



Enriching Your Lessons with Google Arts and Culture

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Agenda

- Using artwork in class
- Focus on Google Arts and Culture
- Share ideas via Padlet
- 5-minute break
- Local museums
- Working with beginners
- Discussion
- Feedback

Objectives

- Discover engaging works of art using Google Arts and Culture
- Create art-related activities appropriate for adult ESOL and ABE classes
- Plan lessons based on artwork from museums in the Boston area and elsewhere

Who am I?

- Have worked in adult education for 15 years
- Currently the coordinator of the ELL Program at the Newton Free Library and a teacher/support staff at Framingham Adult ESL
- Have led workshops at First Literacy, MCAE NETWORK, SABES, and individual programs about Google apps and other tech tools: Padlet, Quizizz, Nearpod, Edpuzzle, etc.

Why use artwork in class?

- Spark discussion and get students talking
- Create interesting writing prompts and activities
- Provide engaging content for (pre-) reading and listening activities
- Support visual learners while teaching vocabulary, practicing grammar, etc.

Why use artwork in class?

- Develop students' critical thinking skills
- Connect with students' cultures
- Help students learn about U.S. culture and history
- Inspire students' creativity

Examples from a recent conversation class

I start by asking:

- What do you see?
- What is happening?
- How do the people in the painting feel?
- How does the painting make you feel?









What is Google Arts and Culture?

- A vast collection of paintings, photographs, and other works of art from museums and cultural institutions around the world
- Primarily visual arts, but some content related to music, literature, theater, etc.
- Also information and images related to history, science, technology, food, sports – hard to summarize!
- All free!

A closer look at GAC

- Home
- Artwork/artifact pages
- Explore
 - Stories, collections, and themes
 - Artists, mediums, and art movements
 - Historical events, historical figures, and places
- Play and Experiments
- Nearby
- Favorites
- Search

What can students do with GAC?

- Answer discussion questions in order to analyze artwork
- Describe artwork orally or in writing
- “Visit” a famous landmark and report on their observations
- Research a topic, then write about what they learned
- Go on a virtual “gallery walk” through a museum

What can students do with GAC?

- Find objects from a museum in a scavenger hunt
- Create their own galleries in order to compare works of art
- Select artifacts from their country to share with the class
- Listen to discussions of art and culture generated with new AI features
- Play games!

Customizable activities

- Take a close look
- Go on a virtual field trip
- Research a topic
- Go on a scavenger hunt
- Examples and templates [here](#)

Games and experiments

- [Geo Artwork](#)
- [Cultural Icons](#)
- [Talking Tours](#)
- Several others that use AI in interesting ways
- Other [games](#) and [experiments](#)

Other things to note

- GAC app
 - Available for iOS (iPhone and iPad) and Android
 - Fun features with a camera: Art Selfie, Art Transfer, Art Projector, etc.
 - A little buggy
- Integration with Google Classroom
- Must be logged into a Google account to save things
- Not *everything* is here

Padlet discussion

- Go to [this Padlet](#).
- Share an idea about using Google Arts and Culture that you find intriguing or exciting. Feel free to like or comment on others' posts.

Local museums

- [Museum of Fine Arts](#)
- [Isabella Stewart Gardner Museum](#)
- [Institute of Contemporary Art](#)
- [Harvard Art Museums](#)
- [Peabody Essex Museum](#)
- [Worcester Art Museum](#)

Local museums

- Arrange an in-person tour for your class
- Explore online collections (e.g., [MFA Icons](#))
- Do an ekphrastic exercise (describing a work of art in writing, such as a poem)
- Find works of art (or objects within them) in a scavenger hunt
- Create role-plays based on scenes in artwork

Working with beginners

- Practice basic vocabulary – colors, clothing, food, etc. – by labeling artwork or matching words to images
- Have students answer simple questions or fill in the blanks (e.g., “Where is the woman?,” “The woman is in the _____”)
- Use artwork with many objects to teach prepositions or with a lot of verbs to teach basic tenses
- Other ideas?

Discussion

1. What appeals to you about using art in the classroom, and how have you used it in the past?
2. How would you like to use Google Arts and Culture in the future?
3. What are your takeaways from today's workshop?

Resources

- [Learn with GAC](#)
 - [Teacher Guide](#)
 - [Lesson plans](#)
 - [Virtual field trips](#)
- Other GAC content
 - [Street View locations](#)
 - [Pocket galleries](#)
- [The Art Story](#)
- [Getty Museum ESL Curriculum](#)

Questions and/or feedback?

- Email me at ashapira@faesl.org.
- Thank you for attending!

Painting credits

1. *Where Do We Come From? What Are We? Where Are We Going?*, Paul Gauguin (MFA)
2. *Guernica*, Pablo Picasso
3. *The Daughters of Edward Darley Boit*, John Singer Sargent (MFA)
4. *The Subway*, George Tooker