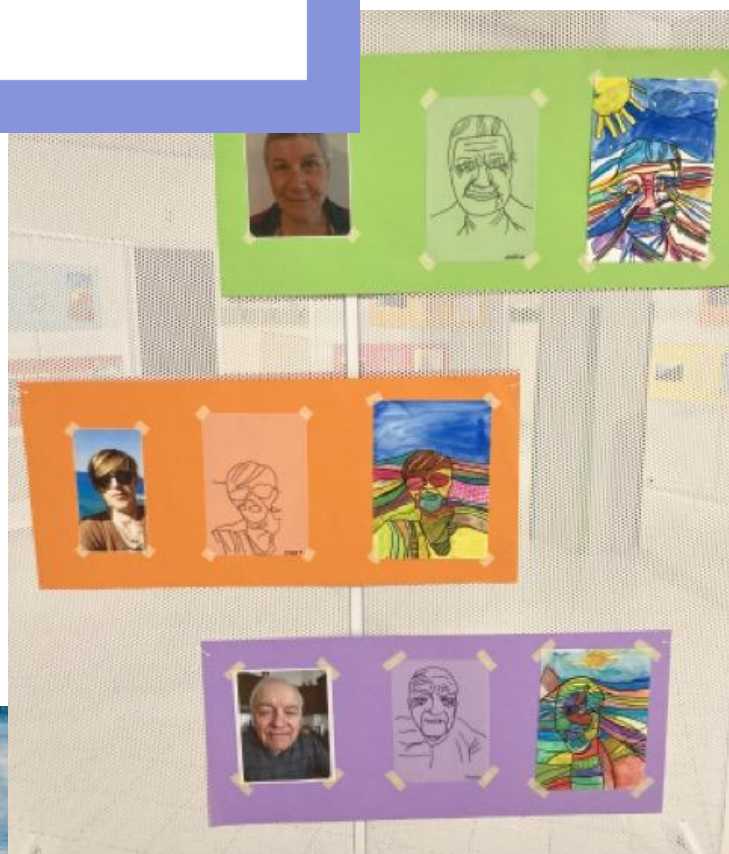# Faces & Places

Faces & Places

An idea from:

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Age: 4-5 years

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Keywords: #emotions #movement #art #nature

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Key question: *Can a face become a landscape?*

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General objectives:

- Recognising oneself as belonging to one's family unit and community
- Recognising and reproducing facial expressions
- Knowing the body and exploring the space around it (natural environment)
- Interpreting and reworking images and photographs in an original and personalized way
- Observing and recognising the characteristics of nature and one's own territory
- Networking between school, territory and family
- Learning to negotiate and make positive sense of things
- Starting from one's own experience to arrive at an awareness of plural history

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Time: 5 activities of 50 minutes each for a total of about 5h

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Materials

At school	At Home
- Telephone/tablet/digital camera - White A4 sheets - A4 plastic craft sheet - Black markers - Watercolours - Projector - Cardboard sheets	- Smartphone/tablet/digital camera - White A4 sheets - A4 plastic craft sheets/baking paper - Black markers - Water colours/chalks/pastels

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Software/ Apps:

Google Meet	Book Creator	iMovie
Objective: Group video calls	**Objective:** Creating digital books	**Objective:** Audio/video editing
Media: Computer; smartphone; tablet	**Media:** Computer; smartphone; tablet	**Media:** Computer; smartphone; tablet
Link: https://meet.google.com	**Link:** https://bookcreator.com	**Link:** https://www.apple.com/it/imovie/
Alternatives Media/Software: Zoom, Skype, Teams, Jitsi (o other platform used by the school)	**Alternatives** Canva	**Alternatives** VN, CapCut, InShot, windows photos tool

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Short Presentation

Can a face become a landscape? YES, with a tablet, a transparent sheet of paper, a marker and lots of creativity!

Children observe and photograph the landscape, the surrounding nature and the faces of their grandparents. The photos taken by the children become the basis for the creation of two worlds that intersect and interchange: the lines of their grandparents' faces turn into landscapes and at the end, using a projector, all the lines of the grandparents' faces are joined together to create a large wall work.

Step by Step

Step 1 --- At school	During a walk outside, children are invited to observe the territory and landscape around them and to take pictures with an ipad, tablet or smartphone. Once back at school, the children watch together images of works of art depicting landscapes (the more varied, the better). In a circle, with the facilitation of the educator, the children discuss and reflect on the various works.
	For distance learning Families are invited to go out if possible and observe the landscape together. Back at home the children observe various works of art representing landscapes online.
Step 2 --- At home	Children photograph the faces of their grandparents or a person in the village who is very relevant in the child's life (newsagent, paediatrician, hairdresser, etc.) and send the photos to the educators. Parent's can help by making sure that the framing is correct (close-up or close-up) and that the photo is in focus, inviting the child to do several tests and helping him/her to choose the best photos to send to the educator, who will print them in preparation of the next step. If in class every child has access to a tablet, then there is no need to print the photos. Please note: educators should have extra photos of relevant characters in the city/village so that they can be made available to children who were not able to do this activity with their families.

| **Step 3**

At school | In class, the pictures made in step 1 and 2 are projected and watched together to facilitate stories and discussions.
After the educators distribute the printed images of the collected faces, or the tablets, one per child. Children place the plastic craft sheets on the tablet screens or on printouts of the pictures and, with black markers, draw the main lines of the faces or landscapes.

Then from the plastic craft sheets the lines of the faces and landscapes are copied into a white paper sheet, placing the white sheet on the plastic craft sheet and extending the lines of the faces so that the drawing becomes a landscape. |

educators collect and scan the plastic craft sheets with the faces outlines and scan them in preparation of step 5.

For distance learning
In a video call with Google Meet, educators project images of faces and landscapes taken by the children and facilitate stories and discussions. Later, at home, the children, with the help of their parents, place the plastic craft sheets (or baking paper) on tablet or computer screens (or on printouts of the pictures) and, with black markers, draw the main lines of their grandparents' faces or any other person they have chosen.

| Step 2 --- *At home* | The traces made at school are taken home and coloured by the children using a technique of their choice (watercolour, collage, wax crayons, etc.). Parents are then asked to trace together with the child the most important lines with a black marker. Once the creation is finished, the child, with the help of the parent, takes a photo and sends it to the educators. |

Step 5 --- *At school*	Back at the school children repeat the activity, so that every child has personalised their own face/landscape. The plastic craft sheets, which were collected and scanned by the educators are projected one at a time onto a large sheet of paper hanging on the wall, moving the image or the direction of the projector from time to time. The children reproduce the image using the projection as a guide and join the images together by connecting them with straight or curved lines. In this way, all the drawings merge into a large composition that the children can enjoy colouring together.

For distance learning
Using Book Creator, the children, with the help of their educators, create a digital collection of their works, and in the digital book, recordings of the children commenting on their work and the subject that inspired it can be added.

Conclusion

Presence	Virtual
The school organises an exhibition with all the children's works and invites families, local associations, grandparents, and projects a video documentation narrating the whole process.	The digital book can be shared with parents and, if the privacy regulations permit, uploaded to the site and social of the school.