

London Galleries

An "introduce me" activity developed for European CLIL teachers of Art. Instructions are provided below. We often use this kind of activity to form groups at the beginning of a session. We would like to expand this activity to include galleries all over Europe and beyond so please get busy and send us your efforts!



Webaddress: www.collaborativelearning.org/londogalleries.pdf

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COLLABORATIVE LEARNING PROJECT

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We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Instructions:

You are going to receive a card.

Read it and memorise the main points. Rehearse them to yourself under your breath without looking at your card.

Find **ONE OTHER PERSON** in the room with **EXACTLY THE SAME COLOUR CARD** as you.

In turn introduce the topic on your card to the other person. Try to present your main points without looking at your card. If you get stuck, you can glance at your card to check but put it away before you talk again.

When you have both done this, go to find the other two people in the room with **EXACTLY THE SAME COLOUR CARDS** as you.

Now pairs take turns to introduce **EACH OTHER'S TOPIC** to the other pair. Now the four of you please sit down at a table. You will be working with each other for the rest of the session.

The Tate

I am in two parts in London : Tate Britain and Tate Modern. One part is in Millbank, Pimlico and one part is on the Southbank. Both galleries are by the River Thames.

I was first opened in Pimlico in 1897 as the National Gallery of British Art, on the site of a prison. I changed my name to the Tate, because I was given money by Tate and Lyle, who sold sugar. In 2000 my new gallery opened in an old engine hall.

The Millbank gallery contains British art from 1500 to the present day and the Southbank gallery contains modern art.

I have some great paintings, including most of the Turner collection. I also have big exhibitions e.g. Paul Klee and Gauguin and people queue to see them.

It is free to come and see my permanent collections, but you have to pay for my special exhibitions.

I get money from the government.

The Royal Academy

I was founded in in 1768 by king George III to promote art and artists. The main reason I first existed was to train artists and I am still an Art School, with 60 students a year.

I am in a beautiful building on Piccadilly. I have a large collection of drawings as well as many paintings, but I do not have much space to show them off.

Artists can become Academicians (if they are good enough). Every Summer I have a big show, where all sorts of artists can send pictures. I choose the best ones to display. People come to buy pictures at the Summer Show.

It is free to come and see my building and some pictures, but you have to pay for any exhibitions.

I get no money from the government or the queen. I make money from charging other places to borrow my artworks.

The National Gallery

I was founded in 1824 when the government bought a collection of 38 paintings for the people of Britain. I still get money from the government. I am in a big building overlooking Trafalgar square. Lots of extra rooms have been added over the years. I contain many famous paintings: Van Gogh's Sunflowers, Monet's Waterlilies, and some Turners.

We London galleries have tried to become clearer about our roles. I have art from everywhere, but only up to 1900, the new pictures are in the Tate. My oldest pictures are from the 13th century.

In France and Russia and Germany, the big galleries were formed when the royal collections of paintings were put on show, but in Britain the queen still has all her pictures in her palaces.

My collection is brilliant because it has good examples of many art movements.

It is free to come and see the famous paintings but you do have pay for some special exhibitions.

The Victoria and Albert Museum

I am in South Kensington, on Exhibition Road. I was founded in 1852 and I moved into my very grand building in 1857. Sir Henry Cole thought it would be good to show all the amazing things that people make. I was lit by the new invention of gaslight which meant I could be open in the evening when I first opened. At first I was joined up with the Science Museum and we were called the South Kensington Museums but we separated in 1893 and I changed my name in 1899.

I have the largest collection of decorative arts in the world. I only have 145 galleries so not everything can be shown at once.

I have things from all over the world as well as Britain. Some of my most precious things are very old textiles and tapestries. One of my most popular things is a mechanical tiger that eats a man, it is called Tippo's Tiger.

It is free to come and see the permanent collections, but you have to pay for the special exhibitions.