



## ARTinED BEST PRACTICE REPORT

Project Partner	School of Foreign Languages of Çukurova University, TR
School involved in piloting	State Conservatory of Çukurova University (Primary level)
Venue(s)	Performance Hall at State Conservatory of Çukurova University
Date/s and time	21-24 January 2013
Art form	Dance
Names of the teachers and the artists involved in piloting	Lili Petrova Sueda Semin Sirel Eda Kahyalar Figen Yılmaz
Students' age	10-11
Number of students	9
Duration of the piloting	4 days
Teaching Aids	<ul style="list-style-type: none"> <li>• Teaching Content Material about water</li> <li>• Video extract about water cycle</li> <li>• Music CDs</li> <li>• Dance costumes</li> <li>• The story of a water drop, Scia-Scia</li> <li>• Overhead Projector</li> <li>• Computer</li> </ul>

**Prerequisite Student Knowledge** (if applicable): None

**Procedure:**

- The teacher asks the lead-in questions about water to the students and starts a whole class discussion.
- The students watch the video extract about the water cycle.
- The teacher starts the slide show of the story of a water drop Scia-Scia and starts reading the story. While reading the story, she encourages students to guess what happens next to arouse the students' interest.
- Students read the teaching content material about water.
- The teacher asks students to work in groups to improvise on the water cycle and create 5-7 minute choreography.
- The teacher acts the role of a facilitator and helps students if they need. She provides students with the necessary materials and equipment.
- Students complete a dance performance on the water cycle, which they have created.

**Outcomes:** Through this practice, the students

- learn/revise the process of water cycle in nature in an enjoyable way
- retain the knowledge about water cycle for a longer time
- improve their creativity and collaborative work

**Reflections from the students:**

All students expressed their positive feelings about learning through art. They indicated that it was very enjoyable and different for them to use art to learn a subject matter.

**Reflections from the teachers:**

Teachers reported that students needed very little teacher support to create the choreography, and they were very enthusiastic to participate in the activities.

Visit <http://artined-eu.wikispaces.com/> to see the piloting video, photos, products and resources.

## ARTinED BEST PRACTICE REPORT

Project Partner	CECE
School involved in piloting	Escuelas del AVE MARIA de MALAGA
Venue(s)	Av. De Sor Teresa Prat, 51, 29003, Málaga
Date/s and time	05/10/2012 12/10/2012
Art form	Literature (Poems)
Names of the teachers and the artists involved in piloting	Poetry: Sierra Castro Rodriguez Teacher second grade: Cecilia Villalobos Sánchez
Students' age	7-8
Number of students	26 students
Duration of the piloting	2 sessions of 60 minutes Involves preparation time for teachers, including selection of videos and poems.
Teaching Aids	Paper Laptop Blackboard Water colours Speakers Scissors Glue Pencils

Prerequisite Student Knowledge (if applicable): None

### **Procedure:**

1. The teacher presents the objectives to the students.
2. The teacher asks: What the word, 'Spring' suggests to the students?
3. Students work by creating some drawing and listening to music related with the topic
4. Later the students start acting with poetry including music and dance to arrive at literature (poems).
5. At the end the teacher asks the students to create a poem related with the task done during the class and connected to water cycle. The students can add some drawings to illustrate their poems with forms and colours.

For additional information the teacher used videos and animation on the water cycle, selected from the resources provided within the lesson plan or from other on-line resources

### **Outcomes:**

Through this lesson the students learnt how to understand the water cycle by using music, dance and literature (in a mixed and enjoyable session)

They connected words and sentences related to water cycle and arts.

Expressed their feelings in an open environment

### **Reflections from the students:**

Me gusta bailar y escribir para entender el ciclo del agua

*I like to dance and write to understand the water cycle*

Me gusta la musica de la primavera

*I like spring's music*

Me ha gustado mucho esta clase porque es divertida

*I liked very much this lesson because is was funny*

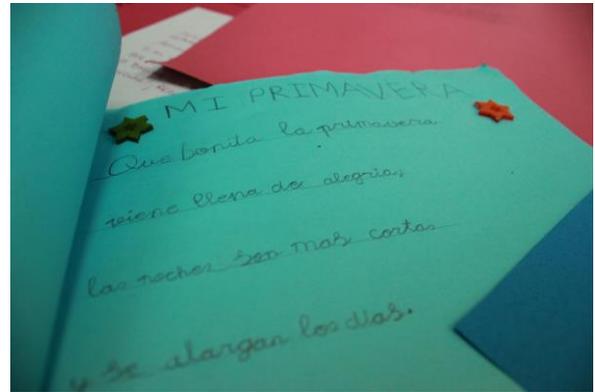
### **Reflections from the teachers:**

The students enjoyed a lot with these kind of activities, especially when they can use different forms of expressions to understand a subject. They are very open minded and wish to participate during the activity and they cannot stop dancing, singing and writing their short ideas about the water cycle, also drawing and painting as complementary activities. All the activity encourage a common approach to solving problems and being more creative.

Visit <http://artined-eu.wikispaces.com/Escuelas del Ave Maria de Malaga> / to see the piloting video, photos, products and resources:

## Annex 1

### WATER CYCLE THROUGH LITERATURE (POEMS)



## ARTinED BEST PRACTICE REPORT

Project Partner	Viksjöforsbaletten
School involved in piloting	Celsius School, Viksjöfors School and Alfta School
Venue(s)	Edsbyn, Viksjöfors, Alfta
Date/s and time	September 2012 – January 2013
Art form	Dance
Names of the teachers and the artists involved in piloting	Teachers: Carina Malm Wictoria Kastemyr Carin Sannefur Artists: Julia Ehrstrand Matilda Norling Persson
Students' age	6-11
Number of students	55
Duration of the piloting	1 class weekly in each school, 60 min 15 min in class 45 min in dance studio + rehearsal time for performance and documentary
Teaching Aids	Fabrics Umbrellas Cd-player and drums Different school materials in class provided by teachers

Prerequisite Student Knowledge (if applicable): None

Procedure:

- Theoretical presentation in class, 15 min, based on the different themes (water and soil)

Continuing class in dance studio 45 min:

- Improvisational creative work based on the theme

- Division of groups with continuing improvisation to music provided by UK
- Teaching the students choreography created by artists and based on the story provided from Italy
- Discussions about the development of the artistic work in comparison to the theme discussed in class
- Continuing rehearsals of choreography
- Performances in all schools
- Public performance 20/12 and 9/1
- Follow up of pilot class implemented in April- May (Roteberg school, Science)

Outcomes:

3 presentations in schools + one presentation in common + one presentation in the ARTinED Seminar January 9<sup>th</sup>, see [http://www.youtube.com/watch?v=\\_RjVXDTCQPE](http://www.youtube.com/watch?v=_RjVXDTCQPE)

Reflections from the students:

When we were doing disco clouds because then we made funny dances.

Disco clouds were fun.

The music was good and the dance was fun.

I liked the snowflakes because they were most fun.

I liked the dance about to be rich and poor.

We learnt much about how other people live in countries where they don't have good water.

When the UK teacher came and sang with us in the library.

I liked our own dances that we choreographed ourselves, because we used our own imagination.

Disco dance GANGNAM STYLE!!!

Everything was very fun.

I liked dancing most because in my private time I dance a little bit.

I was a moving worm.

To dance it all.

To dance.

To dance it all easy.

Dancing is fun and easy.

Reflections from the teachers:

Coming up with their own ideas.

They did not feel stressed by someones directions

Students loved their dance teachers

To be part of the choreography for expressing water and soil phenomenon

Creativity

The shy ones had a hard time letting loose

2 pupils were negative in the beginning - but enjoyed themselves in the end though

We will continue the cooperation with the dance teachers.

What we started will develop.

I have recommended ARTinED to colleagues.

Visit <http://artined-eu.wikispaces.com/> to see the piloting video, photos, products and resources:

## ARTinED BEST PRACTICE REPORT

Project Partner	Fondazione Nazionale Carlo Collodi, IT
School involved in piloting	Mons. Simonetti, (Primary School)
Venue(s)	Piazza Simonetti, 4 – 51017 Pescia (PT)
Date/s and time	02/10/2012 05/10/2012
Art form	Poetry
Names of the teachers and the trainer involved in piloting	L1 Teacher 4A: Debora Filippelli L1 Teacher 4B: Maria Cristina Serafini L2 Teacher: Gina Rita Fantucchio Science Teacher: Costanza Panigada Trainer: Cinzia Laurelli
Students' age	9-10 yrs
Number of students	50 students/ Two classes: 4A - 4B
Duration of the piloting	Two sessions of 60' in the class Plus ±60' preparation time for the teachers which involved a selection of videos, poem and preparation of the photocopies to be distributed to the students
Teaching Aids	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Videos in L1 (Italian) and in L2 (English) about water cycle and clouds:             <ul style="list-style-type: none"> <li>- <a href="http://cicloacqua.altervista.org/ciclo/cycle.html">http://cicloacqua.altervista.org/ciclo/cycle.html</a></li> <li>- <a href="http://www.scuoladecs.ti.ch/et/casa/PDF/acqua.pdf">http://www.scuoladecs.ti.ch/et/casa/PDF/acqua.pdf</a></li> <li>- <a href="http://www.youtube.com/watch?v=YswL4dIDQuk">http://www.youtube.com/watch?v=YswL4dIDQuk</a></li> <li>- <a href="http://svs.gsfc.nasa.gov/goto?10501">http://svs.gsfc.nasa.gov/goto?10501</a></li> <li>- <a href="http://www.youtube.com/watch?v=j_4iTuMEGt8">http://www.youtube.com/watch?v=j_4iTuMEGt8</a></li> </ul> </li> <li>• Pencils;</li> </ul>

- Sticky notes of two different colours;
- A3 Printed copies of presentation of a selected poem about water cycle in L2 (annex 1);
- A4 Printed copies with pictures related to the subject for creating the poems (see annex 2)

Prerequisite Student Knowledge (if applicable): None (see note 1)

Procedure:

- The L1 teacher shows the students the selected videos about the water cycle and clouds in L1 and L2 followed by a group discussion
- One English poem of about 80 words is selected by the L2 teacher ( Annex1)
- The L2 teacher highlights with different colours 18 words of the selected poem ( 4 unknown words belonging to the Science Glossary; 4 common words known by the students and 10 unknown words)
- The L2 teacher reads out the poem in the class and writes on the blackboard the 18 words selected from the poem
- Students start working in small groups
- A coloured printed copy of the selected poem (A3 format) is distributed to the students: one copy for each group
- Students copy the 18 words from the blackboard on 18 coloured sticky notes and stick them on the right side of the printed copy of the poem
- Students work out the L1 translation of the 18 words and write it on 18 coloured stick notes and stick them on the left side of the printed copy of the poem
- Each group reads the translation in L1
- With the learnt words the teachers asks each student to create one poem in L1 or in L2 on a given paper with some photos ( Annex 2)
- Working in groups the students translate the poems and copy them in to their notebooks

Outcomes: Through this practice, the students:

- Have recognized and memorized all the unknown 14 words in L2
- Have learnt weather and water cycle vocabulary in L1
- Have learnt common vocabulary and science vocabulary in L2

- Have learnt to produce very simple sentences and short poems in L1 and L2 using the words they have memorized.
- Have expressed their feelings to the others in a simple and joyful way.
- Have learnt that learning together is easier and pleasant.

Reflections from the students:

Non sapevo che queste difficilissime parole in inglese fossero così uguali a quelle italiane  
*I didn't know that difficult words in L2 are so similar to L1 words*

Ho provato ad indovinare il significato di due parole in inglese e ci sono riuscito  
*I have tried to guess the meaning of two words and I was successful*

Ho imparato a conoscere le nuvole e il loro nome!  
*I have learnt about the clouds and their names!*

Reflections from the teachers:

Looking at the videos in L1 and L2 the children have understood many scientific words in L2  
 During L2 vocabulary teaching process the proper application of L1 can effectively facilitate the memorization of new words in L2

This activity has engaged the students in interactive processes of learning and encourage a common approach to solving problems and enhance their ability to work in groups.

Writing poems gives students the possibility to express in a simple way their feelings and emotions and empowers them to find their own point of view on the subject that they are learning.

Writing poems enables students to share about their feeling and encourage group communication and creativity.

Visit <http://artined-eu.wikispaces.com/> to see the piloting video, photos, and poems written by the students: <http://artined-eu.wikispaces.com/Scuola Primaria Mons Simonetti>

## Annex 1

### Poems and Second language: WATER CYCLE

by Mr. R.'s -Water Cycle

**Water** goes,  
 Round and round,  
 From the **sky**,  
 To the **ground**,  
 In a cycle,  
 You can't see,  
 Water comes to you and me!  
**Evaporation** is a start,  
 But it's not the only part,  
 From **sea** to sky,  
**Vapour** floats,  
 But leaves enough to float in boats!  
 In the sky,  
 Water cools,



Forming **clouds**,  
 Like fish form schools,  
**Condensation** makes it dense,  
 Like dollars have one hundred cents!  
 Then it falls, **precipitation**!  
 It's like group participation...  
**Rain** and **hail**,  
**Sleet** and **snow**,  
 Water falls,



**Plants** can grow...  
 Fills up **lakes**, and **streams**, and seas,  
 We can drink it as we please,  
 Water used to brush our teeth,  
 Water wets the coral reef!  
 Water, water, what we need,  
 We need water to succeed,  
 And **water cycle** keeps it fresh,  
 Water cycle, you're the best!

## ANNEX 2

## ARTinED BEST PRACTICE REPORT

Project Partner	Liceul de Arte Dinu Lipatti, RO
School involved in piloting	Liceul de Arte Dinu Lipatti
Venue(s)	Strada Pătrașcu Vodă, nr. 2bis, Pitești
Date/s and time	05/10/2012 12/10/2012
Art form	Visual arts
Names of the teachers and the trainer involved in piloting	Teacher 4th grade: Marinela Dinuță Visual arts artist: Anca Giura Trainers: Adela Georgescu Mariana Stan
Students' age	10 - 11 years
Number of students	29 students
Duration of the piloting	Two sessions of 60' in the class 60' preparation time for the teachers which involved a selection of videos, poem and preparation of the photocopies to be distributed to the students
Teaching Aids	<ul style="list-style-type: none"> <li>• White board</li> <li>• Videos about water cycle: <ul style="list-style-type: none"> <li>- <a href="http://www.youtube.com/watch?v=YswL4dIDQuk">http://www.youtube.com/watch?v=YswL4dIDQuk</a></li> <li>- <a href="http://www.youtube.com/watch?v=u3QwLYfgwP0">http://www.youtube.com/watch?v=u3QwLYfgwP0</a></li> <li>- <a href="http://www.youtube.com/watch?v=0_c0ZzZfC8c">http://www.youtube.com/watch?v=0_c0ZzZfC8c</a></li> <li>- <a href="http://www.youtube.com/watch?v=svUZYMJNFWo">http://www.youtube.com/watch?v=svUZYMJNFWo</a></li> <li>- <a href="http://www.youtube.com/watch?v=F9Yi4dAzHsc">http://www.youtube.com/watch?v=F9Yi4dAzHsc</a></li> <li>- <a href="http://www.youtube.com/watch?v=KQ8KRznrXiA">http://www.youtube.com/watch?v=KQ8KRznrXiA</a></li> </ul> </li> <li>• Projector,</li> <li>• Laptop,</li> <li>• Albums,</li> <li>• Paper,</li> </ul>

- Thread,
- Cotton wool,
- Water colours,
- Bowl,
- Transparent plastic,
- Aluminium foil,
- Plasticine,
- Crayons,
- Crepe paper,
- Wooden sticks,
- Plastic jar,
- A bush branch

Prerequisite Student Knowledge (if applicable): None

Procedure:

- The teacher presents the objectives of the lesson.
- The teacher begins the lesson by asking the students some lead-in questions, such as:
  - Why is water important for life?
  - Is water always in liquid form?
  - Does water in nature ever disappear?
- For additional information the teacher uses videos and animation on the water cycle selected from the resources provided within this lesson plan or from other on-line resources.
- The artist asks the students to create a product which can show the water cycle (the rain, the snow, the lake, the frozen lake, the rivers, the seas, the sun, the plants and animals).
- Students start working in pairs and creating the final product:
  - the rain drops are made up of paper tied with thread to represent the rainfall,
  - the clouds are made up of paper and cotton wool,
  - the sun is made up of paper painted in water colours,
  - the lake is made up of a bowl covered in transparent plastic,
  - the frozen lake is made up of a bowl covered in aluminium foil,
  - the ground, the seaweeds and the fish from the bowl are made up of plasticine,
  - the ducks, the duck with a scarf, the dog, the frogs, the penguin and the butterflies – are made up of plasticine,
  - some trees are made up of paper coloured in crayons, other trees which are painted in water colours,
  - the soil is made up of crepe paper,
  - the sky is made up of crepe paper,
  - the river and the lake are made up of two shades of blue crepe paper,
  - the plants are made up of wooden sticks and plasticine,

- the support for the plants are plastic jars,
  - the snowflakes are made of paper tied with thread,
  - the water lilies are made of plasticine,
  - a person is made up of plasticine,
  - a tree is a branch of a bush.
- Then the students put the pieces together to make the product.
  - Students show their final product in the school.

Outcomes:

By the end of the sessions, the students learn:

- about the importance of water for life,
- about the ways of saving water ,
- about the process of water cycle in nature,
- science vocabulary,
- to be creative,
- to develop social and emotional interaction skills by using discussions with other students and sharing experiences,
- to create an artistic assembly.

Reflections from the students:

*Mi-a plăcut sa fac norii.*

I liked to create the clouds.

*Nu trebuie sa ai talent pentru a desena.*

You do not need to have talent to draw.

*Mi-ar place sa desenez și în ora de matematica.*

I would like to draw during the Maths classes.

Reflections from the teachers:

At the beginning not all the children wanted to be involved in this kind of activity, some of them considering that they do not have the necessary skills. But with the atmosphere full of energy, the other children's happiness and the help they received made them want to be involved in the activity very quickly.

The students especially liked the activity connected to water – the water cycle, state of aggregation, the usages of water because during this activity they used visual arts and took part in practical activities, so they had great satisfaction from the moment they created a concrete product. They were also excited because what they created made them understand better the theoretical ideas about what they had already discussed.

Visit <http://artined-eu.wikispaces.com/> to see the piloting video and photos: [http://artined-eu.wikispaces.com/Liceul de Art%C4%83 Dinu Lipatti Pite%C8%98ti](http://artined-eu.wikispaces.com/Liceul_de_Art%C4%83_Dinu_Lipatti_Pite%C8%98ti)

## **Annex 1**

### **WATER CYCLE THROUGH VISUAL ARTS**



## ARTinED BEST PRACTICE REPORT

Project Partner	The Mosaic Art And Sound
School involved in piloting	Poplar Primary School Poplar Road South London SW19 3JZ United Kingdom
Venue(s)	Poplar Primary School
Date/s and time	20 September until 28 November– 2012
Art form	Music
Names of the teachers and the artists involved in piloting	Teacher: Jackie Schneider Artists: Mick Sands Rick Perrins
Students' age	7-8 (year 3)
Number of students	60
Duration of the piloting	Piloting: 9 sessions of 2 hours Plus 2 hours for the final show The activity here described: 2 sessions of 2 hours
Teaching Aids	Materials used: Music instruments available in the classroom Paper materials used for the brainstorming sessions to assess what level of knowledge there was in the class. Clothes materials to improvise drama to involve the children. Piano, Guitar, CD Player to support music creativity

Prerequisite Student Knowledge (if applicable): None

**Procedure:**

**Creating a song about the Water Cycle**

- Class discussion with children about the nature of water on our planet - where it goes and where it comes from;
- establish the sequence of movement of water around the planet;
- choose a well-known song tune that the children know and create a verse about the water in the world going round and round.
- make more verses with the children that show the sequence of movement of water (through changing states) .
- practise singing the song with actions to consolidate this knowledge.

**Outcomes:**

- ✓ Students learnt science through music and simple dramatization
- ✓ Creativity has been enhanced in both teacher and children
- ✓ Students acquired knowledge while having fun
- ✓ The classroom became a place where children feel happy
- ✓ Increased music skills
- ✓ Increased ability to use the mother tongue, through creating lyrics for the song
- ✓ Students learnt words of a foreign languages
- ✓ Working as a team has been enhanced within the classes

**Reflections from the students:**

*General reflections have been:*

I liked everything: the songs and the T-shirt we made.

I feel really happy to have participated

I liked all of it

I felt very good and happy, great

It was very fun singing the soil and the water song

I felt very proud of myself

### Reflections from the teachers:

I was pleased on how the children were engaged with music and with the science subject.

The children were curious and happy that they were studying music and science at the same time. They found that exciting!

I found the ratio of adults to children in the classroom very positive - the children had three adults (one teacher and two artists) to answer their questions and take note of their responses.

Visit <http://artined-eu.wikispaces.com/> to see the piloting video, photos, products and resources: <http://www.artined.eu/uk.html>

