

Seasons and art at the Miró Foundation

1**Overall aims:**

- To improve the distinction of different kinds of lines, some geometric figures, and colors (attribute).
- To experience the feeling of success.
- To improve body and hand control.

2**Vocabulary - keywords**

Mathematical: straight and curved lines; circle, attribute identification

Sustainability: sustainable use of colors (quantity and Mix of colors)

Art: Joan Miró's Art

3**Sustainable abilities developed**

- Anticipatory competency (what will happen?)
- System thinking competency (distinction of different attributes)
- Normative competency (understand the importance on one's actions)

4**Pillars of sustainability included**

- Economic:
 - Quantity (deliver packs with the required amount of paints)
 - Making colors mixing pigments
 - Use of public transport to reach the Miro foundation
- Social and cultural
 - Deep on local artists
 - Partnership with Miro's Foundation
 - Adaptation to special educational needs
- Environmental.
 - Use natural pigments to make colors (fruits, vegetables and roots, clay...)
 - Use of public transport



5 STEAM domains

S (nature changes); T (hand control for painting); E(creative application for mixing colors and solve challenges); A(creativity); M (straight and curved lines; circle, attribute identification);

6 Teaching methodologies/activity outline

Beginning

- 1- Ask questions to activate children's background: Do you know who Joan Miró was? Do you know any of his works (in the street, Barcelona airport for example)?

Development

- 2- Visit Miro's Foundation in Montjuic mountain (Barcelona)
- 3- Follow the explanations of guides
- 4- Look for Joan Miró's paintings (use of spring colors)
- 5- Selecting one picture (make a vote between 5 pictures previously selected by teachers)
- 6- Reproduce the chosen picture

Closing

- 7- Display the drawings in the school hall
- 8- Explain the experience (use of colors and shapes used)
- 9- Share the experience with families

7 Expected learning outcomes

The child will be able to:

- Recognize different kinds of lines
- Identify and draw figures
- Relation between paintings and choose of spring colors
- Draw different kinds of figures and lines
- Enjoy the activity
- Have body and hand control (fine motor skills)

8 Assessment

Initial assessment. *What does he/she know about Joan Miró?*

- Who was Joan Miró?
- Do you know any of his works (in the street, Barcelona airport for example)?
- What can be found about Miró in the mountain of Montjuic?
- What can be found in a cultural institution of art (museum...)?

Formative assessment (through observation with rubric based on aims). *What is he/she learning?*

- Does he/she recognize different kinds of lines?
- Can he/she identify figures?

- Can he/she establish relations between paintings and summer colors?
- Is he/she able to draw different kinds of lines and figures?
- Does she/he enjoy the activity?
- Does he/she have body and hand control?

Summative assessment. *What has he/she learned?*

- Does he/she recognize different kinds of lines?
- Can he/she identify figures?
- Can he/she establish relations between paintings and summer colors?
- Is he/she able to draw different kinds of lines and figures?
- Does she/he enjoy the activity?
- Does he/she have body and hand control?

9 Equipment and materials to be used in learning unit (tools, ingredients etc)

STEPS

1. Joan Miro Foundation spaces
2. Guides of the foundation (human resources)
3. Paper
4. Finger paints
5. Paint coats
6. Rags
7. Rope for hanging pictures
8. Clothes pegs

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

1. Classroom- making anticipations
2. Outdoor – Miro Foundation
3. Classroom / home. To do the final reflection

11 References - source:

Miró Fundation: <https://www.fmirobcn.org/en/>

Joan Miró and the use of colors: <https://clic.xtec.cat/projects/miro/jclic.js/index.html>

Joan Miró: symbols and colors:

<https://trescaixesplenesdart.files.wordpress.com/2009/08/joan-miro-els-simbols-i-els-colors-interactiu3.pdf>