LEARNING CARD

"Is this art?": Appreciation of contemporary art

Description	The purpose of this activity is to bring together and ensure that contemporary art is valued by students through the creation of productive dynamics in social networks.
Tag	• Blog • Design • Documentary • Instagram • Photo • Social Media • Video • Writing • Youtube
Skills	**PRODUCTION** • To create and modify written productions • To use writing software and apps • To create and modify photographic productions • To use photographic and editing tools • To create and modify audio-visual productions • To use filming and editing tools **CONTENT MANAGEMENT** • To search, select, and download • To manage content archives **SOCIAL MANAGEMENT** • To collaborate **NARRATIVE AND AESTHETICS** • To recognize and describe • To evaluate and reflect
Learning areas	• Arts • Language • Social Sciences
Card language	• English • Spanish • Italian

Structure

Sessions	7 (Variable)
Duration	50’ (Variable)
Number of participants	10-30 participants
Age	• 14-16 • 17-18

Materials	• Post-it notes • Computer or smartphone • Photo and video editing apps • Internet • Blog editing tools • Instagram

Process

Key questions	• What does the student think of contemporary art? • What information exists on the internet about contemporary art? • How can the student present information about contemporary art in a blog? • How can the student synthesize and make contemporary art attractive in a 2 or 3 minute video? • What content will be produced and how will it be produced? • In what way does contemporary art transmit emotions?
Development	SESSION 1 The teacher presents a controversial news item about contemporary art, such as a contemporary art auction, and a debate is created in the class. This gives rise to a brief introduction to contemporary art **(50'**). SESSION 2 Presentation of the instagram and blog dynamics. The teacher creates an instagram account where they post content and the students give feedback during the seven sessions, with the aim that the students understand and see examples of contemporary art. Groups of 3 or 4 students with specific roles share themes or artists in groups to create a blog about an artist or an artistic tendency for each group **(50').** SESSION 3 Search for contents and resources in different media to take it to the blog **(50').** SESSION 4,5 Create a 2 or 3 minute documentary video about the artist or discipline that corresponds to each group and upload to the blog **(50').** SESSION 6 Watching videos with popcorn in the classroom **(50').** SESSION 7 Reflection through debate of the learning process and the artist or discipline of each group **(50').**
Evaluation	At the beginning of each session ask a random group about their blog and look at it briefly in the classroom. The feedback that the students make in the instagram created by the teacher should be valued. Participation in debates will be evaluated. The visualizations and writing and aesthetics of the blog and what it contributes to appreciating contemporary art should be evaluated. The production of the video should be evaluated. The teacher can also evaluate: • Team planning and organization • Team research capability • The video and blog production process • Contributions to Instagram • Ability to transmit specific content • Capacity for synthesis and expression • Self-critical ability • Wealth of information sources used • Ability to identify and value contemporary art and artists • Ability to design a diffusion structure • Ability to produce and manage content for social networks
References for professors	• Telefónica Foundation: https://goo.gl/QBXBrY • The art dice: http://eldadodelarte.blogspot.com.es/ • My Art Diary: http://myartdiary.com • Patreon: https://www.patreon.com/user?u=3871725
Author	Gonzalo Marcos Talavera. Grado en diseño y gestión de proyectos transmedia en el CSEU La Salle, 201001691@campuslasalle.es Raúl Bajo Ibáñez. Formador La Salle, rbajo_sgdo.ma@lasalle.es