



TEACHER WORKSHEET

CYCLE 4 • CULTURE AND THE ARTS:
ENGLISH, ART, PE, STUDY HALL

DEVELOPING A SYMBOLIC VIEW OF THE OLYMPIC GAMES

INTERDISCIPLINARY PRACTICAL EDUCATION OVERVIEW

ISSUE

How can symbolic and artistic performance help to develop a common image that highlights Olympic values?

PROJECT OVERVIEW

The aim of this project is to enable students to express themselves on the universal theme of the Olympic Games and Olympic values by planning an exhibition to showcase a wide range of artistic expression.

Students are to research Olympic values (with their English teacher and/or school librarian), work with vocabulary, examine symbolic depictions of the world (English), have an introduction to collage (art), and perform an expressive scene using the body (PE).

Poetry and collage displays will then have to be prepared to plan the exhibition, design scenography, and draft the invitations.

AGE GROUP

12–13 yr | 13–14 yr | 14–15 yr

OBJECTIVES, KNOWLEDGE, AND SKILLS

Basic fields:

Field 1: Languages for thinking and communicating.

- Understand and express oneself both verbally and in writing.
- Understand and express oneself using body language and the arts.

Field 2: Methods and tools for learning.

- Research and utilize information.
- Work collaboratively.

➔ OLYMPIC GAMES KEYWORDS:

OPENING CEREMONY • PERFORMANCE • OLYMPIC RINGS • FLAGS • COLORS • COSTUMES •
OLYMPIC FLAME • DISCIPLINES • TRADITIONS • SHARING • VALUES • SYMBOLS



INTERDISCIPLINARY PROGRAM DISCIPLINES

► ENGLISH

The English teacher helps students choose key words related to Olympism and elements representative of their home town or region. It should then be possible to associate those two points using a mind map (places, objects, celebrities, colors, etc.): “My town/region is hosting the Olympic Games...”

RELEVANT PROGRAM COMPONENTS

Topic: Looking at the world/inventing worlds.

Focus: Poetic visions of the world.

End-of-cycle outcomes:

- Read and understand composite images and documents through different media on one’s own.
- Identify a lexical network and understand its effects.
- Communicate a feeling, point of view, or well-reasoned judgment in writing and using a variety of media, taking into account the recipient and adhering to the norms of written language.

SUPPORT DOCUMENTS FOR TEACHERS

<http://www.ina.fr/video/CAB92007611>

<http://www.swissolympicteam.ch/fr/olympisme/mouvement.html>

<http://eduscol.education.fr/annee-olympisme/>

► ART

The art teacher chooses the creative technique and, using the words chosen, students are given the opportunity to create design elements for an Olympic Games opening ceremony. They can also create their own mascot.

RELEVANT PROGRAM COMPONENTS

Topic: Materiality in works of art.

Activity: Transform an object by staging it in a symbolic way.

Skills:

- Carry out an art project.
- Experiment, produce, and create.

SUPPORT DOCUMENTS FOR TEACHERS

<http://www.maisonjeuxolympiques-albertville.org/-Exposition-temporaire-.html>

<https://www.olympic.org/mascots>



► PE

The PE teacher wraps up the project by developing choreography with students to represent Olympic values, associating them with artwork created in art class.

Through artistic performance (mixing dance and circus arts) and gymnastics, students will learn how to express themselves and convey a specific view about the world.

RELEVANT PROGRAM COMPONENTS

Field of learning:

Express oneself in front of others through artistic and/or acrobatic performance.

Skills:

- Develop and carry out, alone or in groups, an artistic and/or acrobatic sequence to provoke emotion in the audience.
- Commit: manage risks, overcome apprehensions.
- Develop a critical eye of one's own performance and that of others, using digital technology.

End-of-cycle outcomes:

- Utilize the expressive capacities of the body to imagine, compose, and perform an artistic or acrobatic sequence.
- Actively participate within a group to develop and formalize an artistic project.

SUPPORT DOCUMENTS FOR TEACHERS:

http://www.lemonde.fr/culture/article/2014/02/21/les-ceremonies-de-j-o-un-art-choreographique_4371138_3246.html

<http://fresques.ina.fr/en-scenes/fiche-media/Scenes00608/repetition-de-la-ceremonie-d-ouverture-des-jeux-olympiques-d-albertville.html>

http://franceolympique.com/art/3011-les_classes_olympiques_.html

http://franceolympique.com/art/595-outils_educatifs.html

➔ INTERDISCIPLINARY PROGRAM DURATION:

ENGLISH AND STUDY HALL: 4 HOURS

ART: 2 HOURS

PHYSICAL EDUCATION: 6 HOURS

EXHIBITION PLANNING: 2 HOURS

► OPTIONAL EXTENSION

MUSIC EDUCATION

Create a choir to accompany the choreography.

This option would give students (and even teachers) interested in the interdisciplinary program an opportunity to develop music for the exhibition in a group setting, and to bring Olympic values to life through song.

Skills targeted:

Develop creative and performance-based musical projects:

- Define the musical features of a project and utilize the appropriate resources to carry it out.
- Perform in front of other students and present the artistic choices made.



PATHWAY FOR EDUCATION IN ARTS AND CULTURE

For more information on the PEAC program:

<http://eduscol.education.fr/cid74945/le-parcours-education-artistique-culturelle.html>

The purpose of the Pathway for Education in Arts and Culture (PEAC) is to make knowledge in the arts accessible to all students.

The pathway program is organized around three points:

- **EXPERIENCE** coming in contact with artists and works of art in artistic venues.
- **PRACTICE** in different artistic fields on one's own and as part of a group.
- **KNOWLEDGE** with cultural references and in critical-thinking skills.

The pathway program involves several disciplines and is included in scheduling: visual and studio art, music education, English, history/geography, physical education, and foreign languages.

There could be a focus on the expressive dimension of contemporary dance or the work of illustrators, by creating partnerships with cultural institutions, local authorities, and associations, so that students could gain experience with works of art and the performing arts.

PROJECT IMPLEMENTATION

PROJECT OVERVIEW FOR STUDENTS

Teachers are to inform students about:

- **Project details**

The aim is for you to give a presentation about the Olympic Games that highlights both the values of the Games and your home town or region where the Games could be held. The artistic presentation will be done in the same way as an opening ceremony, which can provide inspiration for your work.

The ultimate aim of the project is to:

- Identify, understand, and interpret the symbols of Olympism.
- Imagine and create different ways depict and enhance those elements.

- **Work methods**

Each subject will contribute to the project along the way. You will be working on your own and in groups, depending on the discipline and activity.

HOW THE INTERDISCIPLINARY PROGRAM WORKS

The first part will be done in English class, using keywords (teachers in all three disciplines can refine the list at a later point). That will then serve as a basis to build on and apply those ideas in the other two disciplines. Using the words selected in English, students are to create an artistic piece that they will then incorporate into choreography with the PE teacher.

Two, coordinating sessions could also be planned, in order to allow the English teacher to connect class work with the two other disciplines, at the beginning of the activity (English/Art, English/PE).



DIGITAL TECHNOLOGY INVOLVED

- Internet connection (required for research).
- Blog (computer lab and access to computers is required to create the blog).
- Video projector.
- Video editing.

SCHEDULE

Three weeks will need to be reserved over the academic year, based on progress in each discipline, in order to complete each part in the interdisciplinary program.

- 1/ Project presentation.
- 2/ Specific instruction from teachers in each discipline, in the following order: English, Art, PE.
- 3/ Group work in each discipline to prepare for the exhibition in week 3.

FINAL PRODUCTION

A blog is to be created with students and made available on the school website to document the different parts of the project and broadcast the final production.

As an example, the blog could feature a slide show about the experience, projected during an oral presentation as part of end-of-year exams, commenting on word choice, artistic productions, challenges, benefits, etc.

The artwork created in art class and the photos/videos of artistic performances in PE could be exhibited during an open house event at the school, for example.

PRESENTATION TO PARENTS

Parents and other students are invited to come and discover the exhibition at the open house. They can also access the blog on the school website.

EVALUATION

The grading scale should take into account:

- Student capacity for individual and group work, and student initiative.
- Student involvement in research throughout the sessions in the various disciplines.
- The resulting production.
- The oral evaluation, based on criteria defined in end-of-year exam guidelines.