



IN-SERVICE TRAINING COURSE - Collodi
IT
COMENIUS-GRUNDTVIG DATA BASE REF. N° IT-
2013-928-002
SESSION ID: 51405

IN-SERVICE TRAINING COURSE – Madrid
(ES)
COMENIUS-GRUNDTVIG DATA BASE REF. N° IT-
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SESSION ID: 51404

Participants Use Case Scenarios

Results of 2 In Service Training Courses



Use Case Scenarios

All these scenarios were designed at the In Service Training Course of ARTinED in Madrid (Spain) and Collodi (Italy) during June and July 2013. All of this reflects the real experience of 34 teachers from different European countries who did a great work together during these courses.

IN-SERVICE TRAINING COURSE – Collodi- IT
COMENIUS-GRUNDTVIG DATA BASE REF. N° IT-2013-928-002
SESSION ID: 51405

**ARTinED: A new approach to educating using
the arts**

List of participants

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IN-SERVICE TRAINING COURSE – Madrid Spain**COMENIUS-GRUNDTVIG DATA BASE REF. N° IT-2013 928-002****SESSION ID: 51404****ARTinED: A new approach to educating using the arts****List of participants**

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“Conflict solution through grammar and feelings”



Teaching Problem

Conflicts among children.

Teaching Point

Interruption of class activity to solve the conflicts.

The knowledge of emotion at language to solve conflicts; the use of grammar and dramatization

Description

Work in small groups for children 11-12 years old .

1. Brain storming.
In class, to ask what are nouns, adjectives, verbs and adverbs
2. To organize four groups, with students who are in conflicts among them, and ask them to be responsible for one part of the sentence, the grammatical categories (verb, adverb, noun and adjective).



3. Based on the brain storming, they should create a short song which represents each grammatical term.
4. To each group will be given a word belonging to the group (verb, adverb, noun and adjectives) and they should perform it through mime and dramatization, and the others should guess which it is.

5. To each group will be given a sentence: they should represent it through dramatisation.
6. The sentence will be the title of a short story created by them following this normative scheme: beginnings, development, conclusion
7. They should then produce an artistic visual piece through a drawing or a composition with objects and other material
8. The plot will be dramatized and performed.

Learning Outcomes

- Work in groups (cooperate);
- To reinforce the knowledge of grammar: noun, verb, adjective, adverb;
- Express emotions with the body through the use of the arts: dance, dramatization, music, creative writing and visual arts.





Authors :

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Teaching Point

As part of a study of the Renaissance and the Baroque historical period, 12 year old students will focus on the city of Venice and its culture. They will create a play using a variety of artistic media to help overcome their problems with motivation.



Description

The teacher explains the general aims and assessment criteria of the project to the students and divides them into five different groups. Each group is going to become an expert in a particular discipline:

1. History, Geography and Literature in the Renaissance and the Baroque Period. They have to research about social context, the city of Venice, and Shakespeare's play "The Merchant of Venice".
2. Music: They will look for Baroque music, the instruments they used (string instruments, vocal music, etc). They will have to investigate about the musical scales and harmony Venetians used for creating their music.
3. Dance: They will study the different dancing styles they used during Carnival.
4. Costumes and masks: Students will collect information about the way masks and costumes were made.
5. Stage design: They will study the life and works of Canaletto.

The teacher begins introducing the topic through the film “The Merchant of Venice”. Before this, the students will choose which discipline experts group they want to join.

It is important to let them know that they will create a play in which a narrator (a gondolier) will show three different scenes about Venice:

1. A dialogue between the gondolier and Canaletto (physical setting)
2. A conversation between the gondolier and Shylock (main character in “The Merchant of Venice”) explaining social conflicts (social setting)
3. Carnival dance: musicians and dancers together (cultural setting)

The production of music, dance design, stage design, masks and costumes and the script will be performed by multidisciplinary groups. There will be an expert from every discipline on each working group.

Each working group will do a different activity:

- Choose a Canaletto picture of Venetian landscape and paint the backdrop.
- Design and create costumes and masks with different materials.
- Create the dance steps and music using different instruments.
- Write the script for the gondolier, Canaletto and Shylock.
- Record the project process and create a video.

Learning Outcomes

- Problem solving,
- developing thinking and reasoning,
- motivating students,
- researching for information related to Geography & History autonomously,
- maps and scales,
- learning to learn,
- summarizing concepts and facts,
- improving oral & writing skills,
- dramatization
- peer assessment and cooperation



Authors

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Teaching Point

“Science and foreign language: How do you travel?”

Topic: Science: introduction of transports using both languages (Spanish and English) and visual arts.

Age: Aimed for children from 6 to 7 years old.

Problematic situation: a child with a lack of motivation that interrupts the pace of the class.

Duration: Approximately 2 weeks.



Description

The teacher introduces a new science topic with the help of the foreign language teacher.

First of all we test the previous knowledge of the students asking them what transports they know. We will write on the blackboard every word they suggest. Then, the teacher proposes the students to choose three words of the list created and develop a comic in pairs. (For that purpose, we give them a template with six frames and once they finish it we put them all on the wall so everyone can see all the works).

For the next activity the teachers will divide the students in two groups. One group will develop the task in English (with the English teacher support) and the other will do the same thing in Spanish.

We will give each student a flashcard that only shows half of a transport and they will have to colour it. When they finish, the teacher explains that after the sound of the whistle, they have to find the other half of the

drawing while they pretend to be their transport. They will check if they have found the other part if the two pieces of the flashcard match between them. (It has to be taken into account that all the pairs are formed randomly except the pair of the under motivated child that should be chosen by the teacher). After that, children are responsible for teaching their own word firstly to their pair, and secondly to the rest of the class. In this way, they acquire



the role of the teachers what increases their motivation and involvement.

Finally, once every pair is together the teachers use the “Old McDonald had a farm” song melody and every pair sing their transport in both languages (also

mimicking their characteristic sounds or movements) and the lyrics will be the following:

Yo viajo en...(nombre del transporte)

¿En qué viajas tú? (mímica)

I travel by...(name of the transport)

How do you travel? (mimic)

Tarará tatá tarará tatá tata tata tá (all together)

To make the activity funnier, the teacher can suggest the students to sing the song pretending to be different characters (i.e: old people, animals, changing the tone and loud of the voice...)

With this didactic unit we want to reach the following objectives:

Learning Outcomes

- To promote the fellowship and the interaction among the students.
- To know the different transports.
- To learn and increase the vocabulary in two languages.
- To develop creativity.
- To create a comic and develop the plot.
- To work the verbal and non-verbal language through music/song.



Authors:

“Introducing new vocabulary in a foreign language at an early age”

Alfred Mifsud,
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Roxana Alexandrescu
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Problematic teaching item
Teaching Point

The difficulty to teach a foreign language in pre-primary.
Farm animals

Description

Part 1:

At the beginning of the lesson the teacher starts to model an animal using a balloon and the children are invited to guess before the teacher finishes the shape. The child who guesses the animal will get the balloon and the teacher says the name of the animal in the foreign language and each child repeats. This goes on for seven animals and each child will receive one balloon and at the end the teacher will ask each child the name of the animal and the others will repeat. When everyone has an animal, they receive markers and eyes to make the animal look better.

In our case we used maltese:

Dog - kelb

Cat - qattus

Mouse - gurdien

Horse - ziemel

Duck - papra
 Parrot - pappagal
 Pig – hanzir



For teachers the urls for each animal shape will be given.

<http://www.youtube.com/watch?v=hJJQ42fvpaY> dog

<http://www.youtube.com/watch?v=wpjyf21MTBY> horse

<http://www.youtube.com/watch?v=weeXZKYwdAk> bird

http://www.youtube.com/watch?v=LjnCVIBIY_c&list=PLA39983E2DE455FD5 cat

<http://www.youtube.com/watch?v=sc4fwZKx6Gs> swan



Other alternatives could be:

- Drawings (the children will guess the animal while the teacher is drawing the animal);
- Crafts (animal shapes already made but taken out slowly from the box, showing just one part of the animal)
- Soft toys.

Part 2:

Teacher gives each child a card with a picture with an animal to hold it without showing and then asks one child at a time to look at their cards

and act like the animal they have. All the other children will guess the animal and name it in maltese.

Part 3:

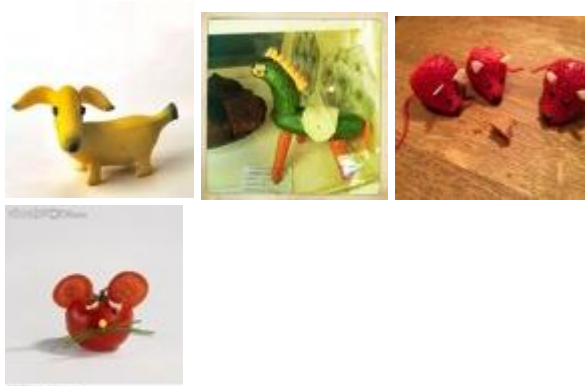
The teacher prepares some craft materials and the children will make a farm using: playdough, cardboard, paper, colours, stones, leaves and other recyclable materials.

Alternative:

- The children can make sandwiches in shape of animals



- The children can make animals using fruits, vegetables, barbecue sticks, ribbon and they will decorate them.



Part 4:

The teacher will play some music and children will dance like each animal dance.



Authors

Francesca Paola Bini,
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Kemal Akdas

“Playing with the habitat”



*Title of the selected problems-
challenges*

Teaching Point

Description

Poor vocabulary, Dyslexia - dysgraphia

Spelling words and recognizing words

Learning vocabulary of a habitat through drama

After a trip in a mountain, we start this activity by remembering a typical song about the mountain. We make figures which explain the words in the habitat. We plan this lesson for 20 students and divide students into 4 groups and each group will be composed of 5 students. And then draw or paint different posters for each habitats. (plain, mountain, sea, hills) The posters will contain some items such as a mountain, a forest, a river, a lake, a glacier, a valley and a meadow. We will create three characters; the princess, the witch and the dragon. The witch is the antagonist and the dragon is the helper. Before the game, behind the poster there will be a group of students and they will say the words one by one. There will be two boxes; one for the letters and one for the words. The dragon will pronounce the words in habitat first

and the princess will jump to circles in row at the ground and spell the letters of the word the dragon will pronounce. If the spelling is correct, some students will offer 4 labels for each word and so the princess will have 4 options which offer wrong spellings and also one right spelling of each word. And if the spelling is wrong, the dragon will help the princess with giving some correct letters if the player needs. When the princess chooses the right option, she will put the label on the poster. When the poster is full of the labels, we can begin to sing a thematic song about the activity and then the students will draw their own posters.

Learning Outcomes

Developing spelling skills in a specific subject (a habitat)

Improving the vocabulary in a specific subject (a habitat)

Acquiring a sense of rhythm when singing a song.

Developing basic drawing skills.

Developing basic writing skills.

Web resources

www.dienneti.it

www.icpiaggia.it

www.youtube.com/watch?v=pPOJ-Jbvzjs



Authors

Susana Garcia Mangas,
 Maria del Carmen Gonzalez Alvarez,
 Laura Principi,
 Rodica Elena Staicu

“Fun Maths”



Title of the selected problems-challenges

Teaching Point

Description

Learning Outcomes

Helping Children with dyslexia- dysgraphia orders Improve Vocabulary, Maths and Science through Dance and Music

Language: Animals (vocabulary)

Maths: Summing

Science: Animal Environment

Music: Singing and Dancing

-Teacher divides class in 5 groups (5 students each group) that will represent 5 animals: pigs, cats, dogs, cows, chickens. (10')

-Students draw the animals they represent.

-Groups write 5 sentences about the lives of the animals they represent. The teacher plays some music and the students then sing what they have previously written. Students listen to animal sounds (played by the teacher) and guess the animals. (15')

-Students choose from a set of pictures the image that best represent their animals (eg. the food they eat, where they live, what they like to do etc.). (5')

-Teacher calls animals to the center and students have to sum them.

(eg. 2cows+3 chickens+ 1 pig +2 cats+ 3 dogs = 11 animals) (10')

-Students answer questions about the number of different parts of their animals' bodies. (eg. How many legs do you have? How many tails do you have? Etc.) (5')

-improving reading and writing skills

-learning vocabulary connected to animals

-creating and drawing animals and parts of their bodies

- learning to sum through games and music
- learning how to synchronize body expression with music
- working as a team
- listening and speaking skills
- knowledge of science subject (zoology) through games and music

Web resources

<http://www.youtube.com/watch?v=QzQ8VRwsJjc>
<http://www.youtube.com/watch?v=lpNgah-e6v4>
<http://www.youtube.com/watch?v=3noAncvVDI0>
<http://www.youtube.com/watch?v=2tjEckdpSW0>
<http://www.youtube.com/watch?v=cwyUBDDURus>
http://www.youtube.com/watch?v=KOuw_kfwr9o
<http://www.youtube.com/watch?v=Z-82MIDDhp8>
<http://www.youtube.com/watch?v=yPkr1XQFNJA>

annex

Images
Annex 1



Authors

Title of the selected problems-challenges

Description

Learning Outcomes

“ Words with Art & Drama”

Heli Hjalm
Loredana Ormea
Sule Erdogan

Improving vocabulary in English or in the mother tongue using visual arts, dance and music

The teacher reads a short story about the chosen topic: the circus.

The teacher asks children to listen to circus music and move freely according to it. The children are asked to form a circle and to think about that topic and say words they know about that. The children repeat the words together in rhythm, then the teacher talks about the dance figures that the children have done in the introduction music and provide them with the corresponding unknown words. Once more in circle they are asked to say and then repeat together in rhythm several times.

Then the children do the visual arts in small groups about the topic. The children put the essential words written in the project. Then they explain their products. After that, the children revise the words by playing a “dictionary game”. They can be divided in groups. Each group is given some cards with the new words or pictures. Then in turns they have to make them guess by the others of the group through mime or dance. Older children can also use words instead of gestures. Then the teacher asks them to do drama activities in small groups. The children can perform a sort of parade like in a circus atmosphere.

After that, the children will be asked to do creative writing activities by writing a story using a “border situation” given by the teacher. Each group writes a story about different conflicting situations. For example: the teacher says to students: One day the lion tamer forgot to close the door of cage. You are the lion in the cage. You have the chance to escape or not.

Write a story by thinking these two different conflicting possibilities:

- a) Why is the lion happy? Why does it want to escape from the circus?
- b) Why is the lion sad? Why does not it want to escape from the cage?

The children were given a familiar melody and asked to create their own song in small groups.

The students will rehearsal the words easily. They will both enjoy and learn the vocabulary. The students will work in groups so they will perform together; their organization and conformity skills will be developed.

In the activities they will use their all senses. Art, music, visual materials will help the both sides of their brains will be stimulated at the same time. This will enable them to learn easily, and take the vocabulary into their long term memory.

Web resources

Picture





“Christmas Tree: Dance for vocabulary development”

Authors

Maria Hertoiu

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Ana Mateescu

Teaching Point

Creative vocabulary development through Dance

Problem challenge of the teacher Linguistic-expressive area (Italian, History, English, Music)

Description

Required tools:

- Audio CD with music with winter theme
- Card with simple sentences which represents the different states of a fir tree from the wood until it will be decorated on Christmas time:
 - a) The fir tree in the wood
 - b) Cutting the fir tree
 - c) The way of the fir tree to the house
 - d) Christmas tree



- Sheets of paper with the specific drawings (4 groups) according to the cards written before



1. The teacher plays a winter music on CD and the students are dancing freely in the classroom. When the teacher stops the music all the students have to stop. The teacher wants to catch their attention and to make them feel like a whole group.
2. Also listening specific music, the students gathered in one side of the classroom performing different "scenarios", crossing the room ("It's cold", "You are the wind", "You are a snowflake", "You are snow", "You are a fire tree covered by snow").
3. Teacher and student are sitting in a circle, discussing about winter season, the weather in winter, the costumes and holydays in Christmas.

The students are asked which would be the stages of the road of fir tree from the wood until it will be decorated in a house on Christmas.



4. The teacher lets the students choose one of the 4 types of card with simple sentences which represents the different states of a fir tree from the wood until it will be decorated on Christmas time. The students are choosing their group, associating correctly the card they have chosen with one of the 4 drawings that the teacher putted before in the 4 corners of the classroom. Here the group will find one big sheet of paper in which they have to create a short text of 2-3 sentences, according to the stage of the fir tree they have chosen.
5. In front of the classroom each group will read its text, in the chronological order of the stages, thus realizing that all together have created a story about the long and hard way of a fir tree from the cold wood to the warmth of a house on Christmas time.

6. The teacher asks each group to identify in one word the feeling that the fir tree would have in their story/ their stage. A specific winter Christmas music is played and each group is asked to show in a few movements the feeling and the stage of the fir tree in their group

Learning Outcomes

- Developing vocabulary by creating short texts
- Stimulating the attention focusing and group collaboration
- Encouraging the self-expression through dance and words
- Learning how to be creative in groups
- Strengthening the time and space orientation by words and movements.

Web resources

<http://www.youtube.com/watch?v=yXQViqx6GMY>

http://www.youtube.com/watch?v=c4t0Mg8Xh_8