

in Liberal Arts

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- “Supplementing the foreign language curriculum with the incorporation of art museum visits has benefits for students, faculty, the campus art gallery, and the institution. . . Serves to expand the classroom and complement instruction by providing learners with a new space to engage in authentic practice in the target language.”

Why? Goals for adapting a University activity in *Hispania* to High School.

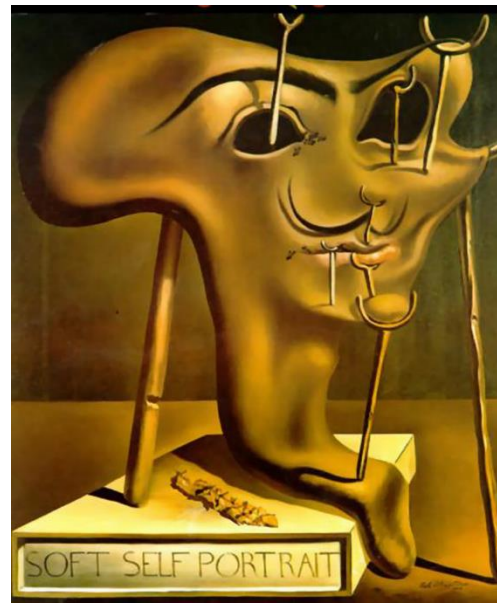
- Goal: “Use the campus art gallery as an extension of the foreign language classroom.” (World Language Standard: Connections)
- Goal: “Offer educators a way to connect with community, to foster increased motivation and provide a point of departure for learning.” (World Language Standard: Community)
- Goal: “Prepare graduates to become engaged citizens by incorporating a global vision that permeates the entire student experience.”



Why? Goals for adapting a University activity in *Hispania* to High School.

- Linguistic Goal: Expand vocabulary on a variety of topics to identify and describe objects. (Novice)
- Linguistic Goal: Practice descriptive narrative (Intermediate) which includes article and adjective agreement, prepositions, ser and estar.
- Linguistic Goal: Acquire information to discuss and make hypotheses about diverse global perspectives in order to use the language in academic and career-related situations. (Advanced)





- Art offers a variety of topics.
(World Language Standard:
Comparisons)

Museums . . . and other sources

- Local art museums (also high school art classes, universities, library galleries)
- Online digital art museums and galleries.
 - http://www.conevyt.org.mx/index.php?option=com_content&id=333&Itemid=552 Conevyt is a website managed by Mexico's Secretary of Education to access museums.
 - <https://www.museodelprado.es/> Museo del Prado (Twitter: live chats w/curators)
 - <http://eduteka.icesi.edu.co/articulos/MuseosArte> Eduteka's site includes activities.
- Student curated art
- Student docents (upper level students)

Suggested activities from Hispania

- Begin with basic art vocabulary that learners will need. (*cuadro, obra de arte, el/la artista, retrato, etc.*) Consider vocabulary needed for a specific exhibition.
- Create a list of questions (*designed for targeted level of proficiency*) so learners can interact and/or respond to what they will see. Upper level students could be asked to speculate as to why the artist chose to depict ___ and support their opinions.
- Students could co-create a poem based on paintings in the exhibition. Novices might describe what they see, Intermediates might create a story about the work.
- Gallery walks – Role plays (artists, docents, critics, buyers, etc.)
- Collaborative, co-constructed drawings

