

## Report for Output 4

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### Two Good Examples from Sweden

using

Art in Nature

considering

Social Inclusion

as well as

Critical Thinking

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**2017-04-18**



#### SCHOOL PRACTICE

Two successful examples 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*.

## Contents

Report for Output 4.....	0
THE SWEDISH OUTDOOR ACCESS RIGHTS AND THE CONVENTION OF CHILDREN'S RIGHTS.....	2
Allemansrätten & Allebarnsrätten .....	2
School Practice - Our Two Best Examples .....	2
1:1 The Right of Public Access & Children's Rights .....	2
1:2 Waste Sorting and Recycling .....	3
1:3 Sustainability and Recycled Art in Nature .....	4
2. Stone Age.....	4
Comparative Teacher's Guides.....	5
More about Output 4; Selection of Best Practices.....	5

*Appendix 1 Text to Waste Sorting Musical*

*Appendix 2 Songs in Waste Sorting Musical*

*Appendix 3 Compared full Teacher's Guides from our Best Examples*



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

## Allemansrätten & Allebarnsrätten

### School Practice - Our Two 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/EUqa6sXbTho>, (ENG)
- The Right of Outdoor Access, Theoretic Work <https://youtu.be/1vyRwal5uAw>, (ENG) , (SW)
- Waste sorting and Cleaning School Yard [https://youtu.be/Hbvoq\\_vq9qA](https://youtu.be/Hbvoq_vq9qA), (ENG) , (SW)
- The Art and Children's Rights <https://youtu.be/2-2vnWOC5Nk>, (ENG) , (SW)

<p>THE WORK INCLUDES</p> <ul style="list-style-type: none"><li>Social Inclusion</li><li>Critical Thinking</li><li>Art in Nature</li><li>Experience Nature</li><li>Protect Nature</li></ul>		
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## 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



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## 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)

<p>THE WORK INCLUDES</p> <ul style="list-style-type: none"><li>Social Inclusion</li><li>Critical Thinking</li><li>Art in Nature</li><li>Experience Nature</li><li>Protect Nature</li></ul>		
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## 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 (<http://youtu.be/pOh2pnL2e4A>)

<p>THE WORK INCLUDES</p> <ul style="list-style-type: none"><li>Social Inclusion</li><li>Critical Thinking</li><li>Art in Nature</li><li>Experience Nature</li><li>Protect Nature</li></ul>		
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## Comparative Teacher's Guides

### TWO GOOD EXAMPLES FROM SWEDEN

#### Art In Nature

	I.1 The Right of Public Access (in Sweden) & Children's Rights	I.2 Waste Sorting Musical	I.3 Sustainability and Recycled Art	II. Stone Age
ART FORM	Drama, Art and Music	Drama, Art and Music	Drama, Art and Music	Ceramics
CURRICULAR SUBJECTS	SCIENCE/SOCIAL SCIENCE/ART/MUSIC	SCIENCE/SOCIAL SCIENCE/ENGLISH/ART/MUSIC	SCIENCE/SOCIAL SC./ENGLISH/ART/MUSIC	SCIENCE/SOCIAL SCIENCE/HISTORY/ART
TEACHING POINTS	<p><b>Overall goals of the curriculum:</b> Education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based. Each and everyone working in the school should also encourage respect for the intrinsic value of each person and the environment we all share. (s.9)</p> <p>An environmental perspective provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development. (s.12)</p> <p>Pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity. (s.12)</p> <p>Art In years 1-3 &amp; 4-6</p>	<p><b>Learning Goals (Taken from: The Swedish Curriculum in English)</b> An environmental perspective provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development. (Page 12)</p> <p>Pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity. Harmonious development and educational activity provide opportunities for exploring, researching, acquiring and communicating different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire. (page 12)</p>	<ul style="list-style-type: none"> <li>How people's everyday choices can contribute to a sustainable environment.</li> <li>Consider and reflect on the environment and other people residing in diverse natural environments and habitats.</li> <li>The right of public access' rights and obligations.</li> <li>Building and constructing with help of different materials, tools as well as techniques.</li> </ul>	<p>Curriculum for compulsory school, year 1-6. Syllabus 3.13 History, p.188 Education aims to stimulate curiosity in history and develop knowledge about how we can know about the past.</p> <p>Syllabus 3.1 Art, p.20 Art education aims to think, learn and experience about yourself and the surrounding and develop creativity with various work of art.</p>

See more in **Appendix 3**

## More about Output 4; Selection of Best Practices

Finally we present the list of working days in Output 4 and the Gantt chart, where you can see the period we work with this output.

	p.26-27+30-31 in Application			No. of working days					
Output nr.	Output title	Activity leading organisation	Staff	BELGIUM	GREECE	ITALY	SWEDEN	U.K.	
4	Selection of Case Studies to Identify the Best Practices	International Yehudi Menuhin Foundation aisbl	Teachers/trainers/researchers	28	4	8	8	8	56
4	Selection of Case Studies to Identify the Best Practices	International Yehudi Menuhin Foundation aisbl	Technicians	16	1	4	4	4	29
							TOTAL		85



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PROJECT TIMETABLE																																						
	MONTHS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36	
Project activity*																																						
A1 Coordination																																						
A2 Monitoring																																						
A3 Quality Assurance																																						
A4 Dissemination																																						
O1																																						
O2																																						
O3																																						
O4																																						
O5																																						
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E6																																						
C1																																						
C2																																						
C3																																						
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Please insert rows as needed

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

## 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)**

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## 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 Kåkar 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
Is some homemade food Quite moderately fresh	Varje gång man blir mätt Mera maaat hålls ner Varje dag en ny rätt
Every time one becomes full More food is poured down	Genom luuckan –slängs hit ner Bränd mat får vi ofta
Every day a new meal	Mjölken deen är sur
Through the opening , thrown down here Burnt food, we often get	Det mesta smakar kofta luktar möögel-kultur Tänk att nån gång Få saftig oxfilè File`mignon Eller fläskkarrè AAAAAA...
The milk is sour indeed	Här i komposten Är husmannakosten Ganska måttligt fräsch Här i kompoosten!!!!
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	

*Appendix 1 Text to Waste Sorting Musical*

*Appendix 2 Songs in Waste Sorting Musical*

*Appendix 3 Compared full Teacher's Guides from our Best Examples*