

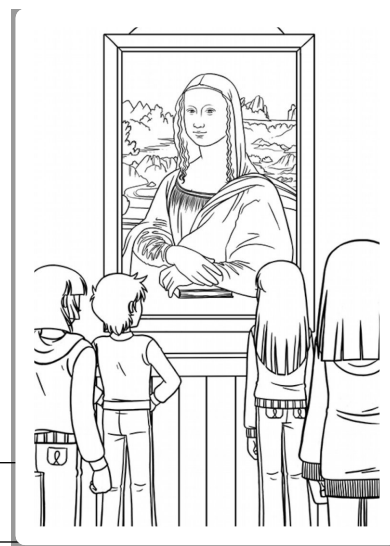
Peer tool n°4 : Visit the museum

Definition

Students choose a painting after a "visit to the museum" and propose a corporal representation of what the painting represents and evokes as emotions.

Empathic components

1. Observe others practice and practice in turn	
2. Practice together to enter into emotional and cognitive empathy	★★★★★
3. Put emotions and thoughts into words and talk about them	★★★★★



Pedagogical objectives and empathic abilities

Possible objectives	Empathic abilities
<ul style="list-style-type: none"> - Acquire an artistic culture - Work on the history of art - Develop vocabulary - Understand works of art... 	Emotional empathy <ul style="list-style-type: none"> - Recognize and express one's own emotions - Stage one's emotions with the body - Identify the emotions of others - Develop one's aesthetic emotions

Step by step

50 min session

Throughout the activity: The teacher gives the instructions, circulates to see if they are followed and observes the students.

Step 1: 5 min

The teacher hung reproductions of paintings on the wall in the room.
The students must "visit the museum" by walking past each painting in silence.

Step 2: 5 minutes

Students choose their favorite painting and stand in front of it: this forms the working groups for the activity.

Step 3: 10 minutes

Each group is tasked with constructing a "living picture" using their bodies that represents or evokes the work of art they have chosen. They can propose a faithful and explicit reproduction of the elements of the painting or try to express the feeling that the painting gives them.

Step 4: 25 minutes

One by one, the groups are invited to stand in front of the chosen painting and propose their "living painting". The other students observe and can then intervene to ask questions, make comments or even move the members of the group in order to exchange on the understanding that each has of the painting.

Step 5: 5 min

The teacher reviews with the whole class the difficulties encountered and concludes by the presentation of the "situational problem" :

- present the situation while depersonalizing it
- ask the students to analyze the situation
- ask students to find strategies that would allow them to progress in this type of situation

Requirements

The teacher prepares reproductions of paintings and hangs them in the room to form a "museum": the teacher may have asked the students to choose paintings beforehand or may choose them himself.

The space chosen should be large enough to allow students to move easily.

The teacher uses an observation grid to identify the "situational problem" that will be described in step 5.