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InCrea+ Project

“Inclusive CREATivity through educational artmaking”

Project Ref. No. 2020-1-LT01-KA227-SCH-094736

Additional Curriculum Activities



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Project's main information

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Project partners:

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- Kauno Juozo Grušo meno gimnazija, Kaunas (Lithuania).
- Università degli Studi di Padova, Padova (Italy).
- Besime Özderici Ortaokulu, Melikgazi (Turkey).
- Trakų rajono savivaldybės pedagoginė psichologinė tarnyba, Trakai (Lithuania).
- Associació Meraki Projectes de València, Valencia (Spain)

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Website and social media

Website: <https://increaplus.eu/>

Facebook: <https://www.facebook.com/InCreaplus/>

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ADDITIONAL ACTIVITIES and SUGGESTIONS COMING FROM PARTICIPANTS

The following document was created to gather suggestions and additional activities proposed by the teachers who participated in InCrea+ as associated partners or as participant in training and testing activities. Their contributions, based on their experience in the project and in line with its aim and objectives, are a valuable addition to the InCrea+ results. Moreover, this document demonstrates the great interest that the project and its aims have aroused in the participants of the activities.

ACTIVITY 1: Artistic activity combining visual arts and storytelling

TITLE	An artistic activity combining visual arts and storytelling
GOAL	Support the integration of students, experiencing challenges and making them seen and involved within the class and the wider school community.
ART DOMAIN	Visual art / Storytelling
DURATION	60 minutes per session for a minimum of 3 or 4 sessions
STEP BY STEP INSTRUCTIONS	<p>Form a group of children – the size of a class (20-25 children). It could also be one whole class.</p> <p>Start with some theatre activities and exercises, which the children will need to become more confident with speaking and expressing themselves. This can be the first session – 1 hour.</p> <p>Continue with a drawing session, which will involve the children to draw little stones and write inclusion messages on them. Another 1-hour session, including the discussion on the messages, led by the teacher.</p> <p>A session combining improvised chain story creation and physical theatre (including dancing) will help the children to become comfortable with speaking their mind before their peers and the teacher, creating stories of their own and moving. This will take place during another 1-hour session.</p> <p>After this session the stones will be hidden in the park.</p> <p>On June 1st the children will search for the stones and will have to create stories for goodness around the messages on the stones they have discovered.</p> <p>Ideally, children from classes of all the teachers who participated in the first training with the InCrea+ programme in Plovdiv, can organize an independent fair “Stand by me” with all their creations and stories, to share among themselves and the community the fair is taking place in.</p>
MATERIALS & ADDITIONAL RESOURCES	<p>Paints or markers for the stones, stones with shapes and sizes that allow them to be worked with and hidden.</p> <p>Paper to write stories on.</p> <p>Room where to dance and improvise.</p> <p>Prompts for the theatrical exercises and games – chairs, scarfs, costumes, glasses, wigs, colourful objects, etc.</p>
EVALUATION	<p>(3 questions related to the GOAL: Has the goal been achieved or not? To what extent?)</p> <ul style="list-style-type: none"> • To what extent are students with various challenges included in the story making workshops? • What attitude and relations changes are observed among students with various challenges? • What were the dynamics among the group of children on the day/s of

	<p>implementation of the activity?</p> <ul style="list-style-type: none"> What performance, education advancement changes are observed among students with various challenges?
SOURCE	Mariyana Gagova, "Nikola Vaptsarov" secondary school, Silistra

ACTIVITY 2: MUSIC ATERLIER

TITLE	Music Atelier
FOCUS	<p>Inclusion challenges: socio-cultural, multicultural, physical</p> <p>Life skills: empathy, creative thinking, emotion management, interpersonal relationship skills, self-awareness</p>
ART DOMAIN	<p>Music and drawing</p> <p>Performance art - Folk dance</p> <p>Performance art - Body expression</p>
GOAL	The activity aims to support the inclusion of all pupils through music. Participants will be supported recognizing and expressing their own emotions and those of their peers: They will discover the role of music as a means of getting to know different cultures: They will experience gestures associated with sounds as possibilities for everyone.
ARTICULATION OF THE GOAL	<p>PART A: the activity starts with participants representing the emotions they felt while listening to the pieces of music.</p> <p>They will learn to describe:</p> <ul style="list-style-type: none"> - what they discovered about themselves that make them unique - what they discovered they had in common with their classmates - what they think about convey positive individual differences - what the music allowed them to express <p>PART B: participants listen to pieces of music belonging to different cultures and learn the steps of a folkdance steps.</p> <p>They will learn to describe:</p> <ul style="list-style-type: none"> - what they discovered about their companions - the positive emotions they felt while dancing - the actions they could do when meeting a boy or girl of their age just arrived in their place to make him/her feel part of the group - the lessons they take with them into the future (elements conveying a positive conception of intercultural differences) <p>PART C: participants experienced different body movements and participate in the construction of the group choreography.</p> <p>They will learn to describe:</p> <ul style="list-style-type: none"> - what could be the barriers to body movement - the positive emotions they felt while experiencing the movement - some strategies they can use to overcome the obstacles to movement

<p>STEP BY STEP INSTRUCTIONS</p>	<p>Part A: drawing music.</p> <p>STEP 1: Participants, guided by the teacher, prepare an accordion-type sketchbook in which sound impressions will be collected through the graphic activity such as collage, writing, drawing, painting.</p> <p>STEP 2: The teacher prepares pieces for listening and explains they will have to draw/paint, on separate pages of their sketchbook, the emotions they feel while listening to the different tracks. Everyone will be free to express their emotions as they prefer (with words, drawings...).</p> <p>STEP 3: Final feedback activity: everyone decides what to share with the group on the work done and their emotions at the moment. *Part A is repeated in several sessions.</p> <p>STEP 4: The students will repeat the activity in group (collective work of gestures linked to rhythm with pre-established rules of respect for everyone's contribution). A large sheet will be used on which everyone can represent their mood. The teacher makes the rules explicit (e.g.: decide on shifts, stipulate that the performance activity should involve a maximum of 2 children at the same time, etc.).</p> <p>STEP 5: Final feedback activity: students decide what to share with the group about the work done and his/her emotions at the moment.</p> <p>Part B: Music and dances from the world</p> <p>STEP 1 Teachers invite pupils to share how they feel. They are also asked to express whether there have been any 'disturbing' events (at home, at school or in other contexts) that could affect their attention or performance during the activity.</p> <p>STEP 2 Listening to music and traditional dances from a country or region of the world.</p> <p>STEP 3 Teacher proposes a short step sequence of a very simple folk dance to the class and asks the boys and girls to repeat and learn it.</p> <p>STEP 4 Feedback activity: students can say/express how they feel at that moment, and what differences they notice compared with what they felt at the beginning of the session.</p> <p>Part C: Body Alphabet</p> <p>STEP 1 Gentle warm-up Show some videos that increase reflection on the possibilities and obstacles the body may face in moving (e.g., Paralympics)</p> <p>STEP 2 The teacher explains that when the music is turned on they can move freely and experience the different possibilities of movement of their bodies.</p> <p>STEP 3 Each pupil is asked to identify one or two gestures that they have experienced, which will be used to compose a class choreography.</p> <p>STEP 4</p>
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	Final feedback activity: students can say/express how they feel at that moment and include it in their sketchbook (see part A).
UDL CONTRIBUTION	<p>Strategies for involvement: Provide an initial moment where the activity is explained to the boys and girls to motivate and involve them more. Bring objects/musical instruments belonging to the culture you decide to learn about, involve people from that area.</p> <p>Strategies for understanding: Show steps, use videos, give a sheet with instructions that each boy and girl can keep with them during the exercise...</p> <p>Strategies for action and expression: Adapt some steps/movements so that they can be performed by wheelchair users. Provide individual moments or director/choreographer roles for those who are embarrassed to perform the dance. They can share final feedback using different channels.</p>
SETTING	<ul style="list-style-type: none"> Setting: classroom and laboratory with tables prepared for working both individually and in groups. Possibility of moving the desks to create a free space in which to move around. The social context: school
MATERIALS ADDITIONAL RESOURCES	<ul style="list-style-type: none"> Materials <p>Music tracks for Part A: CLOUDSCAPE (4'41) by Philip Glass THE RETURN OF THE MAGIC HORSES (5'05) by Taraf De Hidouks MIRADOURO DE SANTA CATARINA (4'11) by Madredeus LOS VESTIDOS DESGARRADOS (2'33) by Alberto Iglesias</p> <p>Videos for parts B and C: Video: https://www.youtube.com/watch?v=zsXOehynKJ8 Video: https://www.youtube.com/watch?v=XCdSlkQqAmE https://www.youtube.com/watch?v=B9FzVhw8_bY</p> <p>Other materials: Listening box and input devices Pre-cut sheets for making the booklet Coloured pencils, crayons or water colours. Ink pens. Glue and scissors. Magazines or cut-out pictures. Mats Comfortable clothing</p>
DURATION	Multiple one-hour sessions
The InCrea+ Book of changes	<p>Learning evaluation See mastery criteria above.</p> <p>Reflective questions for participants:</p> <p>Part A: -During this activity, what did you discover about yourself that makes you unique or one of a kind? -What did you discover that you have in common with others? -Today you discovered that.... -Music therefore can be a good means for...</p>

	<p>Part B</p> <ul style="list-style-type: none"> -What aspects you didn't know before and discovered about your companions? - What positive emotions did you feel while dancing with your classmates? - If you meet a boy or girl of your age coming to your place for the first time, what could you do to make him/her feel part of the group? - What lessons do you take with you for the future? <p>Part C:</p> <ul style="list-style-type: none"> - In your opinion, what can hinder a body in its movement? - What emotions did you feel while experiencing the movement of your body? - How can barriers be overcome? - Music together with movement allowed me to... <p>Reflective questions for the trainers:</p> <ul style="list-style-type: none"> -Did all the boys and girls actively participate in the activity? -Did all the boys and girls share their experience at least once? -What did they express regarding inclusion? -What changes do you notice in the group as regarding inclusion, life skills and artmaking?
SOURCE	Valeria Cozzarini e Silvia Silvan (ef.: valeria.cozzarini@icgrimani.edu.it)