

# E-ARTinED

Report Output 2  
Educational Programme for  
Teachers, Artist and Trainers

**Art in Education**  
**considering**  
**Social Inclusion**  
**as well as**  
**Critical Thinking,**  
**and with a special focus on**  
**Art in Nature**

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SCHOOL PRACTICE

A collection of successful examples from schools in Sweden,  
Greece and Belgium from the work with the e-ARTinED themes.



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# INTRODUCTION

In the e-ARTinED project the Swedish partner Viksjöforsbaletten has had the opportunity to work closely with the neighbour school and can therefore deliver many examples of school practices. This report however also includes several very good examples from the other partners.

## SCHOOL PRACTICE IN SWEDEN

Sweden is a secular country where you might say that nature has taken the place of a religion. For Swedes it is necessary to spend time outdoors in nature. In schools we want children to learn to *Experience Nature* as well as to *Protect Nature*

### Some Applicable Goals in the Swedish Curriculum

*The school is responsible for ensuring that each pupil on completing compulsory school:*  
--- has obtained knowledge about the prerequisites for a good environment and sustainable development,  
--- can use and understand many different forms of expression such as language, art, music, drama and dance, and also has developed an awareness of the range of culture existing in society,  
---can use modern technology as a tool in the search for knowledge, communication, creativity and learning.<sup>1</sup>

### Some Fundamental Values of the Swedish School

*The national school system is based on democratic foundations. The education act (2010:800) stipulates that education in the school system aims at pupils acquiring and developing knowledge and values. It should promote the development and learning of all pupils, and a lifelong desire to learn. Education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based. Each and every one working in the school should also encourage respect for the intrinsic value of each person and the environment we all share.<sup>2</sup>*

### Some Tasks of the Swedish School

*The task of the school is to promote learning by stimulating the individual to acquire and develop knowledge and values. --- an environmental perspective provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development.---*

*Pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity. Harmonious development and educational activity provide opportunities for*

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<sup>1</sup> The overall Swedish curriculum contains three parts: 1. Fundamental values and tasks of the school 2. Overall goals and guidelines for education 3. Syllabuses which are supplemented by knowledge requirements. (The syllabuses contain the aim of the subject and its core content.)

<sup>2</sup> From the curriculum for the compulsory school, preschool class and the recreation center, 2011

exploring, researching, acquiring and communicating different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire.<sup>3</sup>

## THE SWEDISH OUTDOOR ACCESS RIGHTS AND THE CONVENTION OF CHILDREN'S RIGHTS

### Allemansrätten & Allebarnsrätten

*The Swedish Outdoor Access Rights combined with the Convention of Children's Rights fit perfectly well, as can be seen in the following Collection of Examples, with the Swedish Curriculum and with the two e-ARTinED themes:*

*Social Inclusion and Nature through the Arts;  
To Experience Nature as well as to Protect Nature.*

### Collection of Examples

#### 1. Stone Age

**CURRICULAR SUBJECTS:** Science/Social Science/History/Art

**WEBSITE LINK:** <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/stone-age-january-february-2016/>

**TEACHER'S GUIDE:** 1. History.pdf (ENG)

**FILM FROM THE STONE AGE PROJECT:** [24 HOUR STONE AGE](http://youtu.be/pOh2pnL2e4A) (<http://youtu.be/pOh2pnL2e4A>)

#### THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Experience Nature  
Protect Nature



## 2. Recycling

CURRICULAR SUBJECTS: Science/Social Science/English/Art

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycling-nov-dec-2015/> (ENG) (SW)

TEACHER'S GUIDES:

- 2. Waste Sorting Thematic Studies, English.pdf, (ENG)
- 2. Källsortering, svenska.pdf, (SW)

FILMS FROM DRAMA AND SONG TRAINING IN THE WASTE SORTING PROJECT:

- [\*Cuts from the musical\*](#), (SW)
- [\*Tugga sopor. Training\*](#), (SW)
- [\*Panta mera. Training\*](#), (SW)
- [\*Batteriholken. Training\*](#), (SW)
- [\*Tänk om! Training\*](#), (SW)

### THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Experience Nature  
Protect Nature



### 3. Sustainability and Recycled Art in Nature

CURRICULAR SUBJECTS: Science/Social Sc./English/Art/Music

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycled-art-in-nature-april-2016/>

#### TEACHERS GUIDES

- 3. Sustainability Recycled Art in Nature, English.pdf, (ENG)
- 3. Hållbarhet - Återvinningskonst, svenska.pdf, (SW)
- 3. Paint and create using natural materials, English.pdf, (ENG)

#### THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Experience Nature  
Protect Nature



## 4. The Right of Public Access & Children's Rights

CURRICULAR SUBJECTS: Science/Social Science/Art/Music

WEBSITE LINK: <https://artinedviksjofors.se/Kultur/The-Swedish-Curriculum/Thematic-Studies-Temaarbeten/The-Right-Of-Public-Access-Childrens-Rights-April-2016/>, (ENG)

TEACHER'S GUIDES

- 4. The Right of Public Access - All humans' rights, English.pdf, (ENG)
- 4. Alla Barns Rätt temadag-Svenska (1).pdf, (SW)

MOVIES FROM OUR WORK WITH CHILDREN'S RIGHTS AND THE OUTDOOR ACCESS RIGHTS:

- Introduction <https://youtu.be/EUqa6sXbTho>, (ENG)
- The Right of Outdoor Access, Theoretic Work <https://youtu.be/1vyRwal5uAw>, (ENG) , (SW)
- Waste sorting and Cleaning School Yard [https://youtu.be/Hbvoq\\_vq9qA](https://youtu.be/Hbvoq_vq9qA), (ENG) , (SW)
- The Art and Children's Rights <https://youtu.be/2-2vnWOc5Nk>, (ENG) , (SW)

THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Experience Nature  
Protect Nature





## 5. Folklore, Trolls and various Other Beings

CURRICULAR SUBJECTS: *Native Language; Swedish*

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/folklore-and-various-beings/>

TEACHER'S GUIDES:

[5. Folklore Trolls and various beings, English.pdf](#), (eng)

[5. Folktro troll och andra väsen, svenska.pdf](#), (SW)

### THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Experience Nature



## 6. Yule /Christmas around the World

CURRICULAR SUBJECTS: Science/Social Sc./English/Art/Music)

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/yule-december-2015-2016/>

TEACHER'S GUIDE: [Teacher's Guide X-mas Traditions All over the World](#), (ENG)

MOVIES:

- [Eng. Trailer Till Julfilm](#), (SW/ENG)
- [Eng./Mu Santa Claus Reggae](#), (ENG)
- [Eng. Christmas Around The World](#), (ENG)

SEE MORE:

[Yule – Christmas party](#)

[Easter](#) – Traditions in Viksjöfors School

### THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Experience Nature



## 7. U.N. Day 2016

CURRICULAR SUBJECTS: Science/Social Sc./English/Art/Music

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/u-n-day-october-2016/>

TEACHER'S GUIDE: [Texts In English About The Un Day.Pdf](#) (ENG)

MOVIE:

- <https://youtu.be/rzPG9HLNrvE>,

### THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Protect Nature



## 8. Animating Literature

CURRICULAR SUBJECTS: Native Language: Swedish. Amharic, Arabic

WEBSITE LINKS:

<https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/animating-stories-winter-2015-16/> (ENG)

<http://artinedviksjofors.se/kultur/the-arts/litteratur/hamstern-ar-borta/> (SW)

TEACHER'S GUIDE: [Teachers' Guide Animation.pdf](#) (ENG)

FILM FROM THE WORK: <https://youtu.be/Tzm66g7VNmA>

ANIMATED MOVIES:

- [Exempel På Animeringsteknik](#) (SW)
- [Filmaren Korrigerar Dagens Misstag.](#) (SW)
- [Hamstern Är Borta. Animerat Ritprogram.](#) (SW)
- [Hamstern Är Borta. Toontastic 1](#) (SW)
- [Hamstern Är Borta. Stop Motion.](#) (SW)
- [Hamstern Är Borta. Toontastic 2](#) Arabiska\_ Arabic
- [Hamstern Är Borta. Toontastic 3 Amharic](#) Amharic
- [Hamstern Är Borta. Leranimation](#) (SW)

### THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Experience Nature



## 9. Saturday Fun in the School Slope

CURRICULAR SUBJECTS: Mathematics, P.E. (ENG)

WEBSITE LINK: <http://artinedviksjofors.se/kultur/the-swedish-curriculum/matematik/>

TEACHER'S GUIDE: 9. Mathematics.pdf (ENG)

### THE WORK INCLUDES

Social Inclusion  
Art in Nature  
Experience Nature  
Protect Nature



## 10. Outdoor Day

CURRICULAR SUBJECTS: P.E., Science, Social Science

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/outdoor-day-march-2016/>

### THE WORK INCLUDES

Social Inclusion  
Art in Nature  
Experience Nature  
Protect Nature



## 11. Iron Age

CURRICULAR SUBJECTS: History, Art, Social Science

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/iron-age-april-2016/>

## 12. Houses

CURRICULAR SUBJECTS: Social Science, Art

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/houses-may-2016/>

### THE WORK INCLUDES

Social Inclusion  
Art



## 13. Dance Festival

CURRICULAR SUBJECTS: Social Science, P.E., English

MOVIE FROM FESTIVAL: <https://youtu.be/b-uzE829nro>

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/dance-festival-june-2016/>

### THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Experience Nature



## 14. Local Health Week

CURRICULAR SUBJECTS: Science, P.E.

WEBSITE LINK: <https://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/local-health-week-september-2016/>

### THE WORK INCLUDES

Social Inclusion  
Critical Thinking  
Art in Nature  
Experience Nature  
Protect Nature





# How to organize a learning workshop with artists and teachers

A report of an experience

<https://youtu.be/KR7Lepj-XzI>

The training event took place between 7 and 12 July, 2017, in the Ardennes in Belgium, at Domaine de Farnières, Vielsalm. It was targeted to the staff of the partner organizations and to 5 artists of different countries invited by the partners. The Event was organized by the Belgian partner of the e-ARTinED consortium: the International Yehudi Menuhin Foundation.

The objective of the training event was to deepen and bring the E-ARTinED methodology and practices a step forward with the aim to feed the education strategy of the project e-distance learning Programme, to be prepared in the third year of the project life. Integration of arts into school curricular subjects can be greatly promoted by encouraging interactions and common work between artists and teachers.

Artists are experts in their artistic techniques but often they lack the pedagogical knowledge to understand how these techniques can be effectively integrated into school curricular subjects. When they work with students they usually present arts for the sake of the arts, without making the necessary links to topics of school subjects. On the other hand, teachers that seek to enrich their teaching with artful approaches to engage and motivate their students, need to be supported in their understanding of artistic techniques and on how those techniques can be extended, adapted or combined.

The project organized the intensive joint-staff training to answer these needs and go beyond its initial baseline on arts integration into school curricular subjects. Each of the five partners had invited a teacher and an artist.

1. In the first part of the training event, the five artists were asked to prepare and deliver a half-day workshop presenting artistic techniques of visual arts, music, dance, storytelling and new media arts. All attending teachers and artists participated in each workshop.
2. In the second part, the teachers, along with the artists, were invited to explore the different art forms, through creative applications related to specific curricular subjects. After an intensive brainstorming session during which the teachers explained their teaching needs, the artists responded with possible extensions and adaptations of their artistic techniques.

Five specific lesson plans (learning scenarios) were jointly developed. These demonstrated how the knowledge and skills acquired during the art workshops could be put into action in classroom. To make the whole process as consistent as possible, a common theme was followed: Seeds and Nature.

The subject of the training was 'seeds and plants'. The developed learning scenarios demonstrated how each art form could be used to describe and teach about the life-cycle of plants, starting from the seeds. Creativity was used:

- to create songs, for example on sprouting. Therefore, with music as the art form;
  - to use the body to represent the transformation of seeds into plants and the creation of new seeds, through dancing;
  - to produce stories about seeds and utilize storytelling;
  - to dramatize the stories with masks and deepen drama and visual arts. Included was the use of digital puppets in New Media Arts and the use of seeds to create a simple piano in a computer.
3. The third and final stage of the training event was the organization of a learning "fair" for children aged 10-12 where all the learning scenarios and artistic techniques were put into action following a storyboard that was jointly developed by teachers and artists. The learning "fair" opened with a welcome session, with more than 50 children of the local communities who had the opportunity to experience the life-cycle of seeds and plants, through singing together and exploring the arts. They performed a series of art actions in which they created masks and puppet using visual arts and






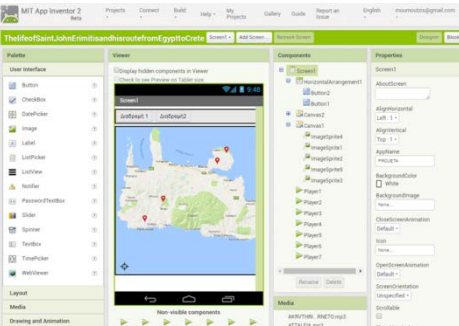


storytelling, and used computers creatively and artistically. At the closing of the learning "fair", the participating children paraded outdoor using their art creations, at the presence of the local community. They sang and danced their songs, while waving their multicoloured and multi-shaped banners.

CURRICULAR SUBJECTS: New Media, Greek, Music, Science, Social Science, English

TEACHER'S GUIDES and LINKS:

1. [Magic Book animating and dramatizing](#)
2. [Robotic Theatre animating and dramatizing](#)
3. [Creating a digital story for the celebration of a National Holiday](#)
4. [Creating a digital story for the safe use of the Internet](#)
5. [Creating a symphonic orchestra with clay and new media arts](#)
6. [The life of Saint John Erimitis and his route from Egypt to Crete](#)

<b>THE WORK INCLUDES</b> Social Inclusion Critical thinking	1) 	2) 
	3) 	4) 
5) 	6) 	

# SCHOOL PRACTICE IN BELGIUM

## Artists working into school contexts

The long and successful experience of the International Yehudi Menuhin Foundation in providing artistic activities in primary school through the MUS-E Network is a concrete step for the IYMF's contribution to IO2 about artists in the classroom.

MUS-E® programme is inspired by the educational musical concept developed by Zoltán Kodály (1882-1967), a Hungarian composer, ethnomusicologist and teacher. His concept, circulated throughout Hungary, was that music should be part of daily education and be accessible to everyone. Zoltán Kodály defended the idea that each country should know its own traditional culture. Yehudi Menuhin extended Kodály's concept by adapting it to the current realities of multiculturalism. While agreeing with Kodály about the importance of singing, he also insisted on the importance of movement, the various senses, the body and the imaginary world in the practice of art from different Cultures.

The MUS-E® approach is that schools where artistic activities are introduced is no longer a school of frontal lessons. Learning activities through art recognize the centrality of the learners and allows each student to understand the context where she/he is located and to act appropriately to it.

Artistic activities deal consciously with the body and allow children to express and communicate their inner world.

- Art calls upon our imagination and this imagination makes our sensory experiences meaningful. It makes our sensory perceptions more than just a physical stimulation of our organs. It produces mental images and it makes it possible to recall memories from the past, to reflect on possibilities for the future, weigh alternatives against each other and empathize with other people.

Artists working with MUS-E involve the immediate world of the child: the school, home, playground, games, experiences, feelings, dreams and his/her cultural backgrounds as starting points and inspirations for their session in the classroom. The presence of the artist invokes a process of shaping and understanding the communication among the children and the teachers. With this kind of social approach a gesture, a garment, a spoken word, a sound, a movement or an image can be interpreted and its meaning can be expressed. Herein lies the importance of working with artists from diverse disciplines such as theater, sound/music, dance, martial arts, film, visual arts, fashion, literature in the classroom.

Activities that use different art forms enable a different way of learning: children interact more with each other and their environment. Sometimes hidden talents or aspects of children become visible and in this playful and active atmosphere children's well-being and creativity have more opportunities to blossom.

Also the different competences acquired during artistic activities become usable in other areas of education and heritage and contribute to a balanced development of the personality of each child. The MUS-E programme therefore interprets the spirit of an open, democratic, participatory school, in line with the autonomy of teaching and learning objectives as indicated by the latest European legislation.

The Educational Programme developed by MUS-E is a contribution "for a quality school that aims to educate future citizens". Citizenship education must not focus exclusively on school-based curricula but should also include programs and activities that broader elements of society. Young people are influenced by many factors such as their families and friends, media, religious institutions, and schools. The schools especially have a crucial part to play in socializing students, reinforcing values such as tolerance, civic participation and respect for the rule of law and establishing a more positive and democratic school climate that is critical to education for citizenship.

The fundamental principles of this programme were outlined by Lord Menuhin as follows:

- Art makes a decisive contribution to the intellectual, aesthetic and social development of a person.
- Art develops the personal ability to overcome difficulties and transcend them, drawing additional strengths from them.
- The practice of art is a source of access to knowledge; rooted in experience, it boosts the pleasure of discovery, curiosity, interest and access to other types of knowledge.
- Art in general, and singing and dancing in particular, reconnects the body with the spirit and the spirit with the body, while reconnecting emotions with the mind and the mind with emotions.
- Artistic expression generates new relationships with ourselves and the outside world.
- Discovering traditions from their region of origin helps children rediscover their own cultural heritage, sometimes forgotten in migratory situations.
- Art creates links between an individual and different cultures. Artistic creation contributes to shaping a common culture and reinforces the feeling of belonging.
- Art is a tool for developing self-respect and respect for others.
- Art can contribute to the development of social dynamics.

The relationship between art and skills

With the help of artists and the support of classroom teachers the children are guided through artistic paths. Art, beyond the culture of origin, is a common ground for a comparison and reciprocal knowledge and for developing a feeling that enable communication among children. Music, singing, theatre, percussion, dance facilitate communication and the sharing of experience in different forms.

The artistic activities are mainly implemented in primary schools where there are children at the risk of social marginalization and/or with an high presence of migrant children. The artistic experience in the schools has a positive impact on the dialogue, integration and relationship in the classroom and helps to develop specific skills in children who have different types of intelligences.

Recent developments in cognitive science and neuroscience help explain the power of the arts. These developments have shown that “the mind is embodied”—that brain and body make up a single, fully integrated cognitive system.

Art and creativity are considered the new economy levers and their impact and effect on economic development are valued as a vital contribution for economic growth, tourism development, population policy, cultural capital of citizens. Art integration programs demonstrated how through the art is possible to empower each individual to actualize their creativity and critical thinking skills that are necessary for developing potential paths for our future. The children as future citizens should gain those skills that will enable them to develop and improve problem solving and decision taking attitudes, and more over these skills will open the psychological and intellectual horizons towards new prospective of personal and collective happiness.

LINK: [ARTISTS](#) in the [classroom](#)

THE WORK INCLUDES: Social Inclusion and Critical thinking.

# INSTRUCTIONS AND ADVICE FROM THE UK PARTNER

## A. Instruction on how to use the e-tools and resources of the e-ARTinED project

The project e-tools and resources are available mainly on the *e-ARTinED Coursevo platform*:

<http://eartined.coursevo.com/>

The resources are:

1. *Background Reports and Repository*
2. *Educational Programme for teachers, trainers and artists*
3. *Handbook'*
4. *Selection of Case Studies to identify the Best Practices*
5. *Online Course (Online Training Programme)*
6. *Community of Practice*

Some Resources are also available on the project website: <http://www.e-artined.eu/>

*The Repository, the Online Course* (Online Training Programme) and *the Community of Practice* are only available through the e-ARTinED Coursevo platform and on the website one can find a direct link to the platform.

*Resource 1* helps to start entering the idea and approach of art integration and look through a three-fold Repository with entries such as academic books, articles, experiences, reports, EU projects, videos and PhD thesis, on art integration into school curriculum, on art and social inclusion and examples of children's experiences of learning through the arts within natural settings. Background reports on each art form complement resource 1.

*Resource 2, 3 and 4*, also available on the project website, show examples and case studies on using the arts to teach in classroom are available, along with other information of didactic nature.

*Resource 5* contains a unique path of 5 Course in the following art forms: music, dance, visual arts, literature, new media arts. The Courses contain resources only available on the Coursevo.

*Resource 6* offers the possibility to access the resources and share in the e-ARTinED Community of Practice.

## B. How to write a Lesson Plan on art integration

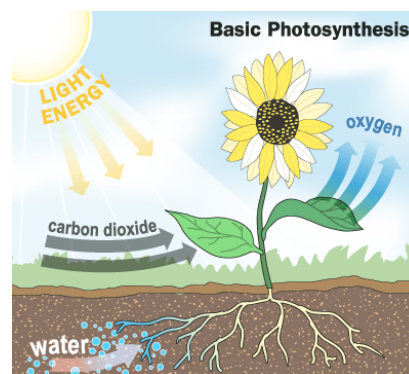
Some suggestions....

Here is an example and a template ready to be used to note down a teacher's creative ideas...

### Music integration in Science subject: Photosynthesis

Art form	Music
Teaching points (the subject matter of the lesson)	Photosynthesis
Aims	<ul style="list-style-type: none"> <li>To help students learn the composition and properties of air</li> <li>To develop students understanding of the importance of air</li> <li>To raise students awareness and understanding of the causes and effects of air pollution</li> </ul>
Duration	5 sessions of 30 minutes each, except session 3 which is 45 minutes.
Lead-in Questions	<ul style="list-style-type: none"> <li>Why is air important for life?</li> <li>Can you feel/notice the air on your surroundings? How?</li> <li>What do you know about air pollution?</li> <li>How can we reduce/stop air pollution?</li> </ul>
The teaching procedure  (Pre, while and post activities)	<p><i>- Pre-activities:</i></p> <p>The teacher explains the subject and divides it into two parts: Sun and Light, and Chlorophyll. Here is an example of a simplified explanation of the subject:</p> <p><b>Photosynthesis</b> is a process in which green plants use energy from the sun to transform water, carbon dioxide, and minerals into oxygen and organic compounds. It is one example of how people and plants are dependent on each other in sustaining life.</p> <p><i>Part :1 Sun and Light</i></p> <p>The light from the Sun shines on the surface of the Earth. Light is energy. When that energy shines on a green plant, some reactions take place to store energy in the form of sugar molecules.</p> <p><i>Part 2: Chlorophyll</i></p> <p>Chlorophyll is the compound that can grab the sunlight and start the whole process. The green pigment chlorophyll is uniquely capable of converting the energy of light into a form that can be stored (as food - glucose) and used when needed.</p> <p>Carbon dioxide and water (taken from the roots) combine with light by Chlorophyll to create oxygen and glucose (food). Glucose is used in various forms by every creature on the planet. Photosynthesis provides us with most of the oxygen we need in order to breathe. Animal cells require oxygen to survive.</p>

	<p><i>30 minutes</i></p> <p><i>- While activities:</i></p> <p>A) The teacher helps the children to create very short sentences to sum up the process, such as: "The Sun creates light; the plants catch it; the chlorophyll transforms the sun's energy into food; thank you, thank you, thank you, Sun and plants, to give us oxygen and life...".</p> <p>B) The teacher gives the children percussion instruments: hand percussion, shakers, frame drums, bongos, congas, etc.</p> <p>Alternatively, if no instruments are available, children can make rhythms by clapping hands or parts of their body, and by using pens and pencils to beat on books and desks.</p> <p>All children form a circle and 'play' the Sun that sends the light to the surface of Earth.</p> <p>C) The class is then divided into three groups.</p> <p>Group one continues to 'play' the Sun sending energy. The children within this group use the percussion instruments, very softly.</p> <p>Simultaneously group two sings 'la, la, la, la' in a simple melody of few notes. This melody could be the starting notes of Frere Jacques (Do-Re-Mi-Do/C-D-E-C), repeated several times. This group symbolizes the chlorophyll at work. The children will sing softly.</p> <p>Again simultaneously, the children in group three read, in a choir formation, the text created at the beginning (point B) and ends the text by singing 'thank you' several times in tune with the 'la, la, la, la' of Frere Jacques.</p> <p><i>45 minutes</i></p> <p><i>- Post-activities:</i></p> <p>Uploading the songs on the school website, if students agree. Filling an evaluation questionnaire provided by the teacher and discussing collectively the feedback arisen from the evaluation questionnaires</p> <p><i>30 minutes</i></p>
<p>Teaching aids (materials)</p>	<p>Illustrated books, videos, pc with internet connection. Simple music instruments</p>
<p><b>Classroom management</b></p> <p>•What is the role of the teacher?</p>	<ul style="list-style-type: none"> <li>• The teacher will explain the topics</li> <li>• The teacher suggests the activity (as presented in the Teaching procedure) and helps students to explore their creativity</li> <li>• Children can express their creativity in ways that are not the ones that teacher expects. It is essential to include the imagination of all children.</li> <li>• The teacher will need to prepare beforehand the materials that she wants to show to explain the subject and be prepared to transfer her enthusiasm for</li> </ul>



<ul style="list-style-type: none"> <li>•What is the role of the artist, if any?</li> <li>•How students will be prompt to use their creativity and their music skills?</li> <li>•How does the teacher help students to brainstorm on what they want to create?</li> <li>•How can the teacher scaffold, if necessary?</li> <li>•How does the teacher lead students to evaluating their work&gt;</li> </ul>	<p>'musicing' the subject.</p> <ul style="list-style-type: none"> <li>• The teacher will have to be prepared to video the songs and upload the file on the project website, if the children would be happy to do so.</li> <li>• The teacher lead the students to self-evaluate their experience and product through questioning (e.g. 'How did working with others influence you?', 'How did you turn mistakes 'What in your work are you most proud of?' , 'What didn't work?', 'What could you change to make it better?' 'What did you learn that you will use in future work?').</li> </ul>
Expected outcomes	<ul style="list-style-type: none"> <li>• Knowledge of a science subject which will be easily retained because of the music activity involved;</li> <li>• acquisition of creative problem solving;</li> <li>• enhancement of music skills;</li> <li>• enhancement of listening skills;</li> <li>• enhancement of collaborative skills;</li> <li>• increased artistic thinking;</li> <li>• increased self-evaluation attitude and respect for others' view points.</li> </ul>
Evaluation	Teacher will show students how to self-evaluate by posing questions. Children will share feedback led by the teachers.



## C. TEMPLATE

### Lesson Plan on using Art Integration



<b>Art form</b>	
<b>Teaching points</b> (the subject matter of the lesson)	
<b>Aims</b>	
<b>Duration</b>	
<b>Lead-in Questions</b>	
<b>The teaching procedure</b> (Pre, while and post activities)	
<b>Teaching aids</b> (materials)	
<b>Classroom management</b> <ul style="list-style-type: none"> <li>•What is the role of the teacher?</li> <li>•What is the role of the artist, if any?</li> <li>•How students will be prompt to use their creativity and their music skills?</li> <li>•How does the teacher help students to brainstorm on what they want to create?</li> <li>•How can the teacher scaffold, if necessary?</li> </ul>	
<b>Expected outcomes</b>	
<b>Evaluation</b> <ul style="list-style-type: none"> <li>•How does the teacher lead students to evaluating their work?</li> </ul>	



## SUMMARY

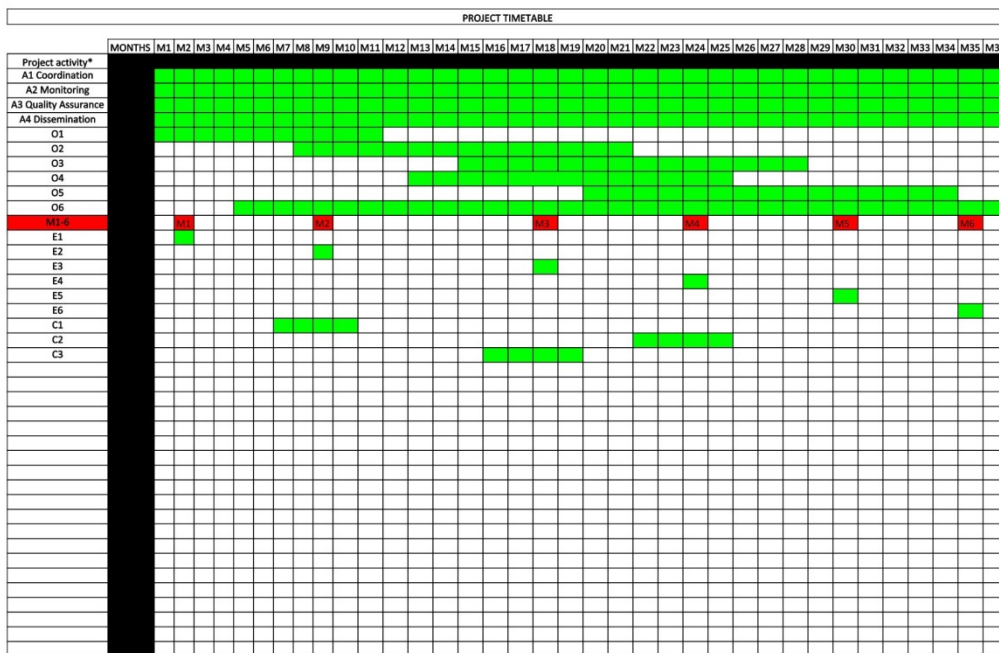
Others' experiences, as listed in the [Background Report](#) in Output 1 of our project, have been a rich resource in the efforts that are made in Viksjöfors School, when working with Social Inclusion and Nature through the Arts. Hopefully our experiences, where of some are described above and in the Teacher's Guides, will make as valuable resource for others! Next step is Output 3, where we choose the best examples from Output 2.

Finally we present the list of working days in Output 2 and the Gantt chart, where you can see the period we worked with this output.

p.26-29 in Application				No. of working days					
Output nr.	Output title	Activity leading organisation	Staff	BELGIUM	GREECE	ITALY	SWEDEN	U.K.	
2	e-ARTinED Educational Programme for teachers trainers and artists	Viksjöforsbaletten	Teachers/trainers/researchers	8	8	8	48	8	80
2	e-ARTinED Educational Programme for teachers trainers and artists	Viksjöforsbaletten	Technicians	4	4	4	32	4	48
TOTAL									128



Name of the project: e-ARTinED



Please insert rows as needed

\*Project activity types:  
 An - PROJECT MANAGEMENT AND IMPLEMENTATION ACTIVITIES  
 On/An - INTELLECTUAL OUTPUTS/ACTIVITIES

## Appendix 1 Mini Musical about our environmental waste separation

*Litter-Lisa is lethargically sitting in the middle, eating, throwing litter and mumbling.*

*Suddenly she hears a “Kollikock” scream that throws her off tree stump. She quickly tries to gather her belongings and run rapidly away, but doesn’t make it in time before Mulle arrives at the scene and takes notice of all the garbage lingering all around Litter-Lisa.*

**Mulle:** WHHAATT is all of this?

*Litter-Lisa shrugs and looks completely innocent*

**Mulle:** Do you really know NOTHING about what you’re doing?

**Litter-Lisa:** I have absolutely no idea what you’re implying. (appears a bit sly/tricky)

**Mulle:** (looking a bit suspicious) And you are completely sure of this?

**Litter-Lisa:** HOW AM I SUPPOSED TO KNOW EVERYTHING?! Just because I just so happen to be sitting right here and relaxing...UGH I’ve had enough Mulle Skrutt! I have much more important things to do than listening to you, I’m leaving!

**Mulle:** BUUUTTT LITTER-LISA! You can’t just leave everything this way, you’re ruining our environment!

**Litter-Lisa:** (Pulls down Mulles hat and redundantly spins him around until he becomes dizzy) Haha, you’re telling me I can’t leave everything as is? Well watch and learn works perfectly fine!

*She grabs her backpack and leaves the stage*

**Mulle:** Litter-Lisa! Litter-Lisa! Please come back, you have to clean up after yourself; you can’t leave it like this! (He sighs) Well...She’s gone.

*Mulle takes a seat in complete despair and glances at all the litter surrounding him*

**Animal #1:** We can help you if you’d like.

**Mulle:** Really, you would do that? That would make me very happy!

**Animal #1:** Well no kidding! Who wants to live on a dump? Eww!

**Mulle:** Okay then, let’s get started! I’m going to take you to place to show you guys what to do with all this garbage!

All the trees turn around, and behind the trees lies the garbage stations

**Mulle:** (introduction to song: Smaklösa sopor) We have arrived...

Grade 4 sings “Smaklösa Sopor”.

**Mulle:** Here we have a bunch of bottles and cans; do you remember what we were supposed to do with them? (He looks at the animals and they point to the vending apparatus used to recycle bottles and cans) Exactly!

Grade 2 sing and dance to “Pantamera”.

**Mulle:** And here are the batteries, which is extremely immoral to leave out in our natural environment! She should be embarrassed!

First graders sing and dance to “Batterilåten” with help from a teacher.

**Animal #2:** Uhhhhh??(Holds up a banana peel)

**Mulle:** That however, is actually not dangerous for the environment ... this stuff decomposes in nature and eventually becomes soil ... but do you know what makes it so awesome? You can make your own compost in your own garden (pointing to the compost). There, you throw all food waste and after a while it turns into soil with lots of nutrients that we can have in our vegetable garden(s)

... Isn't that clever? (Animals nod)

Grade 5 sing and act to "Kompostmaskarnas Klagan".

**Mulle:** Sorting waste and recycling is a small step into the right direction in order to create a healthy, safe environment for not only us but also future generations. (Animals nod)

**Djur #1:** Yes, and even for us animals!

**Mulle:** So let's take care of our environment because... (The Earth spins its way onto stage)

**Everyone:** OUR PLANET IS FANTASTIC!

Everyone gathers and stands collected as a choir, while an adult quickly concludes and speaks to audience.

Everyone then sings "Tänk om" in unison with hand gestures.

## Appendix 2 Songs in the Musical Smaklösa Sopor / Flavorless Garbage

English translation "Flavorless Garbage"	Swedish version: Smaklösa Sopor <sup>4</sup>
<p>We go to a recycling center With Yellow vested community staff They teach us different ways everyone becomes real sorting experts <b>Chorus:</b> sort waste right (badobidobido) Sort waste right (badobidobido) Put them in a particularly way (badobidobido) Recycle and life becomes easy An old pickle jar shall be added, let's see! A rotten lingonberry in the container next to the So if you're clever enough Lear to sort waste the right way <b>Chorus:</b> sort waste right (badobidobido) Sort waste right (badobidobido) Put them in a particularly way (badobidobido) Recycle and life becomes easy <b>Chorus:</b> sort waste right (badobidobido) Sort waste right (badobidobido) Put them in a particularly way (badobidobido) Recycle and life becomes easy Recycle and life becomes easy (badobidobido) Recycle and life becomes easy (badobidobido)</p>	<p>Vi går till en återvinningscentral Med gulvästad kommunalpersonal Dom lär upp oss på alla det sätt Alla blir då riktig sorteringsexpert... <b>Ref:</b> Lägg soporna rätt (badobidobido) Lägg soporna rätt (badobidobido) Lägg dom på ett särskilt sätt (badobidobido) Sortera å livet blir lätt... En gammal gurkburk ska läggas få seee?? Ett ruttet lingon i containern breveee... Så om du överhuvudtaget har nå vett Lär dej att sortera soporna rätt <b>Ref: Lägg</b> soporna rätt (badobidobido) Lägg soporna rätt (badobidobido) Lägg dom på ett särskilt sätt (badobidobido) Sortera å livet blir lätt... Lägg soporna rätt (badobidobido) Lägg soporna rätt (badobidobido) Lägg dom på ett särskilt sätt (badobidobido) Sortera å livet blir lätt... (badobidobido) sortera å livet blir lätt... (badobidobido) sortera å livet blir lätt...(badobidobido)</p>

<sup>4</sup> This song can be heard here [SKOGSMULLE OCH SKRÄPLISA](#)<sup>4</sup> (7:16 min.)

## Panta Mera / Recycle More

English version	Swedish version <a href="#">Pantamera" låten</a> <sup>5</sup>
Recycle more, oooh recycle more Recycleeee mooore Ooooh recycle mooore (Some students from grade 2 have some cans to recycle in the vending apparatus)	Pantaa mera ååå pantaa mera Pantaaa meeeera ååå pantaa meeera... (Några ur tvåan har burkar att panta några agerar pantmaskin)

## Batterilåten/Battery Song by Electric banana band

English version	Swedish version <a href="#">Batterilåten</a> <sup>6</sup>
Everything that moves, shines and sounds There's a battery that shall be given back In everything that moves, shines and sounds There's a battery that shall be given back (Grade 1 dances to song OR song plays once without singing, while everyone dances around battery nest and one at a time puts batteries in.	I allt som rör sej lyser eller låter finns ett batteri som ska lämnas åter I allt som rör sej lyser eller låter finns ett batteri som ska lämnas ååååter (ettorna gör rörelser till låten.. ev. om låten spelas en gång utan sång . medan alla dansar runt batteriholken och i tur o ordning lägger i batterier)

<sup>5</sup> <http://pantamera.nu/pressmedia/kampanjer/>

<sup>6</sup> <https://www.youtube.com/watch?v=IEplyIHIm0I>

## What if/ Tänk om

English version	Swedish version <a href="#">Tänk om</a> <sup>7</sup>
What if all the children on earth could eat until They're full.	Tänk om alla barn på jorden kunde äta sig mätta.
What if all the world's children could sleep safely each night.	Tänk om alla jordens barn fick sova tryggt var natt.
Imagine if all adults could think twice. What if, what if, what if.	Tänk om alla vuxna människor kunde tänka om. Tänk om, tänk om, tänk om.
Imagine if every child on Earth could read and write.	Tänk om alla barn på jorden kunde läsa och skriva.
What if all the world's children were allowed to play and feel good.	Tänk om alla jordens barn fick leka och må bra. Tänk om alla vuxna människor kunde tänka om. Tänk om, tänk om, tänk om.
Imagine if all adults could think twice. What if, what if, what if.	Då vore världen bättre för stora och för små.
The world would be better for large and small. As cold war and famine be over, you can well understand.	Då kunde krig och svält försvinna det kan ni väl förstå.
But then we have to think again, what if, what if.	Men då måste vi tänka om, tänk om, tänk om.
Imagine if all of us on earth could be friends. What if we realized that the earth is our only location?	Tänk om alla vi på jorden kunde vara vänner. Tänk om vi förstod att jorden är vår enda plats. Tänk om alla vuxna människor kunde tänka om. Tänk om, tänk om, tänk om.
Imagine if all adults could think again. What if, what if, what if.	

<sup>7</sup> <https://www.youtube.com/watch?v=TfJ6zYVMIEE>

## Compost worms complaining/ Kompostmaskens Klagan

English version	Svensk version <a href="#">Smaklösa sopor</a> <sup>8</sup>
Chewing Garbage Chew, chew, chew garbage Chew, chew, chew garbage Etc. We compost worms Have a back-breaking job Consume old waste ----- We crawl around And eat all we can Living healthy is not easy, indeed AAAAAA .... Here in the compost Is some homemade food Quite moderately fresh Every time one becomes full More food is poured down Every day a new meal Through the opening , thrown down here Burnt food, we often get The milk is sour indeed Most tastes like cardigan and smells like mold Imagine that someday Get a juicy beef tenderloin File`mignon or pork loin AAAAAA ... Here in the compost is some homemade food Quite moderately fresh Here in the compost	Tugga sopor Tugga, tugga, tugga sopor. Tugga, tugga, tugga sopor. Osv Vi kompostens maskar Har ett slitsamt jobb Käkar gammalt avfall Aldrig maskar vi Vi krälar runt Och äter allt vi kan Att leva sunt är inte lätt minsann AAAAAA.... Här i komposten Är husmannakosten Ganska måttligt fräsch Varje gång man blir mätt. Mera maaat hålls ner. Varje dag en ny rätt Genom luckan –slängs hit ner. Bränd mat får vi ofta Mjölken deen är sur Det mesta smakar kofta luktar möögel-kultur Tänk att nån gång. Få saftig oxfilé. Filé Mignon. Eller fläskkarrè AAAAAA... Här i komposten. Är husmannakosten Ganska måttligt fräsch Här i kompoosten!!!!

<sup>8</sup> <https://www.youtube.com/watch?v=aoA9zJaoMwE>