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HANDBOOK

IO3 e-ARTinED

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ABSTRACT

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.

PHOTO

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.

Link to the e-ARTinED Repository

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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.

Insert footnote: 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
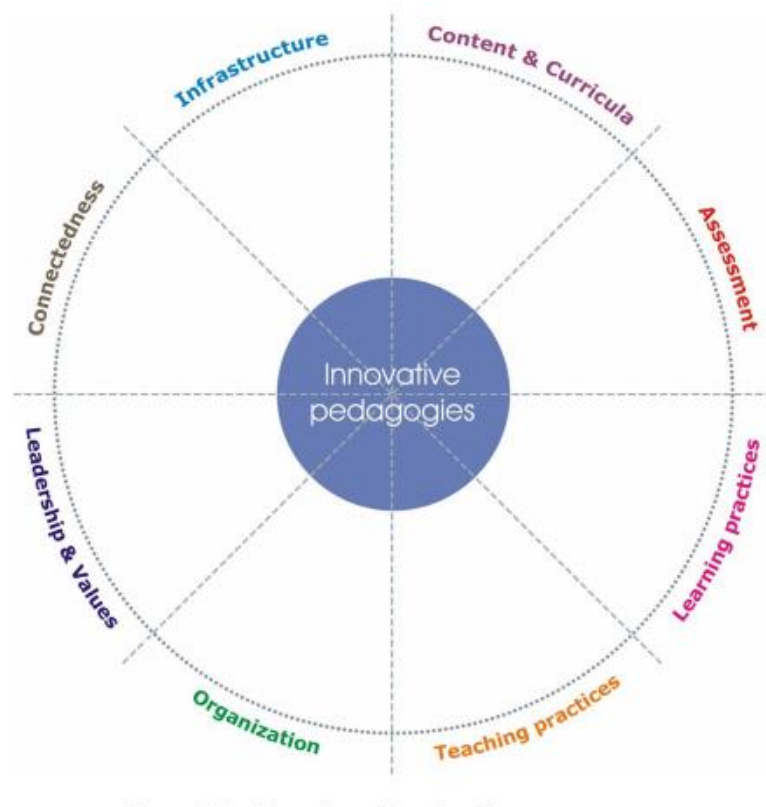
The creative classroom model and its 8 dimensions provide a complete model for the possible future shape of education that **encourages the provision of inclusive education by** including all pupils in quality education from an early age; supporting pupils and students according to their individual needs. 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 were dynamic change is constant and students are taught how to be creative and autonomous learners.

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.

EARNING-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.

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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.

<u>Starting point</u>

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 needs 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.

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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 inwood 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.

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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.

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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.

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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.

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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.

BEST PRACTICES FROM E-ARTINED

The Best Practices are based on children's and teachers' experiences gained during the e-ARTinED pilot activities 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 institutions engaged in the project. A section is dedicated to practices elaborated and tested by the teachers who participated in the eARTinED training course.

PRACTICES CREATED DURING THE E-ARTINED ONLINE TRAINING COURSE BY THE PARTICIPANTS SEE OUTPUT 4