

## **E-ARTinED Background Report on Using the Arts to Promote Social Inclusion within Children's Primary School Education**

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*".....I have come to sow seeds of peace and mutual respect in your schools, to protect your children from the false embraces of extremists, exclusive attitudes, and the hideous carnage of hurt and fear. I have come to build trust between you .....*

*.....My ambition is that your children may take pride and joy in the many rich cultures which belong to them and to all of you, and by song and dance to come closer to each other's heart and soul ..."*

*From Lord Menuhin's speech given before the concert for the creation of the Europe of Cultures, Sarajevo, 12<sup>th</sup> October 1996*

### **Social Inclusion**

Our society is characterized by people of different cultures and speaking different languages who live together and bring to the communities where they live different and sometimes unknown cultural traditions and values. It is a common and shared interest for all the people living in the same community to be conscious of their identities, aware of their past and nurture a respectful attitude towards the different cultures. Knowledge and respect of the others are basic attitudes for living in dignity and in peace in a pluralistic world where different belief systems and values need to be recognized and accepted on equal bases.

The current flow of refugees into Europe is not new but what is unprecedented is the risks of terrorism and the social problems connected with the high unemployment percentage among the young people. Especially these two factors are responsible for social tensions and do not allow to consider migration as an opportunity and a resource for our economies.

We are aware that social problems, racial discrimination leading to violence and racism are very often based on ignorance and misunderstanding and lot of work is on-going at political and economic level to remove social barriers and to evaluate the contribution that culture, art and heritage can give to create a more inclusive society based on 'culture citizenship' (Andrew & Gattinger, 2005).

It is proven that cultural participation determines a better social integration of people and contributes to create a more democratic society. and "one of the consequence of the dynamics and diversity of social culture is an irresistible process of change" (Winner, Goldstein, Lancrin, 2013). The Montreal workshop on "What are the social effects of participation in arts and heritage?" (Stanley, 2004) concluded that culture permeates social, economic, and political actions and cultural participation enhances social understanding, promotes identity formation, modifies values, builds social cohesion, and fosters community development and civic participation.

Social inclusion entails enabling full participation in community life, part of which is engagement with the arts and diversity of cultural expression. Social inclusion entails 'an inclusive environment where individuals from diverse cultural backgrounds are given an opportunity to participate in and contribute towards the socio-economic development of society.' (Chavez and Weisinger, 2008)

## **Intercultural education at school**

Intercultural education has its foundation in a vision at political level and in adequate methods of teaching and learning at school level. Focusing on the school level there is the necessity to provide a response to an increasing trend of racial intolerance towards children of migrants origins and children belonging to national ethnic minorities and improve academic performances of students that are characterized by problems of early school leaving, language barriers and lack of intercultural dialogue.

It is also important to address the teachers' need and provide them with adequate training activities for gaining the skills to allow an equitable interaction of diverse cultures in the class thus to generate dialogue, tolerance and mutual respect. The children learn in different situation, they learn from peers and from their parents, they learn by interacting with things and helping the others. Piaget defined play as a natural and inherent characteristic of individuals across cultures, asserting that children respond spontaneously to game-like activities (de Menlendez & V. Osterbag, 1997). Art activities can become an opportunity to create cooperation among groups of children and promote the ideas of acceptance, sharing ideas and the ability to work in team..

For these reasons the ability of the teachers to use appropriate approaches and select specific topics is very important especially in a multilingual class. Comparing languages and their cultural implications, using non-verbal communication and artistic activities to teach fundamental subjects such as history, geography, natural science and languages can contribute to develop the intercultural perspective in education and a better school environment..

## **ART as a form of educational, social and cultural inclusion at school**

Art can create new relationship with the external world, and reveal new connections among people and communities and give everybody a chance to improve self-esteem and self-confidence leading towards better learning opportunities and mutual beneficial attitudes (Larsen,2003).

Nowadays initiatives of art integration are increasing. A growing number of teachers, educators, parents, local authorities and national education policy makers are aware that through the use of the arts in the classroom it is possible to teach any subject, to provide a learning environment where group collaboration and inclusion can thrive, the joy of learning is enhanced and teachers experience effective co-learning with the students.

In the e-ARTinED Repository are some examples of valuable initiatives and among the most important ones that emphasizes the importance of dialogue and interaction between different cultures of marginalized groups of children and develop creativity and imagination through the practices of the arts for promoting tolerance and multiculturalism in school environment is the MUS-E programme created by the great violinist Yehudi Menuhin.

Inspired by the educational principles in musical education developed by Zoltán Kodály (1882-1967) Yehudi Menuhin extended Kodály's concept and adapted it to the realities of multiculturalism. The cornerstone of this programme is to consider the arts as a part of general education which all must access.

The MUS-E programme is coordinated by the International Yehudi Menuhin Foundation and it is active in 13 European and non-European countries involving 450.000 children.

**The main principles of the MUS-E programme are:**

- Art makes a decisive contribution to the intellectual, aesthetic and social development of a person.
- Art develops the personal ability to overcome difficulties and transcend them, drawing additional strengths from them.
- The practice of art is a source of access to knowledge; rooted in experience, it boosts the pleasure of discovery, curiosity, interest and access to other types of knowledge.
- Art in general, and singing and dancing in particular, reconnects the body with the spirit and the spirit with the body, while reconnecting emotions with the mind and the mind with emotions.
- Artistic expression generates new relationships with ourselves and the outside world.
- Discovering traditions from their region of origin helps children rediscover their own cultural heritage, sometimes forgotten in migratory situations.
- Art creates links between an individual and different cultures. Artistic creation contributes to shaping a common culture and reinforces the feeling of belonging.
- Art is a tool for developing self-respect and respect for others.
- Art can contribute to the development of social dynamics

**Art changes lives for the better:**

- Closing the achievement gap
- Making learning fun
- A strategy that is easy to implement – (all social levels) (Rabkin & Redmont, 2005)
- Students gain (Deasy & Stevenson 2005) :
  - Increased concentration
  - Better communication and cooperation
  - Higher comprehension
  - More self-esteem

- Improvement of school achievement
- The arts make students want to learn.

Art is a tool for equipping students with knowledge and skills across the curriculum to stimulate cognitive development and encourage innovative and creative thinking, inventiveness and critical skills, “reflecting the belief that there are many kinds of intelligence and a number of ways of learning” (Unesco Arts Education and Creativity, 2006)

**Artists and teachers in the e-ARTinED classes:**

This section will be completed at the end of the piloting period and it is dedicated to collect the feedback of teachers and artists involved in the project activities.

*When we learn to recognize...“the infinite extent of our relations” we can trace the strands of mutually supportive life and discover there the glittering jewels of our global neighbors”*

Daisaku Ikeda (1996)

## Examples of Practices:

Six examples of practices that refer to the use of arts to promote social inclusion and teach curricular subjects from Mathematics, Science, Literature, Foreign Language, History, and Geography.

### Art and Mathematics

**Title:** Your home: a common story

**Age:** 7-11

**Aim:** This activity enables participants to understand that everyone has different perceptions and understandings what the house means in the different cultures while developing geometric thinking, spatial relations and support children's ability in math. Developing social and emotional interaction skills and problem solving ability using visual models to support math learning.

#### Process:

- 1) The teacher introduces the idea of the activity and presents to the children some videos about building cardboard –box-house. The videos will be selected depending on the age of the children. The teacher can use the videos available in this lesson plan or other videos that can find easily on the web. If the children are small it is recommended to use for this activity small cereals boxes.
- 2) After a brainstorming that will enable the teacher to identify affinities among the children they will be placed in groups of 3 or 5.
- 3) The children divided in groups will do a simple design of the house they wish to build and how tall and wide the house will be. The children will be asked to look for and bring the cardboard-boxes and cardboard tubes necessary for building the house at school.
- 4) The construction phase starts: based on the drawings the children establish the height and the floor plan, make sure there is enough cardboard to cover the height, width and roof and use the tape to fix the end flaps together.
- 5) Make the corners with the cardboard tubes to add strength to the house. The tubes should be of the same height as the house corners. Long tubes need to be cut down or shorter ones need to be taped together.
- 6) Use the cardboard tubes to create the ceiling beams.
- 7) Create the windows and the doors, tape the inside and outside.
- 8) Prepare the roof.
- 9) The structure is now finished and it is time to draw the main features of the house with a marker pen.
- 10) Decorate and customize the new house.

#### Materials required :

- Interactive whiteboard and internet, white A4 papers, pencils of different colors
- Corrugated cardboard in a variety of sizes. While you don't need a major appliance box, try to find some fairly large pieces (or boxes that flatten out large).

- Cardboard tubes. If you can't find them, you can make rolls from some of the other flat cardboard.
- Cutting knife or box cutter *Caution:* only adults should handle the knife and do the cutting.
- Tape. It's good to match the color of your cardboard if possible.
- Marker pens
- White paper A4, metal rules, pens, pencils, paints, sticky notes, etc. Anything else that you might use for decoration

**Suggested video for activity with children 6-7 years old:**

<https://www.youtube.com/watch?v=i0Kjzviprwk>

**Suggested video and resources fro children 8-11 years old**

<https://www.youtube.com/watch?v=ZGIFtwl0xJ4>

<https://www.pinterest.com/explore/cardboard-box-houses/>

**Origami furniture**

<http://www.origami-make.org/howto-origami-furniture.php>

<https://www.pinterest.com/explore/origami-furniture/>

**Suggested duration:** It will take about one session of 45' for brainstorming about the house to be built and a second session of 45' to assemble the houses. Thereafter the decoration and the play can be endless and other group activities can be created: i.e. a cultural analysis of roles and tasks of the different the members of the family in the different cultures.

**Expected outcomes:** By the end of this activity participants will be able to know different types of houses and connect them to the cultures they represent while developing social and emotional interaction skills by reasoning, representing and communicating with their peers sharing different cultural experiences and values.

Working in groups the children will adapt quickly to situations requiring self-presentation and sharing of ideas. The children will identify and define geometrical figures and their measures. They will be able to express visual and spatial thinking and be creative working in group.

**Drama and Science**

**Title:** The Milky Way

**Age:** 9-11

**Aim:** Learning science through the myths of the Milky Way and let the students to invent their own constellation myths. Promoting in children the need to enjoy the world and become passionate about it. Increasing of science observation skills.

### Process:

- 1) The teachers introduce the Milky Way to the children using one of the educational videos available on Youtube i.e.: <https://www.youtube.com/watch?v=1pFTdEApM0s>
- 2) Brainstorming in the class to find out more stories and myths about the Milky Way and trying to find out what the student are particularly interested in learning from their peers coming from other countries.
- 3) Depending on which culture the students are interested in the teacher will ask the children to draw the story of the Milky Way they have selected.
- 4) At the end of the session the teacher will assign to the pupils as home-work to look at the stars at least twice in the next 5 days.
- 5) During the second session the teacher will shortly remind the work done during and will ask the children to create a drawing with their own constellation.
- 6) The children divided in groups and supported by the drawings will shape with their bodies the different constellations created by their peers.
- 7) The story of each constellation can be further developed and dramatized during a third session

### Materials required:

Interactive whiteboard and internet connection, white A4 papers, pencils of different colors

#### Materials in English Language

<http://sciencepoems.net/sciencepoems/milkyway.aspx#.V7woUJh96M8>

[http://www.native-science.net/Milky\\_Way\\_Myths.htm](http://www.native-science.net/Milky_Way_Myths.htm)

#### Materials in Italian language

IT: <http://www.ilquorum.it/la-via-lattea-tra-poesia-e-scienza/>

**Teacher's skills:** No special skills required

**Suggested duration:** 3 sessions of 45' each

**Expected outcomes:** Students will get curiosity in science and in the history of mankind and will find out that the Milky Way is common to different cultures.

Students will improve team working skills and inquiry skills such as questioning and focusing their curiosity in what science is for the human kind.

### Reading and dance

**Title:** Dance a story

**Age:** 6-11

**Aim:** Learning new facts and information about traditions and cultures, helping children to understand differences between cultures.

### Process:

- 1) The teacher asks the children to bring at school a short story of their country with one or two main characters.
- 2) The teacher reads carefully the story and does some preparatory work i.e. prepare the questions for the children.
- 3) The children sit down in a comfortable way and the teacher reads slowly the story.

- 4) At the end of the story the teacher links the story to related cultural topics and asks questions about the story characters: how and where they are living in the story and what they are doing.
- 5) The teacher asks the children to add their inputs to the story to make the story more cheerful. ( The main aim is the engagement of all the children in the class)
- 6) Brainstorming session
- 7) After a brainstorming session the children come up with some ideas to modify the original story and to make a new story.
- 8) Creating a basic story board.
- 9) The teachers and the children create a simple choreography to represent the new story.
- 10) A final performance can be organized for a school event (This activity is not compulsory).

**Materials required:** Internet access for accessing on-line videos, educational resources and music, A4 papers and pencils

**Teacher's skills:** No special skills required

**Suggested duration:** 1 preparatory session and 2 sessions of 45'. More sessions are needed in case of a final performance

**Expected outcomes:** After this activity the children will get new information and more awareness of different cultures and traditions, reading and writing skills will be promoted, and artistic and movement skills will be developed. Children's creative thinking will be increased and children's self-esteem will be improved through theatre and drama scheme.

### **Foreign Language and lyrics**

**Title:** Trees, trees, trees

**Age:** 6-9

**Aim:** This lyric can be used as starting point to observe and learn about the natural environment where the children are living. Learners of English as a second language will gain basic and simple vocabulary (word and present verb) about nature.

### **Process**

- 1) The teacher presents to the students the selected lyric and asks the students to listen the song for the first time.
- 2) The students are sitting in a circle and the teacher asks the children to listen the song for the second time and to accompany the song with corporal movements.
- 3) The teacher observes if the children make properly the gestures in order to discover if they have understood the sense of the English words
- 4) The teacher stops the song in the middle of the first verse and asks the children to guess the next two words, so successively till the students have memorized all the song.

**Materials required:** Internet access for accessing the on-line educational resources:



[http://sciencepoems.net/sciencesongs/treeAudio.aspx#.V7y\\_WJh96M8](http://sciencepoems.net/sciencesongs/treeAudio.aspx#.V7y_WJh96M8)

**Teacher's skills:** No special skills required

**Suggested duration:** One session of 45 minutes

**Expected outcomes:** Assimilation of common L2 vocabulary, memorization of L2 words and right pronunciation, interpretation of rhythm, coordination of movements together with active and positive attention and audition.

## **Painting and History\***

**Title:** Travelling with Roma

**Age:** 6-11

**Aim:** Providing an overview on Roma history (travels from India) and tradition to the children by combining disciplines and art forms such history, drawing and painting. Presenting the story of Roma people like an attracting and inspiring way of seeing things.

### **Process:**

- 1) The teacher presents to the children the history of the journey of the Roma people on the maps indicating also the historical period.
- 2) Warm up games/discussion: an informal discussion of Roma origins and customs supported by some videos and music.
- 3) Collective creation: children are sitting in pairs and outline a long road by joining two A3 –drawing-papers.
- 4) Children makes the background story and talk about habits and customs in different ages of the Roma population. This step is about sharing
- 5) Then separately everybody deals with a piece of road and draws some activities in a specific country and period of the Roma travel towards Europe.
- 6) Collective creation: children finalized their works and prepare the final pictures ( drawings and paintings) for an exhibition
- 7) Final exhibition for the end of the school year ( This activity is not compulsory)

**Materials required:** Paint, brushes, A3 drawing-papers, colored pencils, a video and internet connection to show the map of the Roma migration from India to Europe.

• Prepared maps of India, Europe and the migration of Roma (moving from India to west)

**History of Roma and the , map of migration:**

<http://romafacts.uni-graz.at/index.php/history/pre-european-history-first-migration-from-central-india-to-byzantium/from-india-to-europe>

**Map of India:**

<http://www.worldatlas.com/webimage/countrys/asia/in.htm>

**Map of Europe:**

<http://www.mapsofworld.com/europe/>

**Teacher's skills:** No specific skills are required for this activity.

**Suggested duration:** 3 sessions of 45 minutes

**Expected outcomes:** Good collaboration between teachers and children, through the “journey” the children understand the history of the Roma people and how activities changed until Roma arrived to Europe from India. Children wide their cultural perspectives.

\*This lesson plan is dedicated to Roma Tradition and History

## **Music and Geography**

**Title:** Guess the country

**Age:** 9-11

**Aim:** To help migrant children to better communicate with their peers, to explain basic geographical data and increase awareness about European and non-European countries using music and dance. To introduce children different music pieces and let them work with their imagination, support creativity and talents and develop interest in the music and dance.

### **Process**

1. The teacher shows the countries of origin of the migrant children present in the class supported by images and with the use of a map points out the country and the country’s name ( As alternative the teachers can ask the children to point out the country after he/she shows the pictures).
2. The children listen music pieces coming from different countries
3. Children are asked what the music made them think of, which emotions would the music elicits, if the music suggests any image... (Discussion on the music listening).
4. The teacher asks the children to guess the country where the music is originated from.
5. When the children give the right answer the teacher invites the children to clap the rhythm of the music pieces along with the music playing.
6. Children are invited to start improvising a dance. Students, facilitated by the teacher through a scaffolding process, create a dance choreography based on the different countries and cultures.

**Materials required:** Map of the world, images of the countries identified on the map, music pieces of the different countries included the country of origin of the migrant children on mp3 or music CDs, hi-fi systems or computer with loudspeakers and internet connection.

**Teacher’s skills:** No special skills required.

**Suggested duration:** 2 sessions of 45’ minutes.

**Expected outcomes:** At the end of this activity the students will have acquired knowledge of the different countries in the world together with music and historical/geographic notions. Students will have shared emotions and practiced listening skills (listening to the music and to each other) and will have learnt to share their creativity through carrying out a dance choreography.

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