

Gaudí and the waves of the sea

1 Overall aims:

Cognitive (C)

- To improve the distinction of geometric figures
- To improve the knowledge and respect about the natural world

Affective (A)

- To experience autonomy
- To acquire responsibility

2 Vocabulary - keywords

Mathematical: straight and curved lines, volumes, shapes

Science: waves, marine life, tides

Sustainability: water resource, water energy, marine biodiversity

Art: Gaudí's art, modernism movement, plastic expression, creativity

3 Sustainable abilities developed

- Self-awareness competence
- Normative competence

4 Pillars of sustainability included

Environmental:

- Use of public transport (less gases emissions)
- Know the inspiration and materials that nature offers for human creations

Social:

- Deepen on local artists
- Respect the art and culture
- Know and understand special mobility needs

Economic:

- Know the money required to travel

5 STEAM domains

Mathematical skills (recognize geometric shapes of nature, differentiate flat and volume shapes)

Science skills (discover the movement in nature, the marine life, the energy of waves)



	<p>Artistic skills (develop the creativity and the plastic expression, recognize the main traits of modernism, discover new shapes and material in architecture)</p>
6	<p>Teaching methodologies/activity outline</p> <p>STEPS</p> <ol style="list-style-type: none"> 1. Look at Gaudí's buildings in some book's images (15'). (Teacher) All the group. 2. Discover and discuss with your classmates the shapes of their buildings and imagine what they represent. Discuss about the materials that Gaudí used (15'). (Teacher) All the group. 3. Guided tour of Gaudí's Casa Milà (Teacher and support teacher). 2 hours. (Alternative: virtual tour in the link offered below in reference-source section) 4. Represent in a notebook some of the forms of nature that you have seen in the Milà house (Teacher). 20'.
7	<p>Expected learning outcomes</p> <p>The child will be able to:</p> <ul style="list-style-type: none"> • recognize different natural shapes in architecture • draw different shapes and lines • identify different materials used in buildings • recognize the importance of culture and artists • know how to use public transport
8	<p>Assessment</p> <p>(C)</p> <ul style="list-style-type: none"> ✓ Does he/she distinguish the different geometric forms of nature? ✓ Does he/she know when a structure is flat or has volume? ✓ Does he/she know about life in the ocean? Does she/he recognize fish, algae, mollusks, crustaceans and know how important they are to man? <p>(A)</p> <ul style="list-style-type: none"> ✓ Is he/she obedient and follows the instructions in the activity outside the classroom?
9	<p>Equipment and materials to be used in learning unit (tools, ingredients etc.)</p> <p>STEP 1. Gaudí's workbooks STEP 4. Markers and paper</p>

10 Kind of setting - lab, kitchen, outdoor etc.

1. Classroom
2. Classroom
3. Outdoor (or indoor depending on the circumstances)
4. Classroom

11 References - source:

Virtual tour to the “casa Milà”: <https://www.youtube.com/watch?v=Q18INtqxrDc>



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