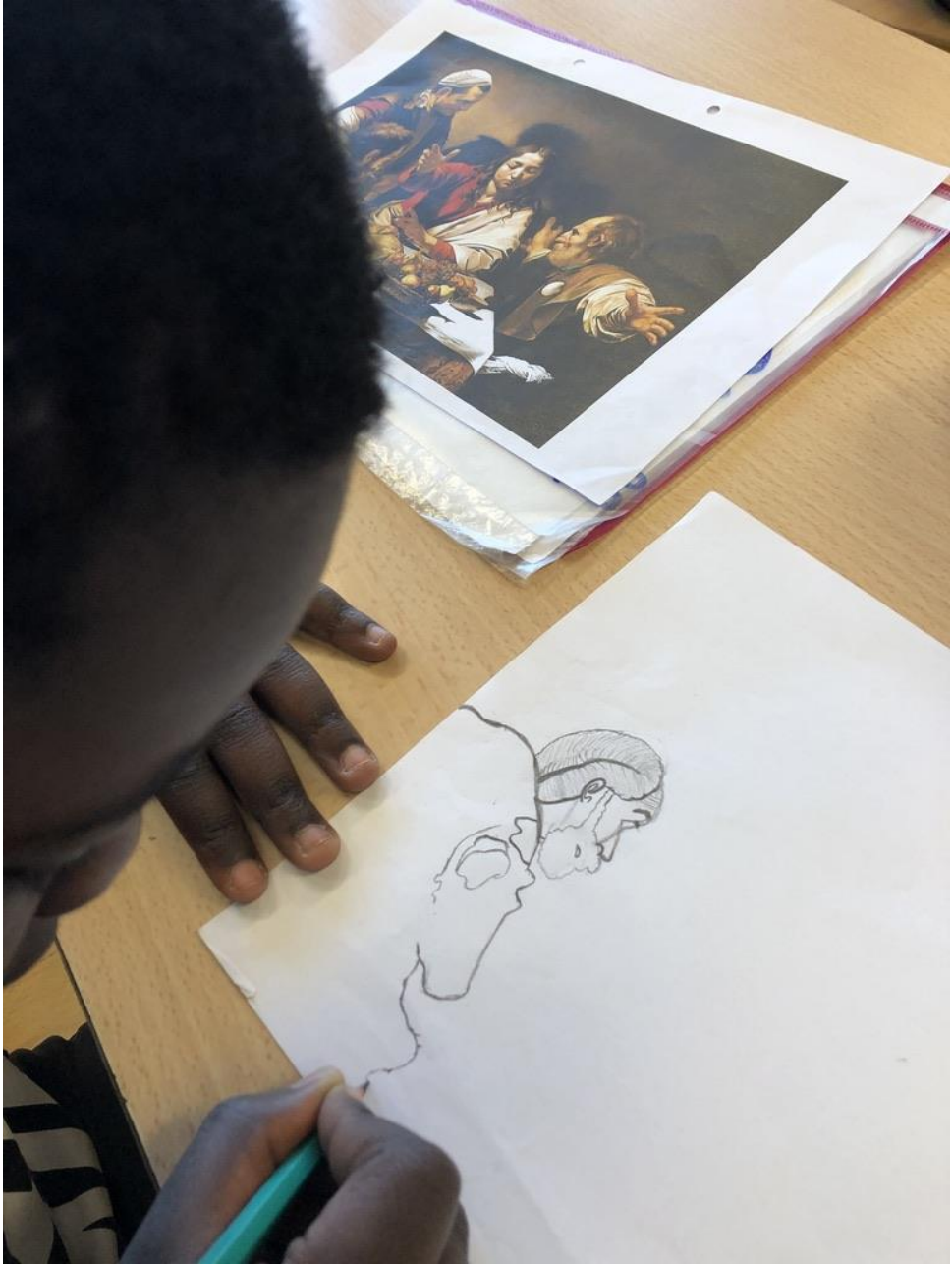
Seventh week

- Continuation of the writing (or drawing) of the story.
- Each group shares its story with the other children.
- The stories developed by the different cooperative groups will now have to merge into a collective story.
- Subsequent meetings will be used to write a single shared story.

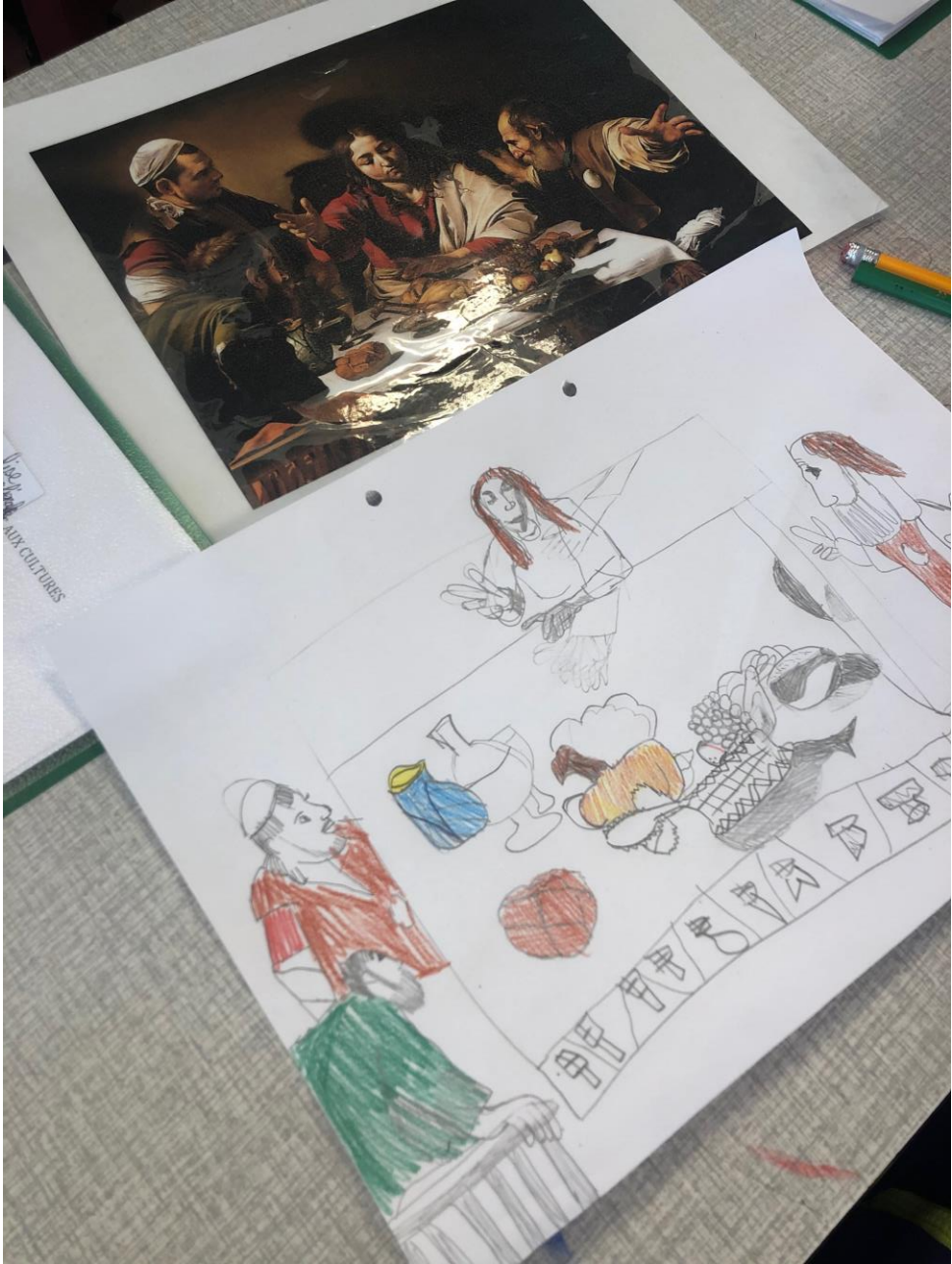


Children try to draw in the Caravaggio way

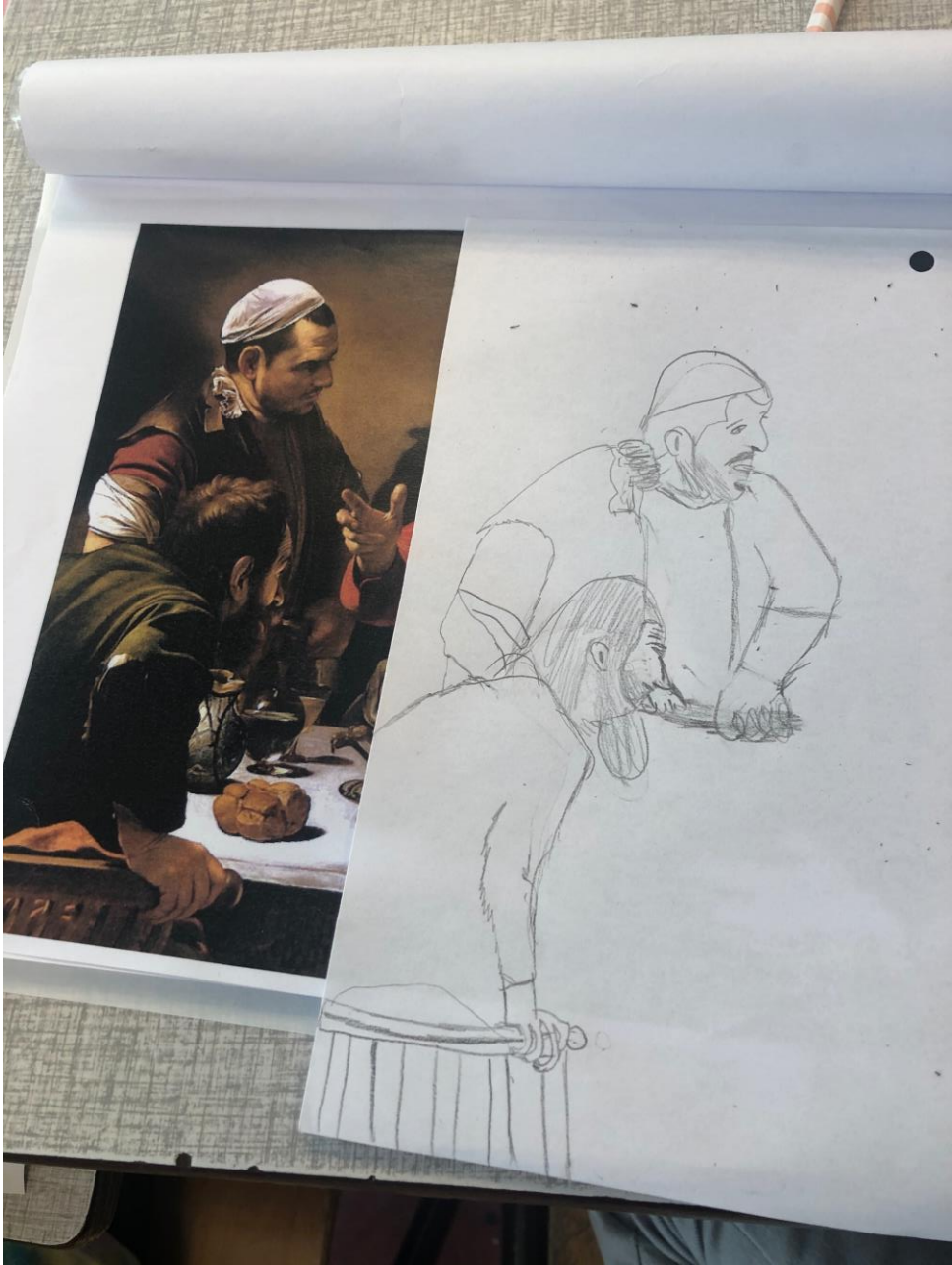








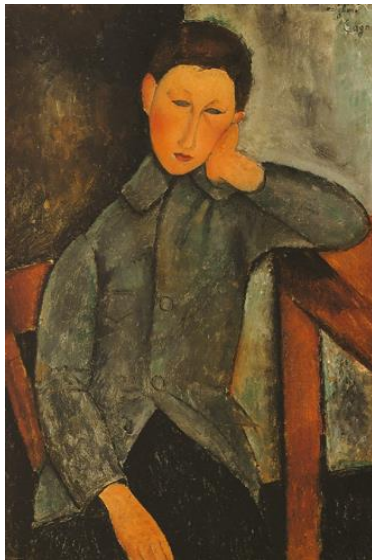




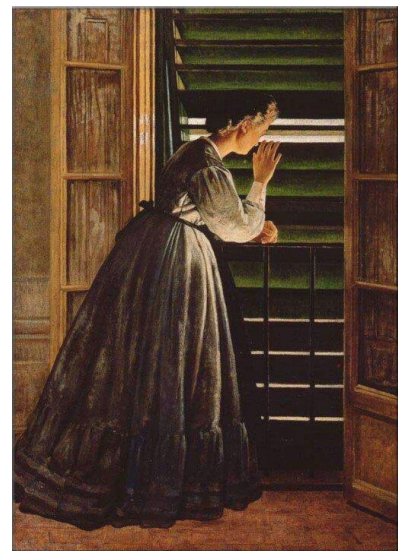
The same route will be followed for the analysis of the others artworks



Spring is an allegorical painting by Sandro Botticelli, executed in tempera on wood panel between 1478 and 1482 and kept in the Uffizi Gallery, Florence.



Boy in a Blue Jacket by Amedeo Modigliani, painted in 1909 and held at the Museum of the Arts in Indianapolis, Indiana



La femme curieuse by Silvestro Lega, painted in 1869 and kept with a private collector.

VERIFICATION AND EVALUATION

The ensuing checks and evaluation will take place in different ways, on a route and by feedback, taking into account the response that the children have given to the proposed stimuli.