

# eARTinED Handbook Output 3





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# eARTinED HANDBOOK

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The eARTinED Handbook offers a reliable and useful tool to encourage younger children to learn through the arts. The Handbook can be used by primary school teachers and cultural operators and it is conceived in a way that enables teachers with no artistic background to use arts in the classroom. It is designed to make learning fun and joyful by embedding multi-arts into curricular subjects and to foster social inclusion at school. The Handbook reflects the project theoretical and practical approach and the experience gained by the partners during the research phase and the piloting and training activities. The Handbook practical part contains a selection of good practices on the use of arts to engage children in artistic activities to promote social inclusion and nature by using visual and media arts, music, dance, creative writing and drama. The section dedicated to the good practices provides practical examples of tested activities ready for replication that can be used as they are presented or as inspiration for new practices. The Handbook is available as OER to educators and artists, but also for families and children across Europe.

# INTRODUCTION

e-ARTinED is the upscaling of the ARTinED project; it expands the research and the resources created in the ARTinED by exploring new subjects: social inclusion through arts and exploring nature through the arts. It also adds new media arts as art form. The eARTinED develops an on-line training course for teachers and cultural operators.

Both the projects have been designed as a direct response to the needs of teachers and children. The response is twofold: it first offers a tool for teachers who are central to the learning process and secondly it tackles the school leaving that is linked to social exclusion. Children are born creative but most education systems are reducing the amount of the arts in the curriculum, arts that nurture, sustain and foster creativity. This directly contravenes the needs of our future societies.

The eARTinED and ARTinED projects are expanding the field of educational research and practice informed by investigations into learning through arts experiences.

In this context, the arts include performing arts education (dance, drama, music), literature and poetry, storytelling, visual arts, new media arts.

It is distinguished from art education by being not just about teaching art, but focused on:

- how to improve learning through the arts;
- how to transfer learning in and through the arts to other disciplines;
- discovering and creating understanding of human behavior, thinking, potential, and learning especially through the close observation of works of art and various forms of involvement in arts experiences;

The purpose is to support the development, documentation, evaluation, and dissemination of an innovative school curricula by strengthening the use of high-quality arts in academic instruction and strengthening the place of arts as a core academic subject in the school curricula. Purpose is to improve students' academic performance, including their skills in creating, performing, and responding to the art.

The arts deliver precisely the kinds of thinking needed in the workplace of the new millennium:

- higher order thinking such as analysis, synthesis, evaluation, including critical judgement;
- imagination and creativity focused deliberately on content and quality end products;
- prudent risk taking and experimentation;
- teamwork that relies on collaborative problem solving;
- technological competencies ;
- flexible thinking and an appreciation for diversity;
- self-discipline, persistence, and taking initiative.



# ART IN EDUCATION E-ARTINED REPOSITORY AND BACKGROUND REPORT



The e-ARTined Repository on the use of the arts to teach curricular subjects covers a variety of topics with the purpose of helping educators and students, and advocates alike navigate the complex field of arts education. The Repository includes 94 Entries comprising information on academic and non-academic literature, EU funded projects, research projects, PhD Thesis, Web resources and others.

The e-ARTined repository is an updated and expanded version of the materials prepared in the previous ARTined project expanding also the research on existing examples of using the art to promote social inclusion and exploring nature through the arts within school education. The repository is a collection of academic literature, articles and pilot projects on the subjects identified and selected through a desk research and experiences of art integration in primary schools in Europe and beyond.



Nevertheless, with the Repository, the project wants to provide a useful background to the ARTined research and didactic products and also to point out the recent widespread interest in teaching curricular subjects by using multi-art forms. Literature and experimentation on the Repository's subjects are in fact increasingly appearing in formal and non-formal levels.

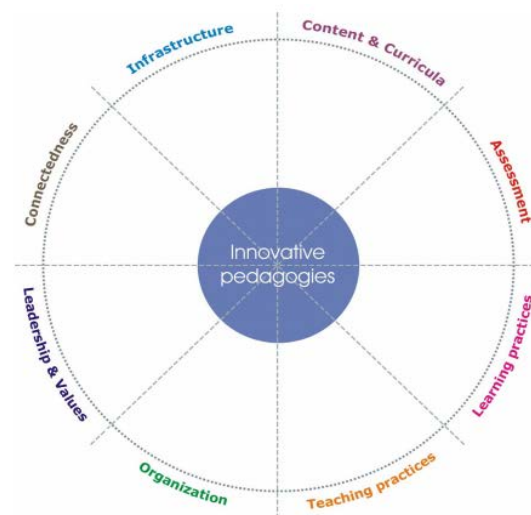
<http://www.e-artined.eu/o1-repository.html>

# INNOVATING TEACHING THROUGH THE ARTS



ARTinED and e-ARTinED are two very innovative projects that are trying to answer a number of pedagogic and methodological needs for the classrooms of the future. They are in line with Europe 2020 strategy that underlines the need of a fundamental transformation of education and training to address the new skills and competences, if Europe wants to remain competitive and overcome the current economic crisis. The arts in education projects are directly linked to the Europe 2020 educational headline targets regarding early school leaving and new skills for teachers education.

The diagram below is taken from a European study commissioned by the European Union called, 'Up scaling Creative Classrooms in Europe'. 'Creative Classrooms' are innovative learning environments that can be seen as live "eco-systems" (Law, et al., 2011) composed of eight interconnected key dimensions that constantly evolve over the time, mainly depending on the context and the culture to which they pertain.



The creative classroom model and its 8 dimensions provide a complete model for the possible future shape of education that **encourages the provision of inclusive education by** including all pupils in quality education from an early age; supporting pupils and students according to their individual needs. The creative classroom supports also **teachers and teaching through** adequate initial and continuous teacher training to respond to the diverse needs of learners. It answers the needs of a technological society where dynamic change is constant and students are taught how to be creative and autonomous learners<sup>1</sup>.

<sup>1</sup> Source :European Commission, Joint Research Institute for Prospective Technological Studies, published a study on: Up scaling Creative Classrooms in Europe (SCALE CCR) Study <http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=5181>

e-ARTinED is closely aligned with some of the 8 dimensions of Learning and teaching practices and these are defined below and goes towards distinguishing between a subject and cross-subject thinking processes and encourages learners to develop their creativity and identity.

#### **LEARNING ACROSS DISCIPLINES / SUBJECTS**

e-ARTinED includes a variety of teaching and learning materials that encourage "horizontal connectedness" across different subjects and allows learners to build multiple perspectives for analyzing and understanding.

#### **LEARNING-BY-EXPLORING**

e-ARTinED allows students to explore ideas to enhance their critical thinking and ability to make connections about seemingly unrelated concepts.

#### **LEARNING-BY-CREATING**

e-ARTinED is very focused on actively encouraging learners to produce and generate their own creations targeted at an alternate school subject. These nurture creative imagination, innovation attitude and authentic learning.

#### **LEARNING-BY-PLAYING**

e-ARTinED brings playfulness in to the curriculum by adding the arts that children love, to bring students in to the learning process.

#### **MEANINGFUL ACTIVITIES**

e-ARTinED, while bringing the arts in to alternate subjects, is very focused on completing real objectives and activities in an authentic context.

# KEY ELEMENTS OF USING THE ARTS IN THE CLASSROOM



## **ART and Social and Cultural Inclusion:**

Used in a community or in the school environment art can be a source of strength and social cohesion, can underpin creative multicultural environments, and be a source of inspiration for teachers. The “arts” can fit into areas such as making learning fun, increased concentration, Better communication and cooperation.

### **Starting point:**

You can incorporate art experiences that involve pairing or being a part of a small group such as playing rhythm instruments or painting a mural. These activities provide opportunities for children to feel good about learning from one another and to experience the pleasure of togetherness.

Another example can be to encourage children to draw their families and share the pictures with classmates to nurture further understanding of the diversity within their class setting. Play becomes a way for students to construct new meaning and knowledge based on familiar objects within meaningful contexts.

## **Critical thinking through the arts:**

A powerful statement for arts-based education is that the arts engage students in creative problem solving and use of new technologies that prepare them for a world guaranteed to change in unimaginable ways (Pink, 2006). Success is more about having empathy, taking risks, and doing innovative thinking than high test scores.

The arts deliver precisely the kinds of thinking needed in the workplace of the new millennium. The arts are deeply cognitive. No art is created or understood without higher level thinking informed by careful observation, pattern finding, taking new perspective, making qualitative judgements, visualizing and use of metaphors and symbols (Eisner, 2002). The arts compel us to consider diverse views with artists, actors, musicians and poets. Their provocative nature charges us to respond by using higher order thinking to make sense. Students need to learn to use critical thinking to judge their own work and that of others. In doing so they learn that opinions matter but need to be supported with evidence. Complex thinking is a major goal of education, but it is difficult to teach.

### **What to do:**

The arts provide a rich context for cognitive development because they thrive on changing points of view and mental experimentation. Mistakes are not seen as failures and children feel safe using paint or clay, songs and dance to think through problems. Students love details and patterns that occur in interesting art contexts and provide clues to meaning making.





### Art and Nature:

Some countries such as Finland, US and the UK have experiences relevant to exploring nature through the arts, while Sweden has a great deal about environmental protection. Mantere is a Finnish art educator who has coined term "arts-based environmental education" (AEE), a form of learning for environmental understanding and responsibility by using of artistic methods. The Jumbo Book of Outdoor Art, is another example that can be used by teachers to motivate children to get outside and discover new avenues to enhance their personal artistic expression. [The Hilary in-wood blog](#) is blog on Nature Art and Environment with explorations of art and environmental education intersections.

#### **Starting point**

Create some activities to help the students to gain knowledge about their local environment, develop multi-art forms and cultural knowledge through observation of the nature and using natural elements. Nurture responsibility for the environment and encourage students' personal approach and attitude towards global environmental issues. Explain with simplicity the scientific aspects of environmental topics. Keep scientific communication simple and use dance, drama and music to make these concepts understood and shared by the children.



### New Media Art:

The role of new media arts in education is to enable students to understand, analyze and actively participate in the modern media culture, develop skills to work in a plethora of forms and styles, reflect on consuming, produce and evaluate new media artworks while developing aesthetic understanding.

New media arts employ new media technologies including digital art, computer graphics, computer animation, virtual art, Internet art, interactive art, video games, computer robotics, 3D printing, cyborg art and art as biotechnology ("New media arts", 2016). Learning in new media arts involves digital technologies and cross-disciplinary art forms.

Learning in new media develops conceptual knowledge (how media works are constructed) and skills on how new media can be used to communicate and tell stories. As a consumer, the student analyses media, participates in the new media culture and learn to respect ethical protocol (copyright issues, creative commons, etc.).

By engaging in media arts students acquire technology fluency and artistic expression, and become more fluent at communicating ideas.



## Dance:

### **Starting point:**

You could start by looking at the goals for the class, what are the students supposed to learn today, how can we do this by dancing? One way to do it is to look at the actions in the subject or transforming subjects into action. Example: In a literature class you will talk about a writer and read lyrics from the writer's book. The students can create movements that express the words in the text to create a text-based dance.

### **Creating a dance**

Introduce a subject and let the students create their own dances. Introduce the subject and ask the students questions such as: Can we dance that word, that subject? How can we symbolize that subject with our bodies? Let the students be part of the process and their fantasy be free. You might need to guide them through different movements and dance exercises so they are able to create their own dance. Examples: Dance the subject freely, dance the subject in slow motion, dance it very very fast, and dance the subject in a different level high, middle or low. To create a small dance routine you combine the different movements. The subject danced in the normal way, in slow motion, very fast and on a different level. This could be done as individuals or in small groups.





### Creative Writing:

Poetry and prose for creative writing exercise develops children's communication, cognitive skills and love for learning. Poetry is a great source of pleasure and joy, poetic texts are very useful with young children since help them to image and visualize the information to be learned enhancing the act of learning through playing. In fact for a child it is easier to learn a poem than a text in prose and after reciting a poem it will be easier also to read it and write or memorize.

#### **What can be done**

For example, during a shared writing experience, as a teacher, you can transcribe while students compose the text. This type of experience can be useful when creating poems or stories written by the whole class to share with families or other classes. Another example includes creative projects that can be used to build community which allow children to work together and develop camaraderie. When everyone has a chance to give input or provide constructive feedback and see that their ideas are valued, they may be better able to appreciate what it means to be a member of the community.



## Visual arts

Visual arts are particularly relevant in areas such as language learning (mother tongue and second/third language), math, sciences, history, geography, physical education and they are powerful tools to positively develop in young students the so-called “Future Work Skills 2020” (Phoenix Institute for the Future 2014) as sense making, design mind-set, novel and adaptive thinking, social intelligence, inter-disciplinarity, cross-cultural competency, cognitive load management, computational thinking and virtual (but not only) collaboration.

Visual arts, contribute to make all children’s voices and gestures heard and seen in the classroom, no matter their cultural, national or other special need background. Visual arts also make teachers, adults and peers to value children’ already existing competences, knowledge and attitudes.

### **What can be done**

Different materials can be used in order to create visual arts products which will allow students to build their self-confidence by having fun and being creative. Visual arts are very fun and useful to be used in teaching curricular subjects as the teacher can use various techniques, such as the colour technique, the modelling technique, the folding paper technique, the simple mask technique, the drawing visualization of text technique, the collage technique etc. Thus, different techniques of visual arts are never boring and give the students the possibility to explore multiple styles of learning.



## Music

Music making in the classroom offers many advantages, from inducing a collaborative and creative atmosphere to self-motivation. Children innately want and need to create, explore and imitate sounds. They enjoy activities involving improvising and organizing sounds into songs and music and learn any subject through music making.

Teachers can start using music in classroom by being led by their own passion and interest for music. They can choose music and play it through hi-fi systems or computers.

Teachers do not need to have a specific music training to propose a listening to their students or to scaffold them while they create their songs.

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### **Starting point:**

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Another example can be to encourage children to draw their families and share the pictures with classmates to nurture further understanding of the diversity within their class setting. Play becomes a way for students to construct new meaning and knowledge based on familiar objects within meaningful contexts.

# PRACTICAL IDEAS AND EXAMPLES FOR USING THE ARTS IN EDUCATION



These three selected practices are based on the children's experience and teachers' during the piloting activities of the ARTinED and e-ARTinED in different European countries.

The selected cases describe the process undertaken to arrive at good results and enhance the understanding of the Methodology created by the partner institution engaged in this project.. A section is dedicated to practices elaborated and tested by the teachers who have participated to the eARTinED on-line training course.





# THREE GOOD EXAMPLES FROM SWEDEN

Using: Art in Nature

Considering: Social Inclusion

As well as: Critical Thinking

Three successful practices from Viksjöfors school in Sweden, from the work with the e-ARTinED themes: Nature through the Arts, to *Experience Nature* as well as to *Protect Nature*

**Author: Lotten Andersson- VIKSJÖFORSBALETTEN**

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

### Allemansrätten & Allebarnsrätten

School Practice - Our Three Best Examples

The Swedish Outdoor Access Rights combined with the Convention of Children's Rights fit perfectly well, as can be seen in the following 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.

### 1:1 The Right of Public Access & Children's Rights

CURRICULAR SUBJECTS: Science/Social Science/Art/Music

ART FORM: Drama, Art and Music

WEBSITE LINK: <https://Artinedviksjofors.Webbstjarnan.Nu/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/EUga6sXbTho>, (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





## 1:2 Waste Sorting and Recycling

CURRICULAR SUBJECTS: Science/Social Science/English/Art

ART FORM: Drama, Art and Music

WEBSITE LINK: <https://artinedviksjofors.webbstjarnan.nu/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 SONGTRAINING IN THE WASTE SORTING PROJECT<sup>1</sup>:

- [\*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



## 1:3 Sustainability and Recycled Art in Nature

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

ART FORM: Drama, Art and Music

WEBSITE LINK: <https://artinedviksjofors.webbstjarnan.nu/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





## 2. Stone Age

CURRICULAR SUBJECTS: Science/Social Science/History/Art

ART FORM: Ceramics

WEBSITE LINK:

<https://artinedviksjofors.webbstjarnan.nu/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 <https://youtu.be/pOh2pnL2e4A>

### THE WORK INCLUDES

- Social Inclusion
- Critical Thinking
- Art in Nature
- Experience
- Nature Protect
- Nature





## SEE ALL TEXTS AND SONGS IN ENGLISH IN APPENDIX 2 AND 3

### Example from Appendix 1:

Mini Musical about our environmental waste separation

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

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)

### Example from Appendix 2

Compost worms complaining

Chewing Garbage Melody: Hooked on a Feeling

Chew, chew, chew garbage Chew, chew, chew

garbage Etc.

Chewing Garbage	Tugga sopor
Chew, chew, chew garbage Chew, chew, chew garbage Etc.	Tugga ,tugga,tugga sopor Tugga ,tugga,tugga sopor Osv.
We compost worms	Vi kompostens maskar Har ett slitsamt jobb Käkar gammalt avfall Aldrig maskar vi
Have a back-breaking job Consume old waste	Vi krälar runt
-----	Och äter allt vi kan
We crawl around And eat all we can Living healthy is not easy, indeed AAAAAA ....	Att leva sunt är inte lätt minsann AAAAAA....
Here in the compost	Här i komposten Är husmannakosten Ganska måttligt fräsch Varje gång man blir mätt Mera maaat hålls ner Varje dag en ny rätt
Is some homemade food Quite moderately fresh	Genom luuckan –slängs hit ner Bränd mat får vi ofta
Every time one becomes full More food is poured down	Mjölken deen är sur
Every day a new meal	Det mesta smakar kofta luktar möögel-kultur Tänk att nån gång Få saftig oxfilè File`mignon Eller fläskkarrè AAAAAA...
Through the opening , thrown down here Burnt food, we often get	Här i komposten Är husmannakosten Ganska måttligt fräsch Här i kompoosten!!!!
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	



## e-ARTinED GOOD PRACTICE Appendix n° 1

### THE SWEDISH CODE OF CONDUCT (three parts)

#### **Waste Sorting and Recycling**

The *Swedish Outdoor Access Rights* combined with the Convention of Children's Rights fit perfectly well, as can be seen in our three connected best 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.

<b>Project Partner</b>	Viksjöforsbaletten, Sweden
<b>School involved in piloting</b>	Viksjöfors School
<b>Venue(s)</b>	School
<b>Date/s and time</b>	December 2015
<b>Art form</b>	Drama, Art and Music
<b>Names of the teachers and the artists involved in piloting</b>	Anki Waltersson, Elisabeth Guthu, Gunnel Nilsson, Wictoria Kastemyr, Sofie Widarsson, Niclas Wahlén, Yohannes Zeray and Josefin Torp.
<b>Students' age</b>	6-13
<b>Number of students</b>	60
<b>Duration of the piloting</b>	18 hours total (15 hours invested on drama/theatre) out of a piloting period of 14 months.
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Computer with internet</li> <li>• Society-orientated subject book (grades 1-3) (SO boken Boken om SO 1-3) written by Annica Hedin and Elisabeth Ivansson</li> <li>• <i>Sälles skräpbok: workbook for students</i> can be found in the link provided: <a href="https://www.youtube.com/watch?v=IEplyIHIm0I">https://www.youtube.com/watch?v=IEplyIHIm0I</a></li> <li>• Garbage: in order to sort and craft with.</li> <li>• Drama teacher</li> <li>• Music teacher</li> </ul>

**The school:** Viksjöfors School

**Previous similar experiences:** The ARTinED project.

**Prerequisite Student Knowledge:** None

### Procedure:

- 1) Try assorting diverse varieties of garbage (plastic, metal, glass, batteries, newspapers, paper packages, recyclable bottles) in separate garbage bags to grasp an understanding on how much the students know about how to correctly sort and distinguish different waste products.
- 2) Watch film and discuss different materials:
  - a) Introduction: Watch "[Sortera avfall med Söpan](#)"<sup>2</sup>
  - b) Begin working with how we can correctly and efficiently sort garbage. Watch film on [plastic](#) as well as film on [chemistry](#).<sup>3</sup>
  - c) Newspaper film
  - d) Paper-packaging film
  - e) Film on metal
  - f) Film on glass
  - g) Recyclable bottles, film 1, film 2 and film 3
  - h) Film on batteries and learning materials on battery recycling
- 3) Arts and crafts using material usually recycled otherwise
  - Milk cap = magnets
  - Can/Jar + wallpaper = Pen holder
  - Decorate glass jars = Hyacinth glass
  - Plastic strips from postal packages = wristband
- 4) **With help from the drama teacher all students ranging from grades 1-6 played a role in a production based on recycling and garbage. The scripts can be found in [Appendix 1](#). We made theaterprops for the school production together.**
  - a) **The five songs that are included in the production can be found in [Appendix 2](#).**
  - b) **Links to the songs can be found below:**
    - Smaklösa sopor ([Tasteless garbage](#)) and our training video: [Tugga sopor](#). (1:42 min.)<sup>4</sup>**
    - Pantamera låten ([Recycle more](#)) and our training video: [Panta mera](#). (0:46 min.)<sup>5</sup>**
    - Batterilåten ([Battery song](#)) and our training video: [Batteriholken](#). (1:10 min.)<sup>6</sup>**
    - Tänk om ([What if](#)) and our training video: [Tänk om!](#) (1:39 min.)<sup>7</sup>**
- 5) Click [the link to see the whole drama production](#)<sup>8</sup>

### Outcomes:

Through this practice all students

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<sup>2</sup> Introduction: Watch "Sortera avfall med Söpan" <https://www.youtube.com/watch?v=gpvGItMAPv0>

<sup>3</sup> Watch film on plastic <http://www.sopor.nu/> as well as film on chemistry <https://urkola.se/Produkter/160049-Kemi-nasta-Plast> This film demonstrates precisely what plastic is.

<sup>4</sup> Tasteless garbage <https://www.youtube.com/watch?v=aoA9zJaoMwE>  
Our version <https://youtu.be/q7d0ciwk0tY>

<sup>5</sup> Recycle more: <http://pantamera.nu/pressmedia/kampanjer/>  
Our version: <https://youtu.be/pTEJSkxfCJ4>

<sup>6</sup> Battery song: <https://www.youtube.com/watch?v=IEpIyIHIm0I>  
Our version: <http://youtu.be/Bi1v1GIEFhE>

<sup>7</sup> What if!: <https://www.youtube.com/watch?v=TfJ6zYVMIEE>  
Our version: <http://youtu.be/0ChHcDMzDq8>

<sup>8</sup> Cuts from the musical: <http://youtu.be/AtyuDCf9MmY>

- Comprehend the concept of waste sorting and
- Understand the importance of it as well as
- Grasp an understanding on how one recycles and separates waste in order to
- Correctly take care of the environment to the best of their ability.

#### *Observations*

**Notes** based on [interviews with the students](#)<sup>9</sup> after [tidying the school yard](#)<sup>10</sup> later, in spring

- [Reflections from the students](#):
- Reflections from the teachers: Mission fulfilled!

#### *Findings and conclusion*

*Waste Sorting and Recycling* is the first out of three connected education projects i Viksjöfors school on the *Swedish Code of Conduct*.<sup>11</sup>

We have chosen *the Swedish Code of Conduct* and it's subproject *Waste Sorting and Recycling* as one of our Best Practices. If you look at *the procedures*, *the outcomes* and *the observations* above you can see why!

**Visit this [link to the community of practices](#)<sup>12</sup> to see piloting videos, photos, teacher's guides and other resources!**

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<sup>9</sup> This discussion comes a bit in the film [Evaluation](#), Allemansrätten, hela temadagen (2:47 min.) at 0:19 to 1:05

<sup>10</sup> [Waste Sorting in Viksjöfors school](#) (3:45 min.)

<sup>11</sup> *the Outdoor Access Rights* in combination with *the Convention of Children's Rights*

<sup>12</sup> Link to the community: <https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycling-nov-dec-2015/>



## e-ARTinED GOOD PRACTICE Appendix n° 2 THE SWEDISH CODE OF CONDUCT (three parts)

### ***The Outdoor Access Rights and the Convention of Children's Rights***

The *Swedish Outdoor Access Rights* in combination with *the Convention of Children's Rights* fit perfectly well, as can be seen in our three connected best examples, with the Swedish Curriculum as well as with the two e-ARTinED themes: **Social Inclusion and Nature through the Arts**.

<b>Project Partner</b>	Viksjöforsbaletten, Sweden
<b>School involved in piloting</b>	Viksjöfors School
<b>Venue(s)</b>	School and School yard
<b>Date/s and time</b>	April 2017: 1 school day, 5 hours
<b>Art form</b>	Drama, Art and Music
<b>Names of the teachers and the artists involved in piloting</b>	Anki Waltersson, Elisabeth Guthu, Wictoria Kastemyr, Sofie Widarsson, Helena Ehrstrand, Emil Skoogh, Niclas Wahlén, Yohannes Zera and Josefin Torp.
<b>Students' age</b>	6-13
<b>Number of students</b>	60
<b>Duration of the piloting</b>	1 school day, 5 hours (out of 14 months of piloting)
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>o Memory game about <b>The Right of Public Access</b></li> <li>o Film about the <b>Children's Convention</b></li> <li>o Material to make the friendship stones (old newspapers, water, paint and brushes)</li> <li>o Garbage to sort out in the schoolyard and magic glasses.</li> <li>o Professional musician</li> </ul>

**The school:** Viksjöfors School

**Previous similar experiences:** The ARTinED

**Prerequisite Student Knowledge:** They learned about waste sorting when setting up the [Recycling Musical](#) three month before.<sup>13</sup>

<sup>13</sup> Link yo musical: <http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycling-nov-dec-2015/>



Procedure:

The Theme Day about the "Right of Public Access and all Humans Rights" started with an [Introduction speech](#).<sup>14</sup>

The pupils were divided in 6 groups with 10-15 in each and with pupils from different grades. The pupils visited 7 different stations about the theme. They stayed for 30 minutes at each station.

1. [Right of public access](#).<sup>15</sup>

The pupils played a memory game about the *Right of Public Access* and then discussed the meaning and the function of it.

2. [Friendship stones of papier maché – recycling](#)<sup>16</sup>

The pupils made stones of papier maché. The stones were supposed to be symbols of friendship and were called friendship stones.

3. [Child Convention](#)<sup>17</sup>.

The pupils watched an interactive book about the Children's Convention called *All Children's Rights* made by Pernilla Stalfelt.

Together the students then discussed the content and compared it with the environment pupils live in and how children live in other parts of the world. [The classroom discussion](#).<sup>18</sup>

4. [Justice - Injustice](#)<sup>19</sup>

The students were divided into two groups. One group got scissors, but the other group got no tools at all. They were all given the task to make certain shapes from a paper.

The discussion about justice appeared quite quickly due to the distribution of the scissors. This led to an opportunity for the teacher and the pupils to debate and think about what justice really is. An important aspect in this task was to get the students to understand that things can be done in different ways, but also about communicating and sharing.

5. [Music – a language](#)<sup>20</sup>

The pupils got the opportunity to meet a professional musician who plays contrabass. The musician told the pupils about the instrument, how it works and appears.

The musician and the pupils talked about how music is a language of its own, which can express different things.

The pupils learned part of a song that doesn't include normal words, it is just rhythm. The song is made by Luis Moholo and is called "You ain't gonna know me 'cos you think you know me".

The pupils chose different rhythm instruments; they played and sang together with the musician and the contrabass.

6. [Waste sorting and recycling](#)<sup>21</sup>

The pupils got a short information about waste sorting and how important that is for the society. The pupils searched for and collected garbage in the schoolyard and sorted it in the right place. The pupils could choose if they wanted to use the magic glasses. Those glasses can motivate young pupils and make it fun to search for garbage.

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<sup>14</sup> Introduction speech: <https://youtu.be/DfrKOHEkjFA>

<sup>15</sup> Memory game about the Swedish Outdoor Access Rights: <https://youtu.be/1vyRwal5uAw>

<sup>16</sup> See pictures here: <https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/the-right-of-public-access-childrens-rights-april-2016/#jp-carousel-9762>

<sup>17</sup> The Convention of Children's Rights, an iPad app: <https://youtu.be/IDWelFPqqvc>

<sup>18</sup> A classroom discussion after seeing the above app: <https://youtu.be/m7k0lVmoWCM>

<sup>19</sup> Different Conditions: <https://youtu.be/Iinq6qK0ea0>

<sup>20</sup> Music – language for everyone: <https://youtu.be/EZKLz8ZonIo>

<sup>21</sup> Waste sorting: [https://youtu.be/Hbvoq\\_vg9gA](https://youtu.be/Hbvoq_vg9gA)



7. [An Outdoor Fantasy](#)<sup>3</sup>

The student practiced the Outdoor Access Rights and where supposed to pick material from the forest and create new things from the material. They could only pick what you are allowed to pick.

8. [Evaluation](#)<sup>10</sup>

There was an evaluation at the end of the day at all last station.

Six weeks later the children made a dance performance with their views on Human Rights.

[Dance](#).<sup>22</sup>

*Outcomes:*

Through this practice, the students got

1. Knowledge and understanding of all human's equal value.
2. Knowledge and understanding of the valuable Swedish Right of Public Access
3. Knowledge about waste sorting and recycling.
4. Experience in different ways to communicate.

*Observations:*

Notes based on interviews with students and teachers:

Reflections from the students: [Evaluation video](#).<sup>23</sup>

Reflections from the teachers:

*All in all the theme day was successful:*

- *The students were in mixed age groups so the fellowship between the pupils was strengthened.*
- *The school is a multicultural school and we had many newly arrived pupils at this time.*
- *This day was a great opportunity to tell and work with values of which the Swedish school and society depends.*
- *The station with the musician was appreciated among the newly arrived pupils, because the language was not a barrier, the pupils could meet in the music.*

*Findings and conclusion*

*Children's Rights and the Right of Public Access* is the second out of three connected education projects i Viksjöfors school on *the Swedish Code of Conduct*.<sup>24</sup>

We have chosen this part of the e-ARTinEd project, a full day with various stations about *Children's Rights and the Right of Public Access*, as one of our Best Practices. If you look at *the procedures, the outcomes and the observations* above you can see why!

**Visit this [link to the community of practice](#)<sup>25</sup> for piloting videos, photos, teacher's guides and other resources.**

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<sup>22</sup> Performing Children's Rights in Dance: <https://youtu.be/2-2vnWOc5Nk>

<sup>23</sup> Evaluation video.: <https://youtu.be/TyZrKQgt23A>

<sup>24</sup> *The Outdoor Access Rights* in combination with *the Convention of Children's Rights*

<sup>25</sup> Link to the community: <http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/the-right-of-public-access-childrens-rights-april-2016/>



## e-ARTinED GOOD PRACTICE REPORT Appendix n°3

### THE SWEDISH CODE OF CONDUCT (three parts)

#### ***Sustainability and Recycled Art in Nature***

The *Swedish Outdoor Access Rights* combined with the *Convention of Children's Rights* fit perfectly well, as can be seen in our three connected best 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.

Project Partner	Viksjöforsbaletten, Sweden
School involved in piloting	Viksjöfors School
Venue(s)	School and School yard
Date/s and time	April-May 2016
Art form	Drama, Art and Music
Names of the teachers and the artists involved in piloting	Maria Bergstrand, Anki Waltersson, Elisabeth Guthu, Wictoria Kastemyr, Sofie Widarsson, Helena Ehrstrand, Niclas Wahlén and Yohannes Zeray.
Students' age	6-13
Number of students	60
Duration of the piloting	4 x (30-45 minutes)
Teaching Aids	<ul style="list-style-type: none"> <li>• Computer with internet connection, and links to film connected to the television.</li> <li>• Poster with pictures and captions relation to "<i>The Right of Public Access.</i>"</li> <li>• Garbage, tree forks (as seen in photo), sandpaper, brushes, paint, caps, hammer, nails, wire, yardstick, nippers, paper and pencil.</li> </ul>

**The school:** Viksjöfors School

**Previous similar experiences:** The Art in Ed project.

**Prerequisite Student Knowledge:** [Recycling Musical](http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycling-nov-dec-2015/)<sup>26</sup> and a [Theme Day about the Right of Public Access](http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/the-right-of-public-access-childrens-rights-april-2016/)<sup>27</sup>

<sup>26</sup> Link to musical: <http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycling-nov-dec-2015/>

<sup>27</sup> Link to theme day: <http://artinedviksjofors.se/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/the-right-of-public-access-childrens-rights-april-2016/>

Procedure:

First lesson (30 minutes)

1. Lead-in discussion (introduction) to awake children's interests and previous knowledge before giving them a good understanding on the concept being taught.
2. We took part of and discussed a poster with the thirteen different points incorporated in [The Right of Public Access' code of conduct](#)<sup>28</sup>.
3. Watched film on [The Right of Public Access](#)<sup>29</sup>

Second lesson (45 minutes)

1. **Watched film about [hazardous litter in natural environments and habitats](#).**<sup>30</sup>
2. **We went to the woods where the class took part in a drama prepared by two teachers that were already equipped and in place:**

*Litter-Lisa and Maria are the main characters. "Litter-Lisa" throws litter everywhere and doesn't seem to understand the importance of keeping a clean environment, and "Maria" with help from the class shows "Litter-Lisa" the importance of keeping a clean environment by cleaning up after "Litter-Lisa."*

3. We also brought caps and other garbage from the woods, as well as tree forks found on the ground to create instruments.

Third lesson (30 minutes)

1. **Students made instruments using caps, tree forks and wire.**
2. **Students polished, painted, measured made holes and put together their instruments.**

**Fourth and final lesson (30 minutes)**

1. We sang and played with handmade instruments.
2. We wrote our own environmental themed lyrics to an existing melody, and all children participated and contributed ideas.

*Outcomes:*

Through this practice, on completion of work, students grasped the following concepts:

1. How people's everyday choices can contribute to a sustainable environment.
2. The right of public access' rights and obligations.
3. Building and constructing with help of different materials, tools as well as techniques.

Observations

Reflections from the teachers:

*These were our teaching goals:*

- Promote student's understanding of the "Right of Public Access" (Allemansrätten).
- Encourage students to take responsibility for nature and wildlife and to not disturb nor destroy natural habitats.

And this is what we noticed:

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<sup>28</sup> Link: [http://www.hsr.se/sites/default/files/styles/hsr\\_content\\_media/public/allemansratten-affisch-nytt.jpg?itok=-E1W8Vql](http://www.hsr.se/sites/default/files/styles/hsr_content_media/public/allemansratten-affisch-nytt.jpg?itok=-E1W8Vql)

<sup>29</sup> Link: <http://urskola.se/Produkter/155112-Barr-och-Pinne-raddar-varlden-Allemansratten>

<sup>30</sup> Link: <http://urskola.se/Produkter/155110-Barr-och-Pinne-raddar-varlden-Farligt-skrap-i-naturen>

- Students had greater knowledge and understanding regarding EVERYONE'S rights and responsibilities when in the wild.
- Students showed a willingness to show consideration for not only the environment and different natural habitats, but also for other people.
- Students are capable of articulating/expressing themselves through drama, art and music.

#### Findings and conclusion

Sustainability and Recycled Art in Nature is the third out of three connected education projects in Viksjöfors school on the Swedish Code of Conduct.<sup>31</sup>

We have chosen this part of the e-ARTinEd project, *Sustainability and Recycled Art in Nature* as one of our Best Practices. If you check all three parts, with their procedures, outcomes and observations you can see why!

**Visit link to [the community of practices](https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycled-art-in-nature-april-2016/)<sup>32</sup> to see piloting videos, photos, teacher's guides and resources!**

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<sup>31</sup>*The Outdoor Access Rights* in combination with *the Convention of Children's Rights*

<sup>32</sup> Link to the community: <https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycled-art-in-nature-april-2016/>



# **THE MOSAIC ART AND SOUND LTD; INTERNATIONAL YEHUDI MENUHIN FOUNDATION; FONDAZIONE NAZIONALE CARLO COLLODI; TECHNICAL UNIVERSITY OF CRETE**

**Good Examples from United Kingdom, Belgium, Italy and Greece**

Using: Music, Literature, Media Arts

Considering: Social Inclusion

As well as: Critical Thinking and Nature



## e-ARTinED GOOD PRACTICE REPORT

### *Learning about the water cycle (science curriculum) through music making*

The activity answers the need to explain a science subject such as the water cycle and help children retain the knowledge of the various steps of its process. This is possible because children translate the water cycle steps into a music act. Music captures attention and sustains concentration because it provokes interest. It makes learning concrete, especially for young and struggling learners. Students experience the inherent joys of acquiring knowledge and retaining learnt contents through their own music creativity. Through their music making, and therefore through an aesthetic experience, they concentrate on water as ice, as a liquid and a gas.

The practice was experimented within the framework of the piloting of the ARTinED project.

<b>Project Partner</b>	<i>The Mosaic Art Sound Ltd.</i>
<b>School Involved in the piloting</b>	<i>Poplar Primary School</i>
<b>Venue</b>	<i>Classroom and gym at Poplar Rd, Merton Park, London SW19 3JZ, UK</i>
<b>Date/s and Time</b>	<i>September October 2012</i>
<b>Art Form</b>	<i>Music</i>
<b>Names of the teachers and the artists involved in the piloting</b>	Teachers: Miss Jackie Schneider Artists: Mick Sands (singer, flute and guitar player) and Rick Perrins (singer, piano player)
<b>Students' age</b>	7-8
<b>Number of students</b>	60 ( two classes)
<b>Duration of the piloting</b>	4 Sessions of 120 minutes At the end a show for other teachers, school authorities, students and parents was organized at the end of the piloting.
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Music instruments available in the classroom</li> <li>• Paper materials used for the brainstorming sessions to assess the level of knowledge on the topic.</li> <li>• Clothes materials to improvise drama</li> <li>• Piano to support music creativity</li> <li>• Guitar to support music creativity</li> <li>• CD Player to support music creativity</li> </ul> <p>Resources connected to the practice:  Lyrics and music score of the song "Water changes" (created within this good practice at Poplar school): Annex 1  Lyrics and music score of the song "We all need water" (created within this good practice at Poplar school): Annex 1  Water changes on YouTube:  <a href="https://www.youtube.com/watch?v=EAqandsuyrA">https://www.youtube.com/watch?v=EAqandsuyrA</a>  The show at Poplar School:  <a href="http://www.youtube.com/watch?v=KDvyEUYSPPY">http://www.youtube.com/watch?v=KDvyEUYSPPY</a></p>

**The school:** Poplar Primary School, Poplar Rd, Merton Park, London SW19 3JZ, UK

Previous similar experiences: Not required. Musicians were involved, but teachers can perform the activity also without the involvement of musicians.

Prerequisite student knowledge: No prerequisites required.

**Procedure:**

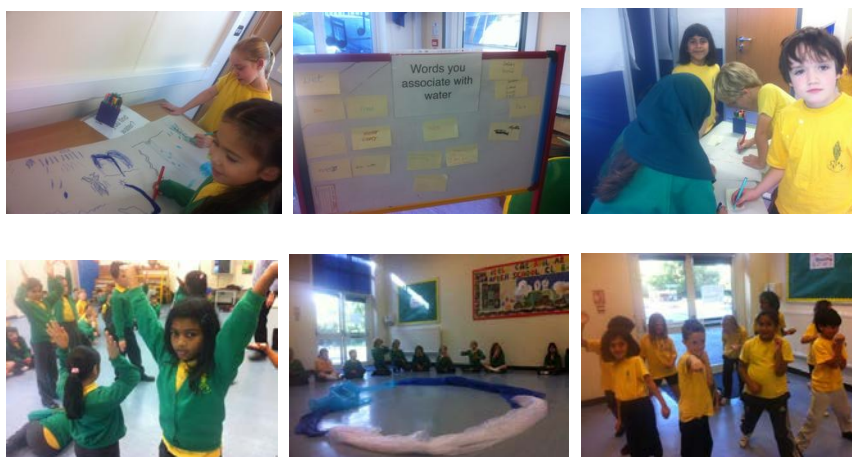
1) Pre-activities:

The teacher asks children about what they know about water. They stimulate critical thinking by posing questions to children and by asking them to make their own questions.

The teacher explains the water cycle.

2) Musicians and teacher work in the classroom to assess the children's knowledge on the subject.

Children can use papers and draw pictures to explain what they know. Children are invited to dramatize the different stages of the water cycle and make sounds using their voice to represent water (ice, liquid and gas).



'We worked very hard thinking about what we already knew about water. Then we played a game and discovered that it is much harder to freeze and be still than it is to act like water vapour and swirl around!' (Piloting students).

3) Creating lyrics for songs on the water cycle: in smaller groups of 5, children write down words and sentences on the water cycle. They have about 20 minutes to complete the task. The teachers and the musicians collect the papers from the children and, together with them, they build up possible lyrics for the songs.

4) Creating music for water cycle songs: the musicians try to sing the lyrics by using a well known melody. Then, they start to improvise melodies and ask children to do the same, by using one or more lines of the words of the song. The musicians decide along with the children on the melody (arisen from the improvisations) they want to use.

"Great fun singing the water in so many different ways!" (Piloting students).

- 5) Children sing together their songs. Musicians help them to sing in a balanced choir.
- 6) A show at the school, performed by the children, followed the practice.

**Outcomes:**

- Acquisition of detailed knowledge of the water cycle
- Use of critical thinking
- Team work experience
- Development of confidence and courage to take risks and experiment through the arts (music)
- Learning a science subject with concentration and fun
- Enhancement of collaborative problem solving
- Development of creativity
- Increased music skills

**Observations:**

Reflections from the students: all children agreed that the science topic they had learnt was very interesting and they felt that by the end of the activity they knew it thoroughly. They had a lot of fun by creating melody and trying to 'sing the subject'. They felt at ease by creating lyrics on the water and found very natural to learn a subject through the use of the arts. Children found the practice quite a joyful experience and wanted very much to use music in their learning of other subjects.

Reflections from the teachers: the science subject was perfectly acquired by all children. The practice had given the teachers the opportunity to reflect on the value of integrating the arts in the curriculum and they wanted to develop further skills to manage the arts to teach curricular subjects. They noticed that the transversal skills, developed while learning through creative music making on the curriculum topic, were actually skills necessary to all children. They noticed that children were very focused and disciplined. They were aware that the children were pleased to have created songs that helped them to understand science and remind them of the scientific knowledge they had acquired.

The parents and family members were extremely impressed and proud of their children.

The teachers were very positive about the involvement of artists in the educational process and encouraged by the quality of the work produced by the children.

**Findings and conclusion:** Overall, a learning experience that pleased all participants. Teachers could be aware of valuable ways of increasing their teaching strategy to enable all children to learn through the sensory stimuli and the emotions that the arts convey. They perceived the art integration as a way to train their students for the challenges of the 21<sup>st</sup> century that imply acquisition of creative problem solving, critical thinking, courage of taking risks and collaborative work. Learning through the arts has all these components and transforms schools into happier places.





## Water Changes.

Mick Sands

Mick Sands

hip hop rhythm.

Drum Set

Voice

7 Wat er is Vap our in cloud and steam. Wat er's

13 liq uid in lake and stream. Wa ter's so lid in ice and

snow. Wa ter chang es, this I know.



## We all need water.



Taiko Drum

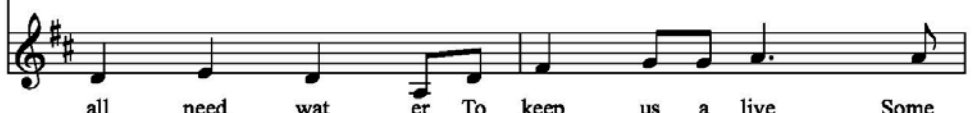
Wood Block

Voice



The el e phant and the fly, All



4  
Taiko D.   
W.B. 


16  
Taiko D.   
W.B. 



all need water To keep us alive Some

7  
Taiko D.   
W.B. 

18  
Taiko D.   
W.B. 





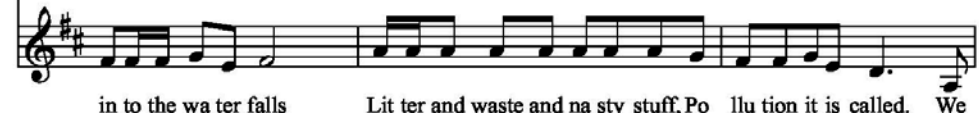
good, clean water and we will thrive.

10  
Taiko D.   
W.B. 



we will thrive. Pollution it is called, When

13  
Taiko D.   
W.B. 



in to the water falls Litter and waste and nasty stuff, Pollution it is called. We

10

Taiko D.

W.B.

we will thrive. Poll u tion it is called, When

13

Taiko D.

W.B.

in to the wa ter falls Lit ter and waste and na sty stuff, Po llu tion it is called. We

16

Taiko D.

W.B.

all need wat er To keep us a live Some

18

Taiko D.

W.B.

good, clean wat er and we will thrive.



## **e-ARTinED GOOD PRACTICE REPORT**

### ***Social Inclusion of Roma Children through Art: creation of musical instruments with recycled materials.***

Art and Social Inclusion is an important mission of the International Yehudi Menuhin Foundation that cares for the recognition and inclusion of cultural minorities in the society. The construction of handmade musical instruments using recycled materials is a process to learn about Romani music and culture and provide basic information about the physical properties of the recycled materials. It provides a valuable experience for social inclusion of a minority culture and scientific curricular subjects combined with respect for the environment.

<b><i>Project Partners</i></b>	International Yehudi Menuhin Foundation
<b><i>School Involved in the piloting</i></b>	Schools and cultural centers in Italy and Slovakia involved in the EU funded Music4Rom project.
<b><i>Venue</i></b>	Community Center in Podsadek, Stará Ľubovňa, Slovakia, Alpi Levi School, Naples, Italy
<b><i>Date/s and Time</i></b>	During the school year 2015-2016
<b><i>Art Form</i></b>	Music
<b><i>Names of the teachers and the artists involved in the piloting</i></b>	Lenka Orságová (ETP Slovakia), Maria Rosaria Rinaldi and Edoarda Pirò (Alpi Levi School, Scampia, Naples Italy) and the artists: David Benkő, Štefan Turanský, Antonino Talamo, Gabriella Rinaldi.
<b><i>Students' age</i></b>	7-14
<b><i>Number of students</i></b>	86
<b><i>Duration of the piloting</i></b>	Two –three lessons of 45' each
<b><i>Teaching Aids</i></b>	Glue stick, scissors, stapler, paper and hammer and nails, garden hose, rice. Waste materials: small cardboard, plastic dishes and metallic cans (aluminum cans –soda- and steel cans –soup and vegetables , metal

bottle caps.

Materials found in nature: wooden sticks, cane of bamboo or similar, straw, small stones etc.

Teaching resources:

Romani Musical Instruments and instruction to build musical instruments using recycled materials with links to other resources:

[http://www.music4rom.com/wp-content/uploads/2016/03/Annex-26.1\\_M4R\\_DLV-25\\_-En\\_Kit-for-building-musical-instruments.pdf](http://www.music4rom.com/wp-content/uploads/2016/03/Annex-26.1_M4R_DLV-25_-En_Kit-for-building-musical-instruments.pdf)

Learning paths target to different curricula subjects are available at

[http://www.music4rom.com/wp-content/uploads/2016/03/Annex-25.1-M4R\\_-DLV24-En\\_Creation-of-LP\\_Proofread1.pdf](http://www.music4rom.com/wp-content/uploads/2016/03/Annex-25.1-M4R_-DLV24-En_Creation-of-LP_Proofread1.pdf)

**The school/cultural center:** Classroom and lab in Podsadek, Stará Ľubovňa (SK) and Alpi Levi School in Scampia Naples (IT)

**Previous similar experiences:** Art4Rom, MUS-E in Naples and Music4Rom

**Prerequisite Student Knowledge:** No prerequisites, however it is important to work in a multicultural class/environment

### **Procedure:**

- 1) Select from the you tube channel some videos of Romani Music <http://www.music4rom.com/repository-3/1-listening-and-learning-romani-music/2-romani-music-videos/> and show to the children the booklet with traditional Romani Music and the examples of musical instruments built by their peers at [http://www.music4rom.com/wp-content/uploads/2016/03/Annex-26.1\\_M4R\\_DLV-25\\_-En\\_Kit-for-building-musical-instruments.pdf](http://www.music4rom.com/wp-content/uploads/2016/03/Annex-26.1_M4R_DLV-25_-En_Kit-for-building-musical-instruments.pdf)
- 2) Discuss with the children the possibility to use these resources as inspiring model for representing their different musical cultures and musical instruments.
- 3) Ask the children to collect and bring to school some materials from the list in the section: Teaching aids- together with some pictures/photos of musical instruments characteristic of their culture of origin. ( this practice can be used for Romani children and adapted to other minorities/migrants' cultures <sup>33</sup>) If possible ask them to check on internet some examples of music played with the selected musical instruments and bring them at school. For Romani music available resources can be found at: [http://www.music4rom.com/wp-content/uploads/2016/03/Annex-26.1\\_M4R\\_DLV-25\\_-En\\_Kit-for-building-musical-instruments.pdf](http://www.music4rom.com/wp-content/uploads/2016/03/Annex-26.1_M4R_DLV-25_-En_Kit-for-building-musical-instruments.pdf)

<sup>33</sup> For traditional African musical instruments: <https://answersafrica.com/african-musical-instruments.html> ( last retrieved 07.06.2017)

For Ethnic Music from Africa <https://www.youtube.com/watch?v=IVPLluBy9CY>

3.4 For Arabic Musical Instruments: <http://www.maqamworld.com/instruments.html> ( last retrieved 07.06.2017)

3.5 For Asian traditional musical instruments

<https://www.google.be/search?q=Asian+traditional+musical+instruments&safe=off&tbn=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiC7ummyqTVAhXSKIAKHc01CMAQsAQImAl&biw=914&bih=412> ( last retrieved 07.06.2017)

[content/uploads/2016/03/Annex-26.1\\_M4R\\_DLV-25\\_-En\\_Kit-for-building-musical-instruments.pdf](#) ( last retrieved 27.07.2017)

and: <http://www.music4rom.com/11-didactic-tools/> (last retrieved 27.07.2017) and dedicated Romani Music You-tube channel [https://www.youtube.com/channel/UCNhretK9\\_C24guR0XCUNDQ](https://www.youtube.com/channel/UCNhretK9_C24guR0XCUNDQ) (last retrieved 27.07.2017)

- 4) During the second session recap what has been done during the first one. Use brainstorming as common practice to encourage the children to express their opinions and find out their interests.
- 5) Ask the children to show to their peer the pictures or the photos of the instruments and the materials collected at home
- 6) Show simple techniques for the creation of musical instruments using if necessary some examples from the Music4Rom project resources: see the links at point 3 and introduce some leading questions about the scientific curricula subject related to their class program
  - How can different plastics, or different metals, be distinguished from each other?
  - In what way the different recyclable materials are different from each other?
- 7) Divide the children in groups taking into consideration their interests and distribute the materials they have collected..
- 8) Ask the children to experiment the different materials for building their musical instruments
- 9) Each group chose to reproduce a different instrument. In pair, each child have the responsibility for a particular task in a given assignment.
- 10) Handmade musical instruments can be exhibited at a final event in the school and it is also possible y to create a small band and enjoy to play several ethnic rhythms.

### **Outcomes:**

Through these practices the students:

- Gain new information and knowledge in various disciplines including science and history/geography ( history/geography can be introduced using the origin of the musical instruments)
- Develop artistic skills and creativity
- Increase awareness about minorities culture and traditions
- Improve their self-esteem
- Gain skills in creative thinking and self-expression
- Develop and enhance learning capacity
- Develop social competences and team work
- Enhance awareness about protection of environment and nature



**Observations:**

Notes based on the pre and post evaluation questionnaire for students and interviews with the teachers

- Reflections from the students: children and youths attending the workshop have reported that they have improved their knowledge and are more aware of their culture. They enjoyed this kind of activities and demonstrated lot of curiosity during the activities and show interest to participate in similar workshops.
- Reflections from the teachers and the artists: teachers and artists leading the workshops assessed that the learning materials are useful. They piloting activities have helped them to reinforce relationships with children and youngsters, as well as to improve their attention in class and love to learn. According to them there is a need of more activities targeting to involve the parents of the children at school.

**Findings and conclusion:**

The work and activities have produced a better school environment and have allowed a better understanding of different cultures. As results these activities have facilitated social integration, improvement of the self-esteem and promote love for learning and exploring the world. Children have learned with joy.

*Here are some quotes from the teachers and cultural operators involved in the activities:*

*“ Music workshops has enhanced among the children involved in the activities the richness of Romani cultura, and helped participants realize the uniqueness of their Romani origin, find a way of developing their distinctive talent and, despite their difficult life situation, benefit from and be proud of being born a Roma. “ Lenka Orságová, Cultural operators*

*“ Constructing a music and art project in such way has as result the improving socialization, emotional world and creativity in an atmosphere of mutual cooperation and a more inclusive social attitudes” Giuseppe Parente, Artist*

<https://www.youtube.com/watch?v=tXdf1UErAJo>  
<https://www.youtube.com/watch?v=g5vXQPWuMFA>  
[https://www.youtube.com/watch?v=s4OuTX\\_cbTk&t=6s](https://www.youtube.com/watch?v=s4OuTX_cbTk&t=6s)



## e-ARTinED GOOD PRACTICE REPORT

### *Discovering the soil through creative writing and drama*

Inspiring young people to develop social and emotional intelligence through creative writing practices and drama experiences enhances social inclusion and contributes to learn and memorize curricular subjects (i.e. natural science). The Fondazione Nazionale Carlo Collodi has selected this best practice among the practices piloted during the previous ARTinED project carried out in Italy. One of the most important reasons for the selection of this practice is that it has improved the opportunity to learn through peer to peer learning activities.

Sharing of knowledge, ideas and experience between the participants has been effective for promoting students retention, self-esteem, and it has been extremely valuable in the context of *social inclusion* and integration. Such activities have provided opportunities for facilitating the integration in the class of marginalized and underprivileged students.

<b>Project Partner</b>	Fondazione Nazionale Carlo Collodi
<b>School Involved in the piloting</b>	School Simonetti Pescia (IT)
<b>Venue</b>	School Simonetti 4A and 4B – Via Angelo Simonetti, 4, 51017 Pescia PT Italy
<b>Date/s and Time</b>	2016
<b>Art Form</b>	Literature and drama
<b>Names of the teachers and the artists involved in the piloting</b>	Teachers: Debora Filippelli and Maria Cristina Serafini Artist: Julio Monteiro Martins ( writer and storyteller)
<b>Students' age</b>	8-9
<b>Number of students</b>	48 ( two classes)
<b>Duration of the piloting</b>	Three sessions of 45' each
<b>Teaching Aids</b>	<p>Illustrated Books, Videos, pc and internet connection, paper A4 and A3, pens, crayons, post-it of different colors.</p> <p>Teaching resources:</p> <p>Video of the students of the school Simonetti piloting the soil:  <a href="https://www.youtube.com/watch?v=pOpewbR-jFw">https://www.youtube.com/watch?v=pOpewbR-jFw</a>            (last retrieved July 17<sup>th</sup> 2017)</p> <p>Other teaching resources:</p>



[https://www.youtube.com/watch?v=hUTz\\_x-AHU4&feature=related](https://www.youtube.com/watch?v=hUTz_x-AHU4&feature=related)

<https://www.youtube.com/watch?v=mcSeg9MIqww&feature=related>

<https://www.youtube.com/watch?v=Ego6LI-ljbY>

Kid's Thesaurus: <http://www.kidthesaurus.com/>

**The school:** Classrooms 4A and 4B - Scuola Simonetti Pescia Via Angelo Simonetti, 4, 51017 Pescia PT (IT)

**Previous similar experiences:** No previous experiences required. However it is important to involve a storyteller who will create a story for this specific activity. If it is not possible to involve a storyteller then the teacher can act as storyteller.

**Prerequisite Student Knowledge:** No prerequisites required

***Procedure:***

- 1 **Pre-activities:** The teacher motivates the students and enhances their participation. In case that a storyteller /creative writing expert is involved in this activity he/she should support and orient the teacher. The role of the storyteller is to stimulate creativity, promote the creation and the narrative flow among the students and at the end analyze the results with the teacher. The teacher shows the students an introductory video on basic notions about soil and its importance for life using the videos or illustrated books selected from the school library or from internet (see the links reported at the teaching aids section of this good practices). The main challenge for the teacher and the artist is to create the right atmosphere and promote motivation and a good team work that will inspire students to learn, share information and promote mutual respect.
- 2 **Telling the story:** The teacher introduces the storyteller to the students and the storyteller tells the story he/she has created for this activity. Then he/she will promote a class discussion trying to involve all the children and at the end of the exercise he/she will invite the children to create their own story.
- 3 **Creating own stories:** Children are split in 3-4 groups and each group starts working together for creating a story. The teacher/storyteller will provide the creative hints to produce the story and explains the basic steps for the creation of the story:

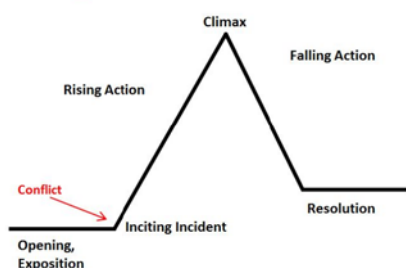
- a. **Brainstorming for characters' ideas** and create a list of characters, and a list of names to name the character. Then select the name you would like to use and write your final idea down. Following the same process the children will create the characteristics of the character.
  - b. **Plan what will happen** in the story using the shape of a mountain onto the A4 paper. The bottom is the start, the top is the climax and the other bottom is the end<sup>34</sup>. Draw lines down from where you want to write what will happen in your story.
  - c. **Expand the vocabulary:** use a thesaurus to make your story more interesting. Words like 'good' can be transformed into amazing or great! This will make your story very intriguing.
  - d. **Finalize the story:** start writing the first draft. Then read it again, and add the necessary notes and prepare the final story, adding also drawings if some of the children like to do them. The story and the illustration are now ready for the dramatization.
- 4 Collecting and sharing: Each group will present the story to the other groups or to the students belonging to a class of a similar grade. The students can get feedback using a peer feedback process and improve the stories even more. The final version of all the stories created during this activity will be gathered together by the teacher.
  - 5 Performing: the teacher can decide to organize a performance involving all the children and using parts of all the stories created by the children's groups to create a new story. This can be done as class exercise.

### Outcomes:

Through these practices the students will have:

- Learnt what soil consists of, its types and layers
- Increased their awareness and understanding of the importance of soil for life
- Gained a better understanding of the causes of erosion, the ways to stop it, causes and effects of air pollution
- Improved writing and reading skills,
- Developed a better oral communication, self-management, and leadership skills
- Increased retention, self-esteem, and responsibility
- Increased in understanding of diverse perspectives and respect for the others

Basic Plot Diagram



**Observations:**

Notes based on the interviews and questionnaires with students and interviews with teachers

- Reflections from the students: from the pre and post evaluation questionnaire distributed to the students appear that the students have learnt to work together and have enhance love for learning scientific subject. Generally speaking the students involved in the piloting have express a high appreciation in preparing the story with the peers, creating on the stories and presenting them to the peers.
- Reflections from the teachers: The teachers' general comment is that are very satisfied with the piloting activities, their initial expectations were met and for some of them the results have overcome the feeling of initial hesitation to work with an artist in the class.

**Findings and conclusion:**

The teachers involved in this activity have found it very interesting and challenging especially for motivating the students. The background materials have been very positively evaluated by the teachers and considered appropriate for reaching the expected results also with other curricular subjects and an helpful tool for reflection.

During the peer to peer learning activities the students have learnt difficult concepts in an easy way due to a friendly and more relaxing working environment in the class.

Link to the video of the activities with the children

<https://www.youtube.com/watch?v=pOpewbR-jFw>



## e-ARTinED GOOD PRACTICE REPORT

### *Animating Stories with e-Shadow*

This case study has been realized in collaboration with the Theodoropoulos Private School in Chania, Greece. It demonstrates how technology can be effectively used in combination with arts to inspire students, cultivate their creativity and awareness of important social issues, develop social and emotional intelligence through the creation of engaging digital stories incorporating drama techniques and using a variety of software tools.

The case study has been selected by the Technical University of Crete among several pilot activities implemented in Greece as it clearly demonstrates the potential of New Media Arts combining digital technologies with arts. It is also a representative good example of several similar activities organized with local schools. For a survey of these similar activities in schools and a detailed presentation of the corresponding pedagogical framework please refer to the paper entitled: “Playful creation of digital stories with eShadow” that can be found at <http://ieeexplore.ieee.org/document/7753399/>

<b>Project Partners</b>	Technical University of Crete – Laboratory of Distributed Multimedia Information Systems and Applications
<b>School Involved in the piloting</b>	Theodoropoulos Schools ( <a href="http://theodoropoulou.gr/">http://theodoropoulou.gr/</a> )
<b>Venue</b>	Theodoropoulos Schools, Korakies, Akrotiri Chania 73142, GREECE
<b>Date/s and Time</b>	Spring 2015, Chania, Greece (initial implementation) Spring 2017, Chania, Greece (second implementation)
<b>Art Form</b>	New Media Arts, Drama
<b>Names of the teachers and the artists involved in the piloting</b>	2 Artists: Yiannis Sifakis (New Media Arts and Music) Maria Archontaki (Drama) 2 Teachers: Yiannis Sifakis (computer science teacher) Maria Archontaki (arts teacher and psychologist)
<b>Students' age</b>	12-13
<b>Number of students</b>	12

<b>Duration of the piloting</b>	Four sessions (45 min each)
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• eShadow for the recording of the scenes of the digital story (in Greek): <a href="http://www.eshadow.gr/">http://www.eshadow.gr/</a></li> <li>• Movie Maker for the editing of the video - <a href="http://www.windows-movie-maker.org/">http://www.windows-movie-maker.org/</a></li> <li>• Safer Internet Contest site (in Greek): <a href="http://saferinternet4edu.blogspot.gr">http://saferinternet4edu.blogspot.gr</a></li> </ul>

**The school:** The objective of this activity was to develop an original story addressing related to the safe use of Internet to participate in a local contest. Theodoropoulos Schools are highly active in local, national and EU-wide contests and projects to promote interdisciplinary learning experiences and use of innovative learning approaches. The core idea of the plot of the story created is that the children of the traditional protagonist in Greek Shadow Theatre (Karagiozis) start to use social media. This makes their father sceptical. Very soon, rumours are circulated in facebook that Kopritis, one of Karagiozis children, is in love with a girl. Her father threatens Karagiozis and he is shocked as he has very little knowledge of the Internet and he is worried for his family...

**Previous similar experiences:** Theodoropoulos schools has successfully used eShadow in other activities as well ranging from short creativity sessions with student improvisations to development for digital stories for school events, and interdisciplinary projects in all grades of primary school, Gymnasium and Lyceum.

**Prerequisite Student Knowledge:** Students should be able to use a computer, find and store files in the computer secondary memory.

#### **Procedure:**

After presenting the theme of the story (safer internet contest) the student discuss important lead-in questions:

- What are the main functions of social media and how we should use them?
- What are the dangers when you publish information in social media?
- How we can protect our privacy online?

Following this preparation activities, the teaching procedure is organized in four sessions (45 minutes each). The 4 sessions and the subsequent presentation of the creation of the students are the following in chronological order:

1. (1 session) Scenario development:
  - The students identify the main characters of the story and its plot.
  - The story is separated into scenes.
  - The students work in groups to create the scenario part for each scene of the story.
  - The students, with the help of their teacher, combine the scenes into a coherent final scenario.
2. (1 session) Pre-production phase to create the elements of the digital story:
  - Select the figures from the available ones in eShadow to animate the story.
  - Put figures in each one of the scenes of the story to get ready for the recordings.

3. (1 session) Production phase to make the actual recording of the scenes using eShadow and the figures they have created:
  - Each student adopts a certain character of the play in the scene assigned to his/her group.
  - The students use eShadow to record each scene possibly in combination with special recording software like BSR Screen Recorder.
  - The movement of digital puppets and the sound recording are stored in different files. This is a very important thing as it provides the flexibility for making further processing before compiling the final video of the animated story.
4. (1 session) Post-production phase to edit the recordings made and synthesize the final video:
  - The students, with the help of their teachers, use an appropriate video processing software (Windows Movie Maker) to produce the final video of the animated story.

### ***Outcomes:***

Through this practices the students are able:

- To understand what are the dangers when using the Internet
- To adopt a responsible use of the Internet
- To understand and use the typical structure of a dramatized story organized in separate scenes and the importance of a plot in order to engage the audience and transmit a certain message.
- To collaborate in groups undertaking multiple roles, discuss and resolve issues and organize their work.
- To create a digital video using appropriate software.
- To dramatize a story using alternative art forms.

### ***Observations:***

- Reflection from the students: The students were very enthusiastic with the use of the eShadow platform and very much liked the fact that their creation was used in a school contest. The strong point of this activity was the use of the eShadow platform. The platform makes it very easy to create a dramatized story and offers the possibility to use software tools to process videos. Yet another strong point that during the creation of the scenario the students had the time to reflect on their own behavior in social media and draw important lessons on how to protect their privacy and the privacy of other people.
- Reflections from the teachers: Feedback was collected from discussions with the participating teachers and artists. The general view of the teachers and artists was that the activity was very successful in engaging students and creating a learning atmosphere that allowed for in-depth discussion in issues like social media and how we should use them in a way that protects our privacy and the privacy of other people thus promoting their critical thinking. Issues related to social discrimination and racism were also discussed taking into account that in many cases social media are used to make racist comments or promote racist behaviors.

### ***Findings and conclusion:***

The activity was an extension of the "Animating a dialogue" practice in the New Media Arts Report. The extension is mainly due to the longest period of implementation in order to give to the students the necessary time to create their own story plot and characters instead of using ready-made ones. The selected topic of the story, connected to a school contest in Greece, gave to the students the opportunity to reflect on a significant social issue (safe use of the Internet).

All initially set aims were achieved. The availability of teaching aids was ensured by appropriate preparatory activities of the involved teachers. The workflow of activities were implemented during school hours exploiting the corresponding school subjects (Computer Science and Arts).

A list of resources related to the dissemination of information regarding this case study follows:

1. Article for the project in the Student Newspaper of the Theodoropoulos Schools.
2. Indicative scene of the story with digital puppets and sceneries based on original creations of Mr. Nikos Blazakis, a professional puppeteer.
3. Link to the youtube video with the animated story: <https://youtu.be/JoKpfMzTPtM>
4. More information about the project can be found (in Greek) in the repository of Student Creativity Festival Projects: <http://festman.schoolab.gr/project/240>
5. The project is also published at the Safer Internet Contest site: [http://saferinternet4edu.blogspot.gr/2015/03/blog-post\\_26.html](http://saferinternet4edu.blogspot.gr/2015/03/blog-post_26.html)

# E-ARTINED PARTNERS

Viksjöforsbaletten, Viksjöfors, Sweden

The Mosaic Art and Sound Ltd London, United Kingdom

Fondazione Nazionale Carlo Collodi, Italy

International Yehudi Menuhin Foundation, Brussels, Belgium

Technical University of Crete, Greece