Artskills
FOR EMPOWERMENT AND INCLUSION

Co-funded by the European Union

Artistic Exploration for the Development of Soft and Digital Skills

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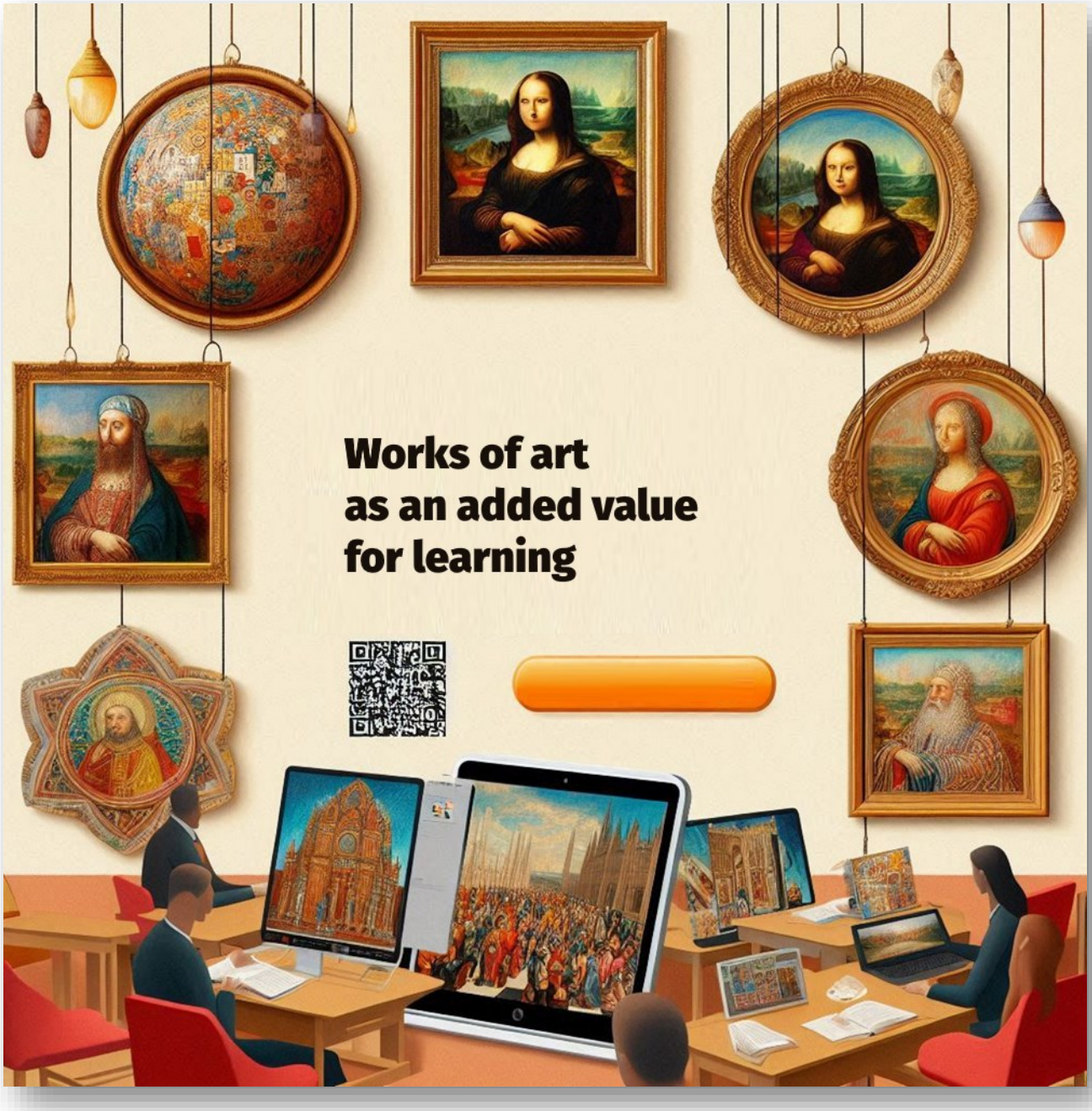

Works of art as an added value for learning

Proposal of 9 works of art (three for each country)
which are thematically linked to the contents of the e-learning modules
with the creation of customized QR codes

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Introduction

Associating artwork with modules is a great idea to add cultural and visual value to learning, making it more immersive and meaningful.

Given the provenance of the curators of the modules (Teleconsys, Centrul de Meditatii CONIL, Hyper Island), we can select works from Italy, Romania and Sweden.

What are works of art for in this context?

The inclusion of these works has multiple purposes, all aimed at enriching the adult learning experience:

- **Cultural and historical contextualization:** Each work is a window into a different era, culture and worldview. It allows you to connect the concepts learned with concrete artistic expressions, providing a deeper sense of the topics covered in the modules.
- **Stimulation of creativity and critical thinking:** Works of art are not only to be "looked at", but to be interpreted, analyzed and reflected on. They can inspire new ideas for your digital storytelling projects, installations, or theatrical performances, prompting you to think more critically and innovatively.
- **Added value to self-paced learning:** In a self-directed path, having tangible visual and conceptual references helps to solidify understanding. Recognizing a work and knowing how to connect it to the themes of the module becomes a "sign" of your progress and your assimilation of concepts.
- **Encourage digital exploration:** Many of these works are accessible in digital museums or online galleries. This encourages you to explore these resources, honing your skills in navigating digital cultural platforms, a critical skill for contemporary learning.
- **Emotional and intergenerational connection:** Art has the power to evoke emotions and transcend generational barriers. Using these works can facilitate discussions about feelings, collective memory and shared experiences, as provided in some of our modules.

Each artwork was chosen because it offers an ideal starting point for reflection, analysis, and practice, transforming abstract concepts into more concrete and memorable experiences. We

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invite you to explore them not only with your eyes, but also with your mind, letting yourself be inspired for your next works.

Here is a proposal of 9 artworks (three from each country) that thematically link to the contents of the modules, suggesting how they can be used as an "added value" to recognize and deepen learning.

For Modules 1 and 2 (Digital Storytelling, Digital Museums - by Teleconsys - Italy)

For these modules, which focus on digital storytelling and artistic exploration, we propose Italian works that can be a starting point for storytelling or that are easily found in digitized contexts.

1. **Caravaggio, *Medusa* (c. 1597) – Uffizi Gallery, Florence (Italy)**
    - **Added value:** Caravaggio's work is iconic and full of pathos. It could be a perfect **starting point for a digital storytelling exercise**: how would you tell the story of Medusa through images, sounds and a short text? How would you include it in a virtual solo exhibition? Its drama and expressive details offer ample narrative and visual cues.
2. **Sandro Botticelli, *Birth of Venus* (c. 1485) – Uffizi Gallery, Florence (Italy)**
    - **Added value:** A universally recognized work, ideal for the module on **digital museums**. How does this work look in a high-definition digital reproduction? What details can be explored online? It could be used for an exercise in "artwork analysis" with digital storytelling, creating a narrative around its symbolism and historical context.
3. **Umberto Boccioni, *Unique Forms of Continuity in Space* (1913) – Museo del Novecento, Milan (Italy)**
    - **Added value:** This futuristic sculpture is perfect for stimulating reflection on concepts of **movement, time and space in relation to digital storytelling**. How does the concept of "continuity in space" translate into a digital story? The work can inspire the search for visual and sound forms that express dynamism and progress, reflecting on modernity and digital.

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For Modules 3 and 4 (Participatory Theatre, Digital Workshops and Collective Memory - curated by Centrul de Meditatii CONIL - Romania)

These modules focus on human relationships, conflict, memory and collective identity. Romanian works can offer a specific cultural context for these themes.

1. **Constantin Brâncuși, *Endless Column* (1938) – Târgu Jiu (Romania)**
    - **Added value:** The *Endless Column* symbolizes ascent, memory, and continuity. It is a monumental and conceptual work, ideal for inspiring discussions about **collective memory** and the transmission of stories across generations (Module 4). It could be a starting point for a video story about Romanian history and identity or about an abstract but shared concept.
2. **Nicolae Grigorescu, *Fata pe Pârâu* (Girl by the Stream) (c. 1881) – National Art Museum of Romania, Bucharest (Romania)**
    - **Added value:** A painting that evokes a deep connection with nature and a certain introspection. It can be used to explore the **narration of emotions** and the link with the territory in the context of digital storytelling (Module 4). How do you express the emotions and memory of a place through the images of this artist?
3. **Ion Jalea, *Țărani la Sărbătoare* (Peasants in celebration) (c. 1930) – National Art Museum of Romania, Bucharest (Romania)**
    - **Added value:** This work depicts a scene of rural and festive life, with strong connotations of **collective identity and tradition**. It could be an excellent basis for exercises on **Participatory Theatre** (Module 3), imagining the dynamics and potential conflicts or celebrations within a depicted community. How would these interactions be represented on stage?

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For Modules 5 and 6 (Design Thinking, Emotions, Art and Intergenerationality - by Hyper Island - Sweden)

These modules touch on design, innovation, emotions and intergenerational relationships. Swedish works can offer a bridge between traditional art and contemporary concepts.

1. **Carl Larsson, *Midvinterblot* (Midwinter's Sacrifice) (1915) – National Museum, Stockholm (Sweden)**
    - **Added value:** A large-scale work, rich in narrative and with a strong emotional and historical component, even if controversial. It could stimulate reflection on **collective emotions and historical narrative** (Module 6). Design Thinking (Module 5) could be used to "resolve" the controversy around the work, devising an interactive digital installation that explores its different interpretations.
2. **Hilma af Klint, *Altartavlor* (Altar Paintings) – Series of Works for the Temple (1915) – The Hilma af Klint Foundation, Stockholm (Sweden)**
    - **Added value:** Hilma af Klint is a pioneer of abstract art. His works are deeply conceptual and rich in symbolism. Ideal for the module on **Design Thinking** (Module 5), you could analyze Klint's creative process, "empathize" with her intentions and then "devise" new forms of digital art inspired by her abstract and spiritual principles. It also stimulates reflection on the expression of **emotions in a non-figurative form** (Module 6).
3. **Anders Zorn, *Dans i Mora* (1906) – Zornmuseet, Mora (Sweden)**
    - **Added value:** This work depicts a folk festival scene with a strong sense of community and joy. Perfect for the module on **emotions and intergenerationality** (Module 6). How could the intergenerational dynamic of this dance be translated into a "digital wall of emotions" or into a podcast that collects testimonies of festivals and traditions? The work invites you to explore the expression of positive emotions and social connection.

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QR code and associable content

A personalized QR code will be created for each work, which will act as a "portal" for a mini-experience related to the work and the module. Each QR code will redirect to a specific section of the project site, which will contain the following elements:

1. **Details of the work:**
    - **High-resolution image:** To allow users to explore the details.
    - **Title of the work, artist, year, technique and dimensions.**
    - **Current location:** With a direct link to the official website of the museum or gallery that hosts it (if available and relevant).
2. **Link to the learning module:**
    - **Brief description of the module:** That recalls the main theme and objectives.
    - **Explanation of "Why this work?":** A paragraph clarifying the thematic link between the artwork and the key concepts of the specific module (e.g. "This work was chosen to stimulate reflection on visual storytelling, a central theme in Module 4").
    - **Direct link to the training unit or to the specific section of the module** to which the work refers most, allowing the user to learn more immediately.
3. **Interactive or in-depth content:**
    - **Question for reflection:** A small stimulus related to the work and the themes of the module. For example: "How would you tell the story behind this work using only three images and a caption?"
    - **Additional resources:** Links to short videos (e.g., artist interviews, documentaries about the work), in-depth articles, or podcasts that explore the work or its context.
    - **Dedicated discussion forum:** If the project includes a community platform, a direct link to a specific discussion about the work to collect feedback and stimulate dialogue.
4. **Project Branding:**
    - The logo of the project and a short identifying phrase to reinforce the visual identity and recognizability.

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Practical example for the QR Code of Caravaggio's Medusa (Module 1)

When the user scans the QR code associated with Caravaggio's *Medusa*, he will access a web page with:

- High resolution image of the *Medusa* .
- Details of the work: Title, author, year, etc., with link to the Uffizi Gallery.
- Section "Why the Medusa for Module 1?": "This dramatic work full of expressive details is a perfect example of how an image can tell a powerful story. Explore its pathos and textures to understand how digital storytelling can amplify the emotional impact of your narratives."
- Direct link to Unit 2 of Module 1: "Structuring your Digital Story (Concept Maps and Storyboards)".
- Thoughtful question: "If you were to create a short 30-second video about Medusa's story before and after the transformation, what visual and sound elements would you use to evoke the emotions of her condition?"
- Link to a short documentary or artistic analysis of the work.

This system will make the learning experience more dynamic, interactive and deeply integrated with the aesthetic and cultural value of the works of art.

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