

## Teaching scenario title: Looking for traditional games in artwork

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### 1. Teaching scenario identity

**Thematic field:** Traditional Belgian games in History of Arts

**Thematic Unit:** Traditional Flemish games in History of Arts

**Class:** from A to C class of Senior High School

**Competence level:** Knowledge of the main art movements and their characteristics

**Profile of target group:** Students of a general, vocational or specialized school can participate in this lesson. They may be familiar with traditional Belgian games or with any other traditional European games, but this is not a prerequisite. They also need to have worked previously in activities involving information browsing, teamwork and the use of Padlet (<https://padlet.com/>).

**Teaching scenario aim:** Students analyze a painting depicting traditional Flemish games and do activities related to it.

**Teaching scenario objectives:** Students are able to:

- search in teams online information about Dutch and Flemish Renaissance and Pieter Bruegel the Elder's biography and characteristics of his art.
- present the results of their search in class.
- analyze in pairs a painting of Pieter Bruegel the Elder, based on specific questions.
- elicit specific information from an audiovisual text in order to answer questions.
- compare their analysis of the painting with the professional analysis provided by the audiovisual text.
- search and select information about a Greek piece of art.
- make an online post about the results of their search.

**Duration:** 1 teaching session (45')

**Teacher's role:** presenter, facilitator and guide

**Method of students' work:** teamwork, class plenary, pairwork, individual work

**Required materials:** PC, video projector, worksheet, PCs/tablets/mobile phones for students' teams, Padlet wall (<https://padlet.com/>)

## 2. Brief description of the teaching scenario

In the beginning students are divided in groups of four (04). Half of the groups search online information about Dutch and Flemish Renaissance using resources provided by the teacher and the other half about the biography and characteristics of Pieter Bruegel the Elder's work. Then, a representative of each group presents their findings in class. Afterwards, students work in pairs and analyze the painting "Children's Games" by Pieter Bruegel the Elder, trying to answer questions provided by the teacher. In the following stage, they watch a video analyzing this painting and answer the same questions, comparing their analysis with the professional one provided by the video. In the last stage, they are assigned for homework to find a Greek painting depicting one or more traditional games, and make a post on the Padlet wall of the class, where they present the painting and a brief analysis of it.

To start with, these activities serve the objectives of the national curriculum since students study a piece of European art, connecting it with the art movement it belongs to, referring to its creator and analyzing its characteristics. Moreover, they collaborate through teamwork and pairwork, develop their communication and problem-solving skills, and practice their criticality, thus addressing a range of 21<sup>st</sup> century skills. When it comes to the "Playing Europe" project objectives, this teaching scenario serves the objectives of the familiarization of students with traditional European games, and integrates a depiction of traditional European games in a subject, that of History of Arts. Furthermore, students mainly work in groups or pairs and can make their contribution according to their own knowledge and competence; so, this fact facilitates the involvement of students with learning difficulties.

## 3. Resources

Children's Games - Pieter Bruegel the Elder, Two Minute Museum:

<https://www.youtube.com/watch?v=43k5dNVqnk0&t=54s>

Children's Games - Pieter Bruegel the Elder, Wikipedia:

[https://en.wikipedia.org/wiki/Children%27s\\_Games\\_\(Bruegel\)#/media/File:Pieter\\_Bruegel\\_the\\_Elder\\_-\\_Children%280%99s\\_Games\\_-\\_Google\\_Art\\_Project.jpg](https://en.wikipedia.org/wiki/Children%27s_Games_(Bruegel)#/media/File:Pieter_Bruegel_the_Elder_-_Children%280%99s_Games_-_Google_Art_Project.jpg)

Discussion – Free people icons: [https://www.flaticon.com/free-icon/discussion\\_1535014](https://www.flaticon.com/free-icon/discussion_1535014)

Greek traditional game painting: <https://grivanews.wordpress.com/2019/04/29/%CF%84%CE%B1-%CF%80%CE%B1%CF%81%CE%B1%CE%B4%CE%BF%CF%83%CE%B9%CE%B1%CE%BA%CE%AE-%CF%80%CE%B1%CE%B9%CF%87%CE%BD%CE%AF%CE%B4%CE%B9%CE%B1-%CF%84%CE%B7%CF%82-%CE%B3%CF%81%CE%AF%CE%B2%CE%B1%CF%82/>

## 4. Worksheet and its key

**Worksheet: Children's games by Pieter Bruegel the Elder**

# Worksheet: *Children's games* by Pieter Bruegel the Elder



1. The painting provided in Activity 2 is Pieter Bruegel the Elder's work entitled "Children's games". Before we analytically study it, work in groups of four. Half of the groups will find information about Dutch and Flemish Renaissance and the other half about the biography and characteristics of Pieter Bruegel the Elder's work, using the websites provided. Make notes about your most significant findings. Then, a group representative will present your group findings in the class plenary. (20')

## Websites about Dutch and Flemish Renaissance:

<https://artsandculture.google.com/entity/dutch-and-flemish-renaissance-painting/m0gmxl>

<https://www.hisour.com/dutch-and-flemish-renaissance-painting-33379/>

[http://www.artandpopularculture.com/Dutch\\_and\\_Flemish\\_Renaissance\\_painting](http://www.artandpopularculture.com/Dutch_and_Flemish_Renaissance_painting)

## Websites about Pieter Bruegel the Elder:

[http://www.artandpopularculture.com/Pieter\\_Brueghel\\_the\\_Elder](http://www.artandpopularculture.com/Pieter_Brueghel_the_Elder)

[https://www.metmuseum.org/toah/hd/brue/hd\\_brue.htm](https://www.metmuseum.org/toah/hd/brue/hd_brue.htm)

<https://www.britannica.com/biography/Pieter-Bruegel-the-Elder>

2a. Taking into consideration the information you collected in Activity 1, study closely the painting "Children's Games" (1560) by Pieter Bruegel the Elder and try to interpret it by answering the following questions. (10')

2b. Then, listen to the video analyzing the painting (<https://www.youtube.com/watch?v=43k5dNVqnk0&t=54s>) and answer the same questions. (10')

2c. Make a comparison in the class plenary between your answers and the ones provided by the video. (5')



**I.** Why does this painting depict all children's games of those times?

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**II.** What children's ages are seen in the painting?

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**III.** Can you mention any games that the children in the painting play?

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**IV.** Given that the painting has a moral and religious meaning, what could the dominant, big building taken over by children symbolize?

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**V.** What message does the painter put across by showing children play their games in a serious way?

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**VI.** What could children represent here?

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**3. Homework: Find a Greek painting depicting one or more traditional games, and make a post on the Padlet wall (<https://padlet.com/>) of the class, where you will present the painting – title, painter, year of creation, type of painting, dimensions, location – and a brief analysis of it (80 words).**



# Worksheet: Children's games by Pieter Bruegel the Elder – Key

## 1. Students' answers

### 2a. Students' answers

#### 2b.

**I.** This painting depicts all children's games of those times because it was supposed to be part of a series of paintings representing ages and this one was focusing on childhood.

**II.** From toddlers to adolescents.

**III.** Among others, they roll hoops, spin hoops, play leap-frog, blind man's bluff, play with dolls and other toys.

**IV.** The Town Hall, the dominant building in the square, taken over by children shows that the people who work in it and direct civic affairs are children in the sight of God.

**V.** The painter puts across the message that children's games are equally important to adults' activities in the mind of God.

**VI.** They represent mankind who are entirely absorbed in their foolish games and concerns.

### 2c. Students' answers

**3.** Students' answers – **NOTE:** Non-Greek speaking teachers have to replace the Greek painting with another one of their native culture in order to assign the activity to their students.