

EDUCATIONAL PROPOSAL USING THE MUPAI METHOD



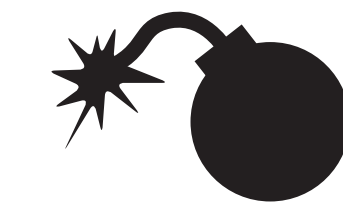
CONTEXT

Snowy (Serie: *Fallen princesses*)
Dina Goldstein (Tel Aviv, Israel), 2008.
Format: fotografia.

More info:
<http://www.fallenprincesses.com/flash/index.html>
<https://www.dinagoldstein.com/fallen-princesses/>

Fallen Princesses 2007–2009

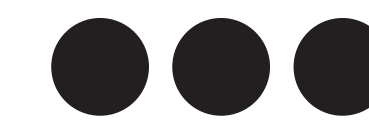
The series was out of deep personal pain, inspiring Dina to critically examine the “happily ever after” motif that we are spoon fed since childhood. The series creates metaphor out of the myths of fairy tales, forcing the viewer to contemplate real life: failed dreams, addiction, obesity. Cancer, the extinction of indigenous culture, pollution, war and the fallacy of cashing eternal youth. By embracing the textures and colors created by Walter Disney, which built a multibillion dolar empire exploiting these fairy tales, Fallen Princesses exposes the consumerism that has negated the value of theses ancient parables. The series was first exhibited in 2009, and gained much attention in the press and on-line. Today the Fallen Princesses are shown internationally and continue to go “viral”.



TRIGGER



CRITICAL AXIS (THEMES)



PARTICIPANTS



TIMING (APPROX.)

- Female stereotypes of Disney stories
- Gendre rols
- Family types

- Groups from 2nd to 6th Year

- **2 sessions of 45 minutes**
- Analysis phase: **30 minutes**
- Production phase: **45 minutes**
- Sharing ideas: **15 minutes**

(CHECK “DOCUMENT PONT”)

ARTISTIC GOALS

- **Bring Contemporary Art to the classroom** and make visible other types of artistic proposals.
- **Value photography** as a means of artistic creation.
- Learn to **value the artistic work as a producer of meaning**.
- **Perform an artistic production** experimenting with the collage technique (two-dimensional techniques)
- Reflect on **Disney female stereotypes** and **family types**.

LANGUAGE GOALS

- **Enhance the interaction** in class through language.
- **Describe images and situations** with basic vocabulary and language structures.
- **Create natural situations** for using languages in meaningful contexts.
- Provide useful tools when **giving opinions**.
- **Know sociocultural aspects:** traditions, respect, tolerance, rights and attitudes

MATERIALS

- **Space:** preferably art classroom or reference classroom of the group, with computer and a projector.
- **Materials:** Disney colouring pages, decoration magazines, scissors, glue, Basik DINA4 paper, coloured pencils, wax crayons or markers.

(CHECK “DOCUMENT PONT”)

ARTISTIC CONTENTS

Audiovisual Education Block: The still image (photography)

• **Plastic Expression Block: 2D techniques (collage)**

- **Types of visual images:** still and moving images.
- **Identification of the images** according to their communicative purpose and social function.
- **Description of characters, objects and landscapes.**
- Curiosity for **analyzing the social and expressive function** of the images that surround us.
- **Assessing images critically** and interpret the message from the elements that involve them.
- **Expressing opinions and preferences** regarding artistic display.
- Recognition of the **importance in today's society** in order to learn to look at Art to understand and interpret the audiovisual message.

LANGUAGE CONTENTS

Key vocabulary

Vocabulary for the subject: collage, sheet, colouring pages, decoration magazines, scissors, glue, coloured pencils, wax crayons, markers, drawings, image, landscape // **Image:** **People:** prince, princess, boy, girl, child, children, baby / babies // **Clothes:** trousers, dress, shirt, coat // **House:** living room, windows, doors, chimney, tv, armchair, furniture // **Family:** daddy/mummy, brother/brothers, sister/sisters // **Feelings:** happy, sad, angry, relaxed, tired, surprised // **Food:** apple.

Key structures

Description: At the top / At the bottom. On the left / On the right. In the middle // **Prepositions:** next to, in, on, under // **Structures:** What can you see?, I can see..., Is there...?, There is a... / There isn't..., Yes, there is. / No,there isn't, Is she tired? Yes, she is. No, she isn't, Is it a normal situation?, How does the prince / the princess feel? He / She feels..., Have you got a brother/sister? What do you wear? I wear..., I don't wear..., What does he/she wear? He/ She wears..., He/She doesn't wear...

DEVELOPMENT

ANALYSIS PHASE

- After the debate, explain why the apple (what they associate it with, what it refers to...). Then, we will project the image of Dina Goldstein: **What do I see?** At first, we just describe what we see. **DESCRIPTIVE PHASE.**
- **LANGUAGE. Description in English.** Take some time to observe the image. Input with flashcards, ICT, chants or TPR in order to introduce key vocabulary.
- **Open Questions: “What can you see?” *Scaffolding with posters, flashcards; including different levels of language. We focus our attention on the poster for descriptions //** In the middle, I can see a princess with two babies // On the left, there is a prince. **“Where are they?”** They are in the living room. **“Please, describe the image.”** I can see a prince (princess, boy, girl, children, babies, chimney, tv, armchair, house, dog).
- **Compare ideas “Do you all agree?”, “Does anyone see something different?”**
- **Specific Questions:** *Who is working, the prince or the princess? Does the princess need help? Is this situation usual at home? How does the princess feel? Is she sad or happy?* She is sad (**scaffolding to express feelings**) *How does the prince feel?* He is happy and relaxed.
- **Compare ideas: “Do you all agree?”**
- **Open debate in L1.** We open a debate about the image and we launch questions. *Who looks after your brothers and sisters at home? Who usually makes the food? Do women you know look like Disney princesses? What are the different types of families? What is a family?...*
- We project images of real women next to some Disney princesses and we take the opportunity to present the artist Dina Goldstein and talk about the medium she uses to express herself (photography).

PRODUCTION PHASE

- Photocopies of drawings of Disney princesses will be distributed.

RECONTEXTUALIZING.

- They will have to decide the new home they want for the princess that they have cut out and stick it on an A4 sheet, then draw around her a house or a landscape. They can also cut out furniture or objects from magazines and combine them with the drawings. **COLLAGE** (graphic and plastic expression).
- **LANGUAGE. PRODUCTION PHASE. GIVING INSTRUCTIONS.**
- **KEY STRUCTURES AND SPECIFIC VOCABULARY:** Please, decide the new home you want for the princess // Cut out the princess and stick it on the sheet // Draw around her a house or a landscape.
- **“This way, they experiment with the mixed technique: collage and drawing, at the same time they reflect on Disney stereotypes that they consume on a regular basis.**

SHARING IDEAS

- Students will show the results to their classmates and a debate will be opened on issues related to the created images.
- **Language. Sharing Session:** Students will show the results to their classmates. If possible, they will describe their final task.

ASSESSMENT

- Recognize, discuss and respect artistic displays sharing their ideas, opinions and preferences through dialogue and reflection.
- Understand and use the specific vocabulary of the plastic language of the educational level to analyze and exchange information with other students. Explain the process followed in the development of artistic products and to present the results of their work in public.
- Plan a product establishing some goals, an orderly plan of actions to achieve them, select the materials, evaluate the process and the quality of the final product with the help of guides, or rubrics.
- Follow instructions of learning tasks and keeping their attention while doing them, being able to adapt to the changes without being discouraged by difficulties, asking for help if they need it.
- Perform two-dimensional artistic productions, choosing the most appropriate computer and technological materials and resources to achieve different expressive effects with accuracy and quality of execution.

UNDERSTANDING ENGLISH

- Understand the general idea.
- Understand the main key words.
- Ask when students don't understand.
- Ask for help.
- Pay attention and make an effort to understand it.

USING ENGLISH

- Use vocabulary and sentences learnt in the classroom.
- Ask for help to express something that students don't know.
- Show great motivation towards the use of English.
- Feel proud when using English.

PORTFOLIO