

IN THE EYES OF VINCENT VAN GOGH



How paintings help us to express our feelings?

Authorship:

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IN THE EYES OF VINCENT VAN GOGH



Generació Plurilingüe

Second Year
2017-2018



IN THE EYES OF VINCENT VAN GOGH

PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	In the eyes of Vincent Van Gogh.
Authorship	Sandra Coromina and Jasmina Abdela.
School	Escola Gaspar de Queralt, Amer.
Students' CEFR Level (A1, A2...)	A1
Grade	6th graders.
Content area(s)	Language, arts and crafts, emotional education (values).
Number of sessions (4, 6 or 9)	6 sessions
Teacher(s) involved	Sandra Coromina, Yasmina Abdela, Miriam Codina, Sole Aragon and Ornella Lara.
Key words	Art, arts and crafts, Van Gogh, Vincent, feelings, emotions, paintings, piece of art, colors, exhibition, techniques, biography, inspiration, artist.






Click on the image to see the Project Planning Template.

INTRODUCTORY SESSION



Students will be introduced in the **art world** through a scene of the movie "[La gran belleza](#)" where art and emotions are involved. They will debate about **"how paintings help us to express our feelings?"**

SESSION 1

1.1. SESSION PLANNING						
<p>SESSION 1: WHAT IS BEHIND THIS PAINTINGS?</p> <p>Objectives of the session: Provide students with interactive activities. Learn how to work in groups. Introduce students in the art world, through Vincent Van Gogh, helping them to approach to new vocabulary.</p>						
<p>Content-obligatory language for the session: Nouns, adjectives, synonyms and antonyms: document. Descriptive structures: present simple tense, there is/are, connectors. Colours: cold and warm colors.</p>						
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
1.1	<p>Working groups activity: they will have to make the working groups using a game. They will have to organize themselves in order to make 4 groups . Each student is given a little card with 2 words written (a noun and an adjective) referring to different emotions. They will have to get together according to the vocabulary. The different cards are going to be synonyms such as: happy/happiness, cheer/cheerful, joy/joyful, delighted/delightful...</p>	x	x	x		
1.2	<p>Describing paintings: in groups, pupils will have to discover common qualities (colours, patterns, techniques...) within the three pictures each group is given. Students are provided with an interactive strategies guidance, that works as a language support, to help them organize their oral interventions while interacting with each other. Students are provided with a descriptive guidance, that works as a language support, in order to help them preparing the oral exposition. There will be useful expressions, structures, vocabulary... We introduce it to the whole group before starting the description so that the students know it beforehand.</p>	x	x	x		
1.3	<p>Oral presentation: once the groups have come up with their conclusions, they are going to be shared and exposed to the rest of the class. Pupils are provided with a rubric and each student is assessed by the rest of the classmates while doing the oral exposition. The teacher is going to assess the students as well. At the end of the class, each student collects his/her rubrics (with all the marks) so that he can calculate his/her median at home.</p> <p>Main goal: discover that the pieces of art have been painted by Vincent Van Gogh.</p>	x	x	x		x

**WORKING GROUP
ACTIVITY**

WHAT IS BEHIND THE PAINTINGS?

Each student is given a **little card** with 2 words written (a noun and an adjective) referring to different **emotions**.
They will have to make the working groups according to the vocabulary.

SAD/SADNESS	HAPPY/HAPPINESS
SORROW/SORROWFUL	CHEER/CHEERFUL
AFFLICTED/AFFLICTION	JOY/JOYFUL
UNHAPPY/UNHAPPINESS	DELIGHTED/DELIGHTFUL
FEARFUL/FEAR	IRASCIBLE/IRASCIBILITY
TERRIFY/TERRIFYING	IRRITATE/IRRITATION
SCARED/SCARY	MAD/MADNESS
FRIGHTENED/AFRAID	ANNOYED/ANNOYANCE

**WORKING GROUP
ACTIVITY**

WHAT IS BEHIND THE PAINTINGS?

**VAN GOGH PAINTINGS:
LET'S DISCOVER COMMON QUALITIES
WITHIN THE PICTURES GIVEN TO
STUDENTS.**



WHAT IS BEHIND THE PAINTINGS?

LANGUAGE SUPPORT GUIDANCE

in order to
help them
preparing the
oral exposition
with useful
expressions.

DESCRIPTIVE GUIDANCE



THIS PAINTING SHOWS...
THIS PIECE OF ART...
THIS PIECE OF ART REPRESENTS/SYMBOLISES...
ON THE LEFT SIDE.
ON THE RIGHT SIDE.

IN MY VIEW/FROM MY POINT OF VIEW, THERE IS/ARE...
I CAN SEE THAT THERE IS/THERE ARE...
IT SEEMS LIKE/IT LOOKS LIKE...
IT SEEMS TO BE...
IT SEEMS TO ME THAT...
WE CAN APPRECIATE...
AS WE CAN OBSERVE...
IF WE COMPARE _____ WITH _____ WE CAN SAY THAT...
I FEEL THAT...
AS FAR AS I CAN TELL...
I AM SURE THAT...

THE MAIN COLOR IS...
THE TECHNIQUE MUST/MIGHT BE...
HE USES...
THE BRUSHSTROKES WE SEE IN THE PAINTING...

FIRST, NEXT, FINALLY...
TO CONCLUDE...



INTERACTIVE STRATEGIES GUIDANCE



PLEASE
THANKS
IT IS MY/YOUR TURN

WHAT DO YOU THINK ABOUT...?
WHY DO YOU THINK SO?
DO YOU THINK THAT...?
I HAVE A QUESTION ON THAT...

I AGREE WITH YOU/YOUR ARGUMENTS.
I DON'T AGREE WITH YOU/YOUR IDEAS.
LET'S REVISE WHAT YOU SAID.
LET'S DISCUSS ABOUT THIS/THAT.
LET'S TALK ABOUT IT.

LET ME SEE...
YES, BUT DON'T FORGET...
IN GENERAL...
WAIT A SECOND...
CAN I INTERRUPT YOU?
IT IS VERY INTERESTING...



LANGUAGE SUPPORT GUIDANCE

to guide and
help students
organize their
oral
interventions
while
interacting
with each
other....

WHAT IS BEHIND THE PAINTINGS?






CS ORAL EXPRESSION RUBRIC



	NEEDS TO IMPROVE 1 point	FAIR 2 points	GOOD 3 points	EXCELLENT 4 points	QUALIFICATION
TONE OF VOICE	The tone of the voice is not good and it is hard to understand.	The tone of the voice is pretty good but it is hard to understand at some moments.	The tone of the voice is good and you understand it well.	The tone of the voice is very good and it is understood perfectly.	
QUALITY OF PRESENTATION	He/she has explained the content of the presentation reading it all.	He/she explained the content of the presentation but in many moments he/she has read.	He/she explained the content of the presentation reading at some moments.	He/she explained the content of the presentation without reading almost anything.	
CONTENT OF THE EXPLANATION	The content is messy and is not understandable.	Content is poorly arranged and is not understandable.	The content is quite ordered and is understandable.	The content is very tidy and very understandable.	
USE OF VISUAL RESOURCES	He/she does not use the visual support to do the exhibition.	He/she uses the visual support to do the exhibition but there is little agreement between the support and what he/she explains.	He/she uses the visual support to make the exhibition and there is always agreement between the support and what he/she explains.		
BODY EXPRESSION	He/she has a very tense, rigid posture and he/she is nervous. He/she has not looked at colleagues during the exhibition at any time.	He/she has a tense stance and shows nerves. He/she has watched the classmates once or twice during the exhibition.	He/she has a good posture but it is a little forced. He/she has often watched colleagues during the exhibition.	He/she has a good posture, he/she is relaxed and confident. He/she has been looking at colleagues during the whole exhibition.	
TIME	The time used is not correct.	The time used is the correct one but he/she runs to finish.	The time used is correct.		
QUESTION TIME	He/she does not answer the questions asked.	He/she answers the questions without justifying the answers.	He/she answers the questions correctly with justified answers.		
TOTAL SCORE:					

Student are **assessed** by the rest of the classmates while doing the **oral exposition**.

SESSION 2

SESSION 2: VINCENT VAN GOGH'S PAINTINGS. Objectives of the session: Get to know Vincent Van Gogh's paintings. Learn how to do a good research. Take team responsibilities. Use of ICT Tools such as: shared documents in a drive folder.								
Content-obligatory language for the session: Vocabulary: self-portrait, landscapes, sunflowers... Past simple tense. Moods and emotions.								
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>								
1.1	Role activity: The teacher explains and reminds the different roles of the members of the group through role cards : reader (student who reads), summarizer (student who explains/writes sentences of the main ideas of the text), clarifier (student who solves doubts on words or sentences with the help of the researcher if needed) and researcher (student who looks for difficult words in the dictionary). The teacher also explains that the purpose of the project is to end up doing and art exhibition to show to	x	x	x	x			
	the rest of the educational community. For that reason, students will have to think about something to paint and all it involves (to write their biography and to record it for the exhibition).							
1.2	Matching game: students will have to find out the titles of the paintings shown in the passed session trying to match them correctly. The teacher is going to project a powerpoint in the PDI where paintings will be shown one by one. In groups, they will have to discuss which name fits better for each piece of art. The solutions will be revised immediately and they will have to write it down, using tablets, in a shared chart provided in a drive folder .	x	x	x	x	x		
1.3	Research and writing activity: students are provided with tablets in order to seek for information about vincent Van Gogh's biography through the paintings. They will have to discover in which period of Vincent's biography were the pieces of art painted and look for some interesting details to share with the rest of the class. Each group introduces the results into the shared chart . They will have to write down the name of the painting, the period they belong to, the pictorial movement, in which museum they are on displayed at, and some facts/details that they might consider important to share.	x	x	x	x			
	Goal: we want them to realize about the way Vincent painted in each period of his life taking into account his mood , his emotions , the impact of the place where he was living...							

**WORKING GROUP
ACTIVITY**

VINCENT VAN GOGH'S PAINTINGS.

Let's remind the **different roles** of the members of the group.

READER



CLARIFIER



RESEARCHER



SUMMARIZER



READER



CLARIFIER



RESEARCHER



SUMMARIZER



READER



CLARIFIER



RESEARCHER



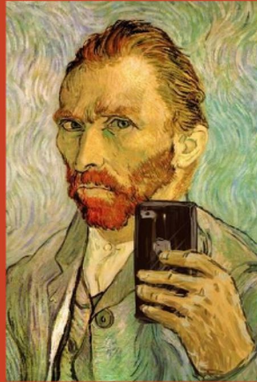
SUMMARIZER



**WORKING GROUP
ACTIVITY**

VINCENT VAN GOGH'S PAINTINGS.

**ARE YOU
READY?**



Let's discuss which name fits better
for each piece of art through a
powerpoint.

Let's find out the **titles of the paintings.**

HAPPINESS GROUP



STEAMSHIP COAL BARGES HARBOR.

COAL BARGES.

SHIPS IN THE SUNSET.

SAILORS IN THE SEA.

WORKING GROUP ACTIVITY

VINCENT VAN GOGH'S PAINTINGS.





Writing activity:

Let's seek for information about Vincent Van Gogh's biography through the paintings.






Let's introduce the results into a [shared chart](#) in a **drive folder**.

VINCENT VAN GOGH'S CHART



	NAME OF THE PIECE OF ART	PERIOD/DATE	RELEVANT FACTS	PICTORIAL MOVEMENT	MUSEUM
					
					
					
					

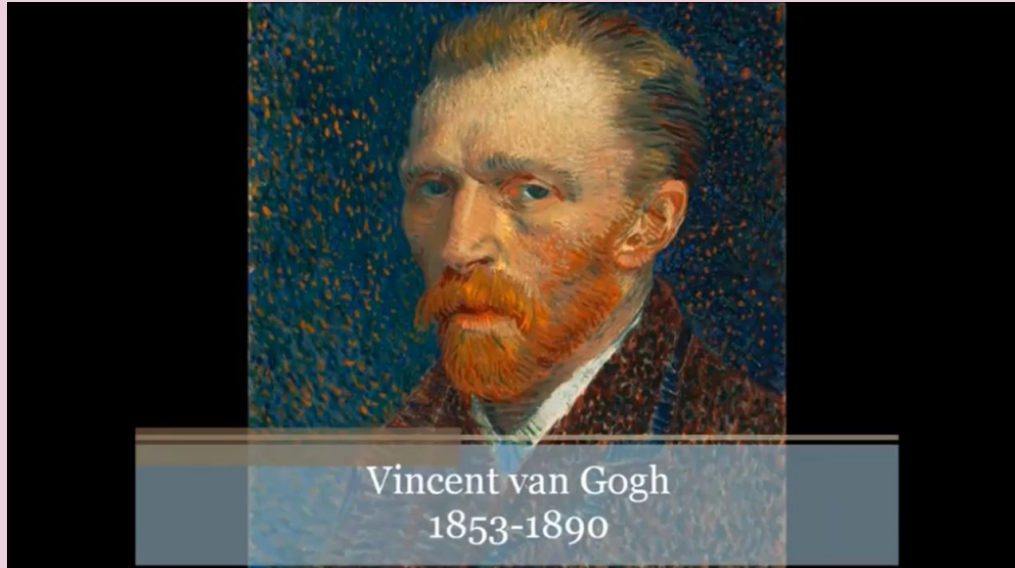
SESSION 3

SESSION 3: VINCENT VAN GOGH'S BIOGRAPHY.						
Objectives of the session: Get to know Vincent Van Gogh's biography. Improve our listening and writing skills through a biography. Provide students with new vocabulary related to emotions and the own personality.						
Content-obligatory language for the session: Nouns, adjectives, synonyms and antonyms. Vocabulary related to art: types of techniques, tools, topics, colours, brushstrokes...and related to emotions. Biography structure.						
Descriptive structures: present simple tense.						
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>						
1.1	Video: we watch a video which broadens the information about Van Gogh's biography . We are going to stop it to ask some questions in order to review what they understood and to talk about the most relevant aspects. Some questions are going to be debate with the whole class and some with the working groups: When was he born and died, which countries did he visit, when did he become famous, number of pieces of art painted, sold and why? When did he change the way he painted and why? What inspired him? Did he become a very famous painter before dying, why? What does distinctive style mean? Impressionism.	x	x	x	x	
1.2	Biography template: students will have to write down their own biography using a template that includes the main points needed. They are also provided with a biography guidance , that works as a writing support , in order to help and guide them preparing the writing. The guide is a graphic example of a biography that includes useful adjectives, vocabulary and some structures and examples they may need. Teachers will help and assess the writings. This template also includes the painting information. If they have time, they can start filling the information as long as they know what they want to paint and how they want to do it.	x	x	x		x
1.3	Correcting biographies: it is time to revise the written compositions. Students are going to split up into pairs and they will exchange their biographies to correct them and to share their opinions about it.	x	x	x		x

VINCENT VAN GOGH'S BIOGRAPHY.

Let's watch a video which broadens the information about Van Gogh's biography.

Students will answer questions in order to review what they understood and to talk about the most relevant aspects.



Some questions are going to be debated with the whole class and some with the working groups.

VINCENT VAN GOGH'S BIOGRAPHY.

Students will have to write down their own biography using a template

BIOGRAPHY GUIDANCE: works as a **writing support**, in order to help and guide them preparing the writing.

TEMPLATE FOR CHILDREN: students will have to write down their own biography using a template that includes the main points needed.

BIOGRAPHY AND PAINTING INFORMATION

ARTIST'S NAME: Mike Thompson
BIRTH DATE: 02/21/1977
STUDIES: teacher Degree

EARLY LIFE AND FAMILY:
I have one brother and one sister. My younger brother is 25 years old...
My Dad/mum's job is... My mum doesn't work. She takes care of the house...
I live in...
I have a pet. He is a dog and his name is Toby.
I help my parents a lot. I love my family very much.

HOBBIES AND INTERESTS: play football, basketball... I go fishing... dance, sing, paint, arts and crafts, robots.
I am interested in cars, astrology, languages... I like/love...I enjoy...

HOW CAN YOU DEFINE YOURSELF?
Extroverted/introverted, disinterested/receptive, grumpy/sweet, active/lazy, cheerful/sad, nervous/quiet, peaceful, curious, rebellious, anxious, confident, selfish, optimistic/pessimistic, talkative/shy...

NAME OF THE PAINTING: Morning sun.

PERSPECTIVE ON THE PAINTING

RELEVANT ASPECTS:
Topic: Self-portrait, people, landscapes, objects, dead nature, seasons, dreams, streets...
Technique: watercolors, pointillism, collages, dripping, frottage, crosshatchings, grattage, stamping, paint with waxes, with a pen/pencil...
COLOURS USED: cold or warm colors, pastel colors, bright colors, mixing colors...
FEELINGS AND EMOTIONS PROJECTED IN YOUR PIECE OF ART: enthusiasm, worry, bitter, shyness, bitterness, fury, stress, tension, hope, impression, boredom, sadness, affection, proudness, delightful, impatience, satisfaction, upset, fortunate, jealousy, cheerful, blessed...

BIOGRAPHY AND PAINTING INFORMATION

NAME OF THE ARTIST:
BIRTH DATE:
STUDIES:

EARLY LIFE AND FAMILY:






HOBBIES AND INTERESTS:
HOW CAN YOU DEFINE YOURSELF?

NAME OF THE PAINTING:

PERSPECTIVE ON THE PAINTING

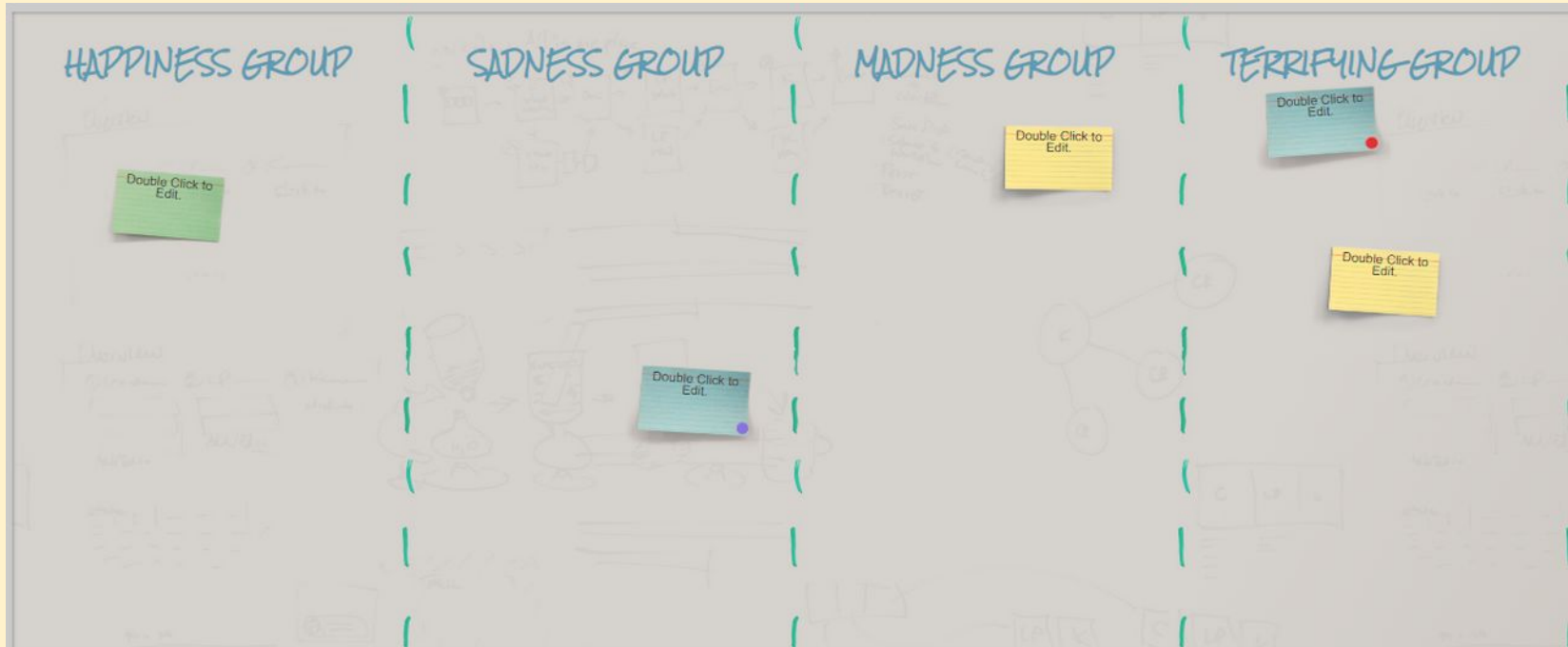
TECHNIQUE USED:
COLOURS USED:
FEELINGS AND EMOTIONS PROJECTED IN YOUR PIECE OF ART:
WHY THIS PAINTING?

SESSION 4

SESSION 4: WHERE DOES INSPIRATION COME FROM? Objectives of the session: Learn how to create our first painting: inspiration, tools needed, steps to take... Learn how to get things organized by themselves. Improve our vocabulary related to art.						
Content-obligatory language for the session: Vocabulary related to art: techniques, paints, tools... Descriptive structures: present simple tense, there is/are. Connectors: also, but, as a result, however, moreover, apart from, for instance, before, later, first, second, next, finally, as a result, I believe, I think...						
Activities <i>include : Name and description: Assessment tool (if any): Material (including language support)</i>						
						
1.1	In groups, students will brainstorm ideas about the question: "where does inspiration come from?" using a fun and creative program called SCRAMBLE . Each group will post their conclusions in the program in order to be shared to the rest of the class.	x	x	x	x	
1.2	<p>Let's start being an artist: before we start with our first painting, we need to know how to create it, which steps we should follow, which decisions we should take...</p> <p>To work on all these aspects, we have the collaboration of a father and a mother (whose children are in the school). They are going to explain and debate with students all they need to know in order to start with their creations. This family work in the art world and are native speakers of English.</p> <p>To decide which paint to use: oil paint, watercolour paint, acrylic paint, waxes, pencil...</p> <p>Learning to mix colours: tints, tones (light, dark), shades...</p> <p>The steps in making a painting: may vary from artist to artist. There is no right or wrong approach.</p>	x	x	x	x	
	<p>Each student must find what works better for them. Some artists start with the larger shapes and work toward the smaller ones gradually... Others do studies (small versions) or multiple sketches for painting. Many others lightly sketch out the composition on a canvas and then block in the main areas of color...</p> <p>Finding ideas for paintings: subject, format, size, type of support, colours...It's important to transmit students that, some days you will have more ideas than you can get down; others you may find yourself hunting around for inspiration. We shouldn't despair if we make a "mistake" in our painting: those can be what artists call "happy accidents" resulting in something beautiful.</p> <p>Safety Tips (regarding safety and art materials): precautions you need or want to take, and where to find non toxic art materials.</p> <p>Students are provided with a How to create your first painting guidance with the steps they should follow. In the guidance there are going to be some links in case they may need to search for more information (art galleries to get inspired, about paints, about mixing colors...). They will have it printed and also uploaded in their drive folder.</p>					
1.3	<p>Time to work on our paintings: students will have time to start their pieces of art. They will have to decide what to do:</p> <ul style="list-style-type: none"> Different materials are going to be ready and prepared in case they feel like starting painting right away. There are going to be tablets in case they need to look for inspiration. If they feel that they need to figure out calmly what to paint at home, they will also have the chance to complete or finish their biography and the painting information (following the guidances). The teacher is going to correct them. 	x	x	x	x	x

WHERE DOES INSPIRATION COME FROM?

Let's **brainstorm** ideas about the question: “**where does inspiration come from?**” using a fun and creative program called **SCRAMBLR**.



WHERE DOES INSPIRATION COME FROM? Let's start being an artist!

We will have the collaboration of a **father and a mother** (whose children are in the school). They are going to **explain and debate** with students all they need to know in order to start with their creations.

Before we start with our **first painting**, we need to know **how to create it**, **which steps we should follow**, **which decisions we should take...**

HOW TO CREATE YOUR FIRST PAINTING



Let's decide which paint to use:

Oil paint.
Watercolor paint.
Acrylic paint.
Waxes, pencil, pen...

Learning to mix colors:

Primary colors, basic of color mixing...
Tints, tones (light, dark), shades, outlines, contours...
What you need to know about color theory for painting.
Using primary colors in Art.

The steps in making a painting:

May vary from artist to artist. There is no right or wrong approach. Each student must find what works better for them.

- Some artists start with the larger shapes and work towards the smaller ones gradually...
- Others do studies (small versions) or multiple sketches for painting.
- Many others lightly sketch out the composition on a canvas and then block in the main areas of color...






Finding ideas for paintings:

- Some days you will have more ideas than you can get down; others you may find yourself hunting around for **inspiration**.
- We shouldn't despair if we make a "mistake" in our painting; those can be what artists call "happy accidents" resulting in something beautiful.
- You should find ideas about: the subject, the format, the size, the type of support needed, about colors...
- [SAATCHIART online gallery](#)
- [ARTSY online gallery](#)
- [inspire to paint it...](#)



Students are provided with a "**How to create your first painting guidance**" with the steps they should follow.

SESSION 5

SESSION 5: HOW DO ARTISTS DEPICT EMOTION IN ART?					
Objectives of the session: Improve our reading skills through paintings. Learn how to express feelings and emotions through art					
Content-obligatory language for the session: Vocabulary related to feelings and emotions Descriptive structures: present simple tense, there is/are, connectors.					
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
					
1.1	<p>Emotions in the paintings: with the working groups, students will have to organize small texts which describe paintings, matching them with the pieces of art they belong to. These paintings are not from Van Gogh. Each group is going to have 5 cards with short texts and paintings are going to be shown, one by one, through a powerpoint in the PDI. They will have to find the text that matches better and they will have to argue and decide which emotion transmits each image.</p> <p>By organizing the text, students are processing the information while interacting with each other in order to understand and interiorize them.</p> <p>Again, we have the collaboration of a father and a mother (whose children are in the school). They are going to help students:</p> <ul style="list-style-type: none"> • Understand why and how can we express our own feeling and emotions through art. • Help them to connect with their own emotions and with other's emotions. If we are keen to learn how to express our own feelings through art, then we first need to engage with the works of others so that we can begin to tap into our own creative process. • Help students explore what moves them. 				
1.2	<p>Time to work on our paintings: students will have time to continue working on their pieces of art. Again, they will feel free to decide what to do first:</p> <ul style="list-style-type: none"> • Different materials are going to be ready and prepared to finish their paintings. 				
	<ul style="list-style-type: none"> • There are going to be tablets in case they need to look for more inspiration. • They will also have the chance to complete or finish the painting information when their pieces of art will be ready (students will have to copy over their biographies in the template provided in the drive folder). They will also have the support of the guides and the teacher is going to correct their writings. • They can start practicing their oral expositions (painting information+biography) in order to be recorded in the next session. 				

HOW DO ARTISTS DEPICT EMOTION IN ART?

WORKING GROUP
ACTIVITY

Let's argue and
decide which
emotion transmits
each image in the
powerpoint.

How do artists depict emotion in art?



HOW DO ARTISTS DEPICT EMOTION IN ART?

WORKING GROUP
ACTIVITY

How do artists depict emotion in art?



Let's organize small texts that describe paintings, matching them with the pieces of art they belong to through a powerpoint.

David Alfaro Siqueiros is able to convey emotion without even seeing the person's face. The placement of the hands and the lines defining the knuckles sends the message that this person is fighting back tears.






This is a Vik Muniz's reinterpretation of Picasso's famous "Weeping Woman," but this image is a photograph of piles of pigment laid out to mimic the original. She also has a hand up to her face, and her eyebrows arching up helps convey her emotional state.

A self-portrait by Dutch artist Pieter Van Laer from 1638. He's screaming out in terror as he sees the approach of the devil, as depicted by the monster-like hands reaching for him from the right side.

A painting by an unknown artist at the 2011 Armory Show; do you agree with me that this painting also depicts fear? Is it because of the extra big, extra round eyes, or the teeth that seem to be chattering?

This is an unidentified artist at the 2011 Armory Shows. What emotion do you feel from looking at this painting? Is it anger, as the hand crumples some paper in a moment of disgust? Or is it sadness, as a hand clutches a used Kleenex? What do you think?

SESSION 6

<p>SESSION 6: LET'S PREPARE THE ART EXHIBITION.</p> <p>Objectives of the session: Improve the oral expression. Use of ICT Tools such as: templates in a drive folder, Unitag QR, vocaroo....</p>						
<p>Content-obligatory language for the session: Vocabulary related to ICT Tools. Present simple tense.</p>						
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
1.1	<p>QR Code: students will learn how to create a QR code through the fantastic program unitag QR. We will watch a video which broadens all the information and all the steps they must follow to ensure the success. Moreover, the program let students customize the shapes, the logo and the colors of the QR Codes. Students will test, with QR Code readers from the tablets, if they work and are readable.</p>	x	x	x	x	
1.2	<p>Recording activity: students will be provided with tablets and computers in order to record their biography and the painting informations with the fun program called: vocaroo. Each link resulting will be saved in a document in the drive folders with the student's name to make it easy to attach into the QR code program.</p>	x	x	x	x	
<p>Biographies, the paintings information and the QR Codes will be printed and ready for the art opening day.</p>						

LET'S PREPARE THE ART EXHIBITION.

Students will learn how to create a QR code through the fantastic program unitag QR.



Options

In the "Options" tab, you can add different effects to your QR Code.

You can also add a colored shadow to the QR Code for a depth effect.

2 Customizations

Options

Background color

Background color : #ffffff


QR Code shadow

QR Code shadow : #aaaaaa

Shadow strength : Light Medium Strong

QR Code redundancy

Low (L) Medium (M) Quality (Q) Strong (H)



They will watch a [video](#) which broadens all the information and all the steps they must follow to ensure the success.


LET'S PREPARE THE ART EXHIBITION.

They will record their biography and the painting informations with the fun program called: vocaroo.

The logo for Vocaroo, featuring the word "Vocaroo" in a green, cursive, handwritten-style font.

Vocaroo - The premier voice recording service.

[Or upload?](#)

A green rectangular button with a white rounded rectangle in the center. Inside the white rectangle is a red circular icon with a white microphone symbol and the text "Click to Record".

Each link resulting will be attach into the QR code program.