

Didactic scenario

1. Title

Learning colors in French through Claude Monet's paintings

2. Key-Words

Colours (couleurs)- Impressionism (art impressionniste) – E Class (élèves de Sième)- French Class (cours du FLE)

3. Basic Information

STEAM Subject -s: Arts (Technology)

Typical interaction time with the instructional scenario in teaching hours for in-school work: 2 hours

General description of the scenario:

Phases	Stage	Time
French Impressionists	Warm -up	20'
Introduction of Basic colours in French	Implementation	20'
Colours in Monet paintings – Colours and Environment	Evaluation	20'-20'

Age group: 11 years old, 5th grade in the Greek public education system.

Estimated level of difficulty:

Easy	Very Easy	Moderate	Challenging	Very Challenging
		X		

Teaching resources:

Material: Art sketchbook and colors (colored pencils - pastels)

School infrastructure: classroom board, colorful markers, whiteboard or colorful chalk, computer connected to the internet, projector, and projection screen.

Additional material from external sources/online tools:

- YouTube
- Wikipedia-Bing-Google
- Learningapps
- Tux paint
- Hello world.com

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4. Educational Problem

The incentives for learning French as a second foreign language will be strengthened, and teaching strategies applied in foreign language learning will be proposed through the use of new technologies. The main goal of this scenario is to introduce children to art and to stimulate their interest in both impressionism and the French language course, making it more original and attractive to the age group it targets (11-year-old adolescents, particularly familiar with technology).

5. Learning Objectives

1. To familiarize themselves with the process of searching for information about Impressionism on a search engine.
2. To recognize and name colors in French, both from nature and from the artworks of Monet.
3. To express emotions through various methods of coloring in their artistic work.
4. To articulate personal interpretations of the use of colors in Monet's artworks.
5. To develop critical thinking skills and perspectives when analyzing well-known works of art.

6. Phases of the Scenario

Phase 1

Title: French Impressionist painters.

Indoor	Outdoor	Mixed
X		

Phase duration in minutes:20'

Detailed description of the scenario phase:

The goal of this phase is:

To raise awareness among students about French Impressionist painters, with a specific focus on searching for information (images, in this case) using a search engine. The activity involves observing and making free-form comments on Claude Monet's technique in his famous paintings.

Detailed description:

Initially, upon entering the classroom, we engage in an exploratory discussion with our students, leveraging their prior knowledge and experiences regarding the art of painting as an integral part of French culture.

We ask prompting questions such as:

- Do you like art? Do you like painting?
- Which museums have you visited?
- Do you know any famous Greek painters?
- Have you heard about the Impressionist movement in art? What can it represent by analyzing its name (impression)?

Next, we present the following video biography of Claude Monet in English with French subtitles, explaining the most important points and milestones in his life and his significant body of work in Greek.

Biography of Claude Monet: Famous Artists for Children - FreeSchool - YouTube

Next, following the collaborative learning method and aiming to motivate and engage all students, we divide them into 4 teams of 5 individuals each and suggest that they sit together and collaborate as members of the same team in all stages and activities of our scenario.

Based on the free and spontaneous responses of the children, especially the last question, we present the image of the painting "Impression, Sunrise (Soleil levant)" by Claude Monet (1872), explaining to them that this painting is credited with inspiring the name of the Impressionist movement, as well as the so-called Kinetic Art, capturing the essence with light brushstrokes and emphasis on the atmospheric perception of the scene, abandoning traditional painting techniques.

Moreover, this painting was first presented at the "Exhibition of the Impressionists" in Paris in 1874, representing the new artistic movement according to which the Impressionists, wishing to capture the natural properties of light with their colors, discovered that this could be achieved by using a palette of colors from the rainbow without detailed representation of the subject.

Subsequently, we encourage students to observe the colors, shades, and their variations. We prompt them to make hypotheses about the place depicted in the painting, the time of day, and the colors chosen by the artist. Leveraging the information provided, we encourage them to develop a simple critical thinking through observation in Monet's art and the interplay of light and colors he employs.

Next, we present the following video, translating the basic information into Greek to avoid discouraging students in comprehension.

[IMPRESSION SOLEIL de CLAUDE MONET - YouTube](#)

Activity worksheets:

We ask students to search in groups for more information on the internet about the specified painting, the artist, and also images and information about other famous paintings by Monet, always under our supervision and guidance, using search engines like Google, Wikipedia, Bing, etc :

[-qs=UT&pq=tableaux+de+claudes&sc=10-18&cvid=804154657bb4457585f81e396058eb3e -](#)

[Αναζήτηση \(bing.com\)](#)

[-Κλωντ Μονέ - Βικιπαίδεια \(wikipedia.org\)](#)

[-Impression, soleil levant — Wikipédia \(wikipedia.org\)](#)

Phase 2

Title: Introduction to basic colors in French

Indoor	Outdoor	Mixed
X		

Phase duration in minutes:20'

Detailed description of the scenario phase:

Phase Objective:

Acquisition of basic colors in French.

Detailed Scenario Description:

Prompting Question:

- How would the world around us be without colors? How do we perceive colors?
- If you were a painter, which colors would you use, and what would be your favorite shades?

Next, using the computer connected to the internet, we project a pleasant song on YouTube that playfully introduces us to the basic colors in French. We then ask the children if they can recognize any of them without knowing French.

[chansons de couleurs - YouTube](#)

Next, we present the basic colors in French on the board.

Finally, to facilitate the consolidation of the new concepts for the children, we suggest various practice exercises on colors that are both playful and interesting, using different learning tools. This way, we manage to engage even the weakest or least interested students in the learning process, as these activities are conducted online through the class computer.

[Les couleurs \(learningapps.org\)](#)

[Les couleurs \(image et son\) \(learningapps.org\)](#)

[Les couleurs pour La Boite à FLE \(learningapps.org\)](#)

At the end of phase 2, and if we have some available time, we encourage students to spontaneously paint in groups, having fun with the Tux Paint tool.

Activity worksheets:

As a homework assignment, we ask students to copy the French colors into their notebooks using different colors with colored pencils or pastels and to draw next to each word a representative object of the corresponding color. Additionally, they should illustrate the following activity, thereby introducing mentally some basic vocabulary related to clothing.

[FR_clothes.pdf \(hello-world.com\)](#)

Phase 3		
Title: Colors in Monet's Paintings and Natural Environment		
Indoor	Outdoor	Mixed
		X
Phase duration in minutes: 20'-20'		

Detailed description of the scenario phase:

Detailed description of this phase:

Incorporation of basic vocabulary of colors in French - Discovery of the natural environment in the school area and familiarization with its different colors.

Prompt question:

- What colors do you identify in Monet's paintings?
- What position and role do you think colors play in the work of the famous painter?
- Looking out of the window, how do the colors of nature appear to you?

Initially, with the theme of the last question "The view outside the school window," a 5-minute discussion takes place in the plenary: How do colors change with the seasons (spring, autumn, winter, summer)? Or how do they change throughout the day (morning, noon, afternoon, evening), and how are they used according to the emotional state of each artist? At this point, we encourage all students to express their opinions freely without the risk of a wrong answer.

A) Next, we present to the students 4 images from Monet's "Les Nymphéas" series, emphasizing that essentially, they depict the same subject or landscape. However, the artist rendered it each time in a different way or technique, experimenting with variations of light and shadow throughout the same day. At this point, after allowing the students 2 minutes to carefully observe the colorations, we proceed to critically observe the different techniques and shades (light and shadows) in these four works by Monet. These paintings are distinguished for the captivating experience they offer to the viewer, laying the foundation for the evolution of modern art.

B) Identification of basic colors in French in the paintings of the French painter. Through all these processes of discovering basic principles governing the author's work and the Impressionist movement, we arrive at the oral description of colors in the 4 paintings with water lilies, facilitating the acquisition of new knowledge. We present each image one by one and ask the children, in groups, to stand up at the painting and note down the colors they identify in French.

*To make the activity more interesting and fun, we can give specific time for their answers (1-2 minutes) or even turn it into a mini-contest, where the winning team is the one to find the most correct colors and write them correctly in French. If we have time at this point, based on the students' answers, we can also discuss the new technique of the Impressionists, according to which they used blue and violet colors for shadows (image 1-4) and yellow or orange for the brighter areas (image 2).

C) In this activity, we will transition to the schoolyard for free painting of the natural environment, influenced by the color techniques and play of light of the famous French painter Claude Monet.

Drawing inspiration from Monet's "en plein air" painting method, which allowed him to observe and capture the ever-changing details of nature in his works, we invite our students to go outside together to the schoolyard. In groups, they will capture an image of the surrounding natural environment that caught their attention on their sketch pads, using any colors they desire, and mimicking Monet's technique as much as possible.

At the end of this activity, each group's leader will name the subject they chose to paint, specify the special conditions considered for their depiction (natural light, weather conditions, characteristic colors of the season), and present the French names of the colors they used. Members of each group will showcase their artwork and discuss the technique they followed.

Finally, we congratulate all students for their effort and involvement in our project and display their works on the classroom wall.

Ideal at this point would be to conduct a virtual tour in the next lesson of museums hosting the famous works of Claude Monet that we studied, such as the Musée d'Orsay and the Musée de l'Orangerie, using the Google Arts & Culture app or YouTube.

*It's worth noting that this suggested teaching scenario could be integrated into an interdisciplinary framework involving other subjects, especially the visual arts. In Phase 3, the presence and collaboration of our school's visual arts educator could be particularly interesting and valuable, especially in the final outdoor activity, guiding, advising, and inspiring the groups in both choosing the subject and executing their paintings.

Activity worksheets:

In groups, they write in French, the colors they identified in Monet's paintings. They capture an interesting natural subject on their sketchbook inspired by impressionism and present it to the plenary session.

natural subject on their sketchbook inspired by impressionism and present it to the assembly

7. Evaluation

Initial: Conducted through guided observation, discovery, and discussion in a question-and-answer format.

Formative: Continuous throughout all phases, with constant questioning and assessment of the learners' progress towards mastering the knowledge.

Final: Acquisition and systematization of knowledge of colors in French.

More specifically, for a general assessment of familiarity with the art of Monet and the consolidation of knowledge of colors through the use of ICT, both formative and final evaluations were employed. Observing the children, we found that they learned to focus their attention on identifying colors in Monet's paintings and in their surroundings. By associating words with images, they realized that written language is a representation of oral language and identified the "Use of ICT in Teaching Practice." They also exercised their memory and expressed themselves orally in French. They utilized search engine information, engaging in individual and group creative work. They learned to organize the presentation of their personal projects by analyzing their characteristics and ideas. They worked collaboratively, strengthening their oral expression by justifying and arguing for their choices.

Most importantly, they participated in an educational process where the journey to acquiring knowledge was enjoyable, attractive, and creative. Teaching tools were used to enhance their active participation, critical thinking, and perceptual abilities.

8. Additional resources for the teacher

Folder: Learning colors in French through Claude Monet's paintings_ Additional resources for the teacher