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Flood & Flights

Workshop focusing on an aesthetic learning process for 10 - 12 years old learners in which children are invited to express with drama, movement, music, visual arts what they feel and how they would react in a flooded city.



Goals of the workshop:

- Multimodal activity: the pupils frame the concepts of 'flooding' and 'fleeing' by focusing on tactile, emotional and auditory feeling.
- Divergent thinking: the pupils create a flooded city with recycling material, write a slam about flood and flee, perform dance movements to a rhythm of water, imagine a reaction to a flood with drama. The pupils can articulate their role and choices in the creative process.
- Communication & collaboration: the pupils work together towards a common goal for a multidisciplinary presentation of 'flood and flee'.
- Emotional climate: focus on positive expression and praise, teachers and children are actively involved.

Main strategies:

- LGt: language goal teacher
- LGs: language goal student

Duration:

250 minutes (5x 50 min)

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Description of the activities, including timing:

Activity 1a:

Feel and hear water (5 min)

The pupils frame the concepts of 'flooding' and 'fleeing' by focusing on tactile, emotional and auditory feeling. The pupils are welcomed in the classroom and stand in a circle. The children close their eyes and the teacher goes around with jars of water. Small drops of water drip on the palm of their hands.

→ LGt: non-verbal communication: to create a secure context to set the mood and make children feel at ease; to focus on sensorial feeling using drops of water, no words.

→ LGs: affective strategies: taking emotional temperature by listening to your body.

INSTRUCTION: (visualizing with gestures and objects)

Close your eyes and open your hands. What do you feel?

What do you think is in it?

Do you think it's '...'? Do you feel something else?

What do you think when you feel this?

The pupils close their eyes again and listen to different sounds of water, from drips of water to flood.

Children are encouraged to create similar sounds with their body and voice, and explore the theme of water. Teachers stimulate children to associate universal words and onomatopoeia words, e.g. produce the sound of water, like 'splash', 'sip', to focus on connection, what brings us together. Teachers notice if ideas presented by children are clear to all students. They visualize new key vocabulary if necessary.



Figure 1: Maité Knaepen (PXL-Education), Eva Schrooten (PXL-MAD) en Katrien Braet (PXL-Music) interacting with children of Europaschool Genk.

Sounds of water:

<https://www.youtube.com/watch?v=86vqlfqlIMXY>

<https://www.youtube.com/watch?v=jkLRith2wcc>

<https://www.youtube.com/watch?v=ja8pA2BORR4>

<https://www.youtube.com/watch?v=3jpyXRg8vqc>

→ LGt: non-verbal communication: embodied cognition: to focus on sensorial feeling using music, motor actions, pictures, videos. Eventually employing action: gestures, body language, facial expression, actions created by teacher can be re-used by student to perform motor actions.

→ LGs: affective strategies: taking emotional temperature by listening to the sounds and metacognitive strategies: centering your learning by paying attention and identifying the purpose of the activity.

INSTRUCTION: (visualizing with gestures and objects)

What do you hear?

Did anyone hear anything else? What did you hear?

What do you think when you hear this? Why do you think about this?

Who thinks of anything else? What makes you think that?

Activity 1b:

observe art works about water (10min)

Illustrations of art work are presented in the circle. There are famous paintings and prints that can be connected to water, such as works of Hokusai, Géricault, Turner, Monet and other (local and/or contemporary) artists. There is also very interesting work by Bill Viola (video). Using this input the children can be inspired to obtain an aesthetic approach to water rooted in sensory and emotive experience. Children are encouraged to link this to ideas based on personal experiences and associate different ideas. Teachers notice if ideas presented by children are clear to all peer students. They ask children to explain their ideas to their friends.

Artists:

Bill Viola - 'Artists who use water in their art' (video)

Théodore Géricault - 'A Balsa da Medusa' (painting)

Katsushika Hokusai - 'The Great Wave off Kanagawa' (painting)

Other paintings about the theme 'flood'

INSTRUCTION: (visualizing with gestures, illustrations, video)

What do you feel when you see this picture?

What happened? How do they feel? Why?

Do you understand? What would you feel? What would you do? Who would do something else?

Have you experienced a similar situation? Did you also feel like this? What did you do?

What is a flood? What do you think of when you use the word 'flood'?

What is the cause of a flood? What happens to humans when there is a flood?

Activity 1c:

Move like water, waves (20min)

Children listen to sounds of water and move like water, on the waves. The music motivates children to move.

PHASE 1.

Free movement in space, fast / slow, without touching / harming each other. Sprinkles of water, raining, angry water, flood.

Grouping: individual (2 min)

PHASE 2.

Free movement in space in pairs, two children move on the water and touch each other (while moving) with one specific part of the body: hand, elbow, shoulder, knee, head. Grouping: in pairs (2 min).

PHASE 3.

Free movement in space in small groups of 4 children. Question: how to link the hypnosis game to water / flood?

Grouping: groups of 4 pupils (2 min).

PHASE 4a.

Children imagine the flood leads them to land. Link movement to drama. Pupils start walking in muddy area, slippery ground, bushes thorns. Children walk through water with very strong flowing, not deep stream, swim in a beautiful sea. (4 min)

Mud is where life starts in all religions.

PHASE 5.

Reflection visual, tactile, kinesthetic, emotional and auditory feeling. (10 min)

→ LGt: non-verbal communication: embodied cognition: to focus on sensorial feeling using music, motor actions, pictures, videos.

→ LGs: constructing meaning ; metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea quickly analyzing expressions while receiving messages, memory strategies: creating mental linkages and applying images, employing action. Affective strategies: taking emotional temperature by listening to the sounds and metacognitive strategies: centering your learning by paying attention and identifying the purpose of the activity.

INSTRUCTION: (visualizing with gestures and authentic materials) Focus on storytelling!

If there is 'a lot of water', how would you move in the water, on the waves?

How would you move if you feel sprinkles of water, rain, angry water, flood?

How would you move if you are connected to your friend with a hand, an elbow, a shoulder, a knee, your heads?

Could you make groups with four friends? Could you explore the movements of a wave?

How would you move in muddy area, a slippery ground, moving on bushes of thorns?

What happened? What did you experience? How do you feel? Why?

Activity 1d:

Listen to contemporary music about water (10min)

Children sit down in a circle. They listen to contemporary music about water and link it to daily life of children.

Artists:

Alex Cottenham – ‘The water cycle Rap Song’

<https://www.youtube.com/watch?v=yNW1evt93e4>

→ LGt: non-verbal communication: embodied cognition: to focus on sensorial feeling using music, motor actions. Focus on language comprehension, introducing the key vocabulary based on the ideas of the children. Visualizing instructions with authentic materials, gestures, facial expression, intonation and making sounds; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials, gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well.

→ LGs: constructing meaning ; metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea quickly analyzing expressions while receiving messages, memory strategies: creating mental linkages and applying images, employing action. Affective strategies: taking emotional temperature by listening to the sounds and metacognitive strategies: centering your learning by paying attention and identifying the purpose of the activity.

INSTRUCTION: (visualizing with gestures and authentic materials) Focus on storytelling!

Listen to the song. Try to understand the song. It's ok if you do not understand all words.

What do you hear?

Did anyone hear anything else? What did you hear?

What do you think about when you hear this? Why do you think about this?

Who thinks of anything else? What makes you think that?

What does it mean?

Activity 2:

Choose domains of arts education to create a flooded city (5min)

The pupils decide how they will create a flooded city with recycling material, write a slam about flood and flee, perform dance movements to a rhythm of water, imagine a reaction to a flood with drama. Children are invited to explore this topic in a multidisciplinary workshop of handcraft, dance and movement, music and drama. The pupils are divided in two groups and work in two different corners of the classroom:

- Corner 1: handcraft and drama
- Corner 2: music and dance

Pupils can choose which activities interest them the most.

→ LGt: non-verbal communication: visualizing instructions with authentic materials, gestures, motor actions, facial expression, intonation, speaking sufficiently slowly and articulating well

→ LGs: metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea quickly analyzing expressions while receiving messages

INSTRUCTION: (visualizing with gestures and objects)

In this corner you will create a city with recycled material and you will visualize the waves with dance and movement.

Look at the recycled material. Do you have ideas?

In this corner you will write a rhythmic text about flood and represent flood and flee with drama. Do you have ideas?

Choose your activity. Do you choose handcrafts and dance or music and drama?

Activity 3a:

Create a city after flood (30min)

The pupils work together towards a common goal for a multidisciplinary presentation of 'flood and flee'. They illustrate a city after flood using recycled material. A city can be built with waste (things you would normally throw away) in a bin. They imagine what the city looks like after flood. When they will present the city to their peers, water will be thrown over this city to simulate the effect of a flood. In the two corners something else is created and there is at least one supervisor. This supervisor determines the pace, notices if children need support for peer perspective taking or collaborative problem solving.

→ LGt: focus on language comprehension, introducing the key vocabulary based on the ideas of the children ; non-verbal communication: visualizing instructions with authentic materials, gestures, facial expression, intonation and making sounds; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials, gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well

→ LGs: constructing meaning ; metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea quickly analyzing expressions while receiving messages, memory strategies: creating mental linkages and applying images, employing action.

INSTRUCTION: (visualizing with gestures and authentic materials)

What do you want to build?

Which materials are you going to use to build what you want?

Can you also use other materials?

What else can you build (besides buildings)?

Would you run away from this city?

When we just talked about your experiences with flooding, I also heard an idea about '...'. Are you going to make this, too?



Figure 2: Eva Schrooten (PXL-MAD School of Arts) interacting with children to co-create a city after flood.

Activity 3b:

Dancing the waves (20min)

As soon as the pupils will have created their city in flood, they invent dance movements to represent the waves created by flood. The pupils move like water, waves, flood. Listening to music of water and flood can help them to practice these movements.

PHASE 1.

First you move like water, like the exercises in the first activity.

PHASE 2.

Children dance in pairs. They hold both of their hand in the air, without touching. One child moves the hands, the other one follows the movement. They changes roles. Than both can take the initiative but they do not announce who is the leader.

PHASE 3.

Hypnotic movement. Child 1 holds his hand in front of the face of child 2. Child 1 moves the hand and Child 2 follows. They change roles. Than both children hold one hand in front of the face of the peer and both children move their hands.

→ LGt: idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials, gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well, actions created by teacher can be re-used by student to perform motor actions.

→ LGs: metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea quickly analyzing expressions while receiving messages ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message.

INSTRUCTION: (visualizing with gestures and motor actions)

Listen! What do you hear? What sound do you hear?

Which movements remind you of water?

Which movements remind you of flights?

Can we imitate a flood through dance? How can we do this?

Can we imitate a flight through dance? How can we do it?



Figure 3: Maïté Knaepen (PXL-Education) interacting with children of Europaschool Genk for the drama activity 'dancing the waves'.

Activity 4a:

Write a slam about flood and flee (20min)

The pupils work together towards a common goal writing a slam about flood and flee. The children listen to the sound of water and write down for themselves what they think about 'floods and flights'. Each word comes on a separate small strip of paper. Afterwards, all the papers come together in the middle and all pupils present their words. Links are made between words based on theme, end rhyme and initial letters. Words can belong to different categories. They create a word web.

Teacher helps children to write a rap on a beat about flooding. In group they co-create a rhythmic text and do several try-out to check if the text goes with the rhythm of the beat. When asking pupils questions about their ideas, the teacher gives enough time to think. He encourages children to use the words of the word web or draw ideas if they do not know the words. The teacher doesn't rush answers. Together they reflect on what they are doing. The teacher asks open question to see if there other words left, words they can associate. What is there left? What can you use? Start a natural conversation to stimulate their work and thinking process.

→ LGt: language comprehension recycling key words ; non-verbal communication: limit vocabulary recycling key words children will use for interaction in a naturalistic way; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with children's ideas, drawings, gestures, facial expression, intonation and making sounds; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials, gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well

→ LGs: metacognitive strategies: centering your learning by paying attention and seeking practice opportunities ; affective strategies: lowering your anxiety using music and laughter, encouraging yourself taking risks wisely and rewarding yourself ; memory strategies: creating mental linkages, applying images and sounds and employing action ; cognitive strategies: getting the idea quickly analyzing expressions while receiving and sending messages, practicing by repeating key vocabulary ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message

INSTRUCTION: (visualizing with gestures, drawings and motor actions)

Which words make you think of water? Which words rime?

Can we make a rhythmic text with these words?

Listen to the beat. Can we make a rhythmic text on this beat?

Let's sing our rap. Listen to our rap.



Figure 4: Katrien Braet (PXL-Music) encouraging children of Europaschool Genk to write a slam about flood and flee.

Activity 4b:

Imagine a reaction to a flood with drama (20min)

As soon as the pupils will have written their slam, they imagine how people would react with their body and emotions. They work together towards a common goal portraying people's reaction to a flood and their reaction to each other. The pupils focus on dramatic expression. Listening to music of water and flood can help them to practice these movements.

→ LGt: non-verbal communication: focus on memory strategies employing action: gestures, body language, facial expression, motor actions; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials, gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well

→ LGs: metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea quickly analyzing expressions while receiving messages ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message.

INSTRUCTION: (visualizing with gestures, facial expression, body language and motor actions)

Listen! What do you hear? What sound do you hear?

Which emotions remind you of water, flood and flight?

Imagine there is a flood. You are at the site of the flood. How would you react?

What is your reaction? Imagine how you would react.

Can we represent these emotions through drama? How can we do this?

Can we imitate a flight through drama? How can we do it?

Show each other how you would react.

Can you react in any other way?

Activity 5:

Presenting flood and flee (40min)

When all children are ready, the two groups come together. Normally the two corners don't know from each other what exactly they have done.

The results of the two groups are combined in a 'performance'.

The pupils who chose the music activity perform their rap. The other pupils are the audience and can rework their dance.

The first group of pupils present their creations of a flooded city. Children reflect upon the handcrafts created by their peers using the Visual Thinking Strategies. After the discussion, their city is flooded with water.

The second group presents their slam. Children reflect upon the text.

After the slam children hear the sound of flood. One group starts to make waves with dance and movement to make the other group flight. The children who have to flee, will represent their emotions with drama. These two activities were prepared separately, so it is a surprising effect to combine the two activities. The pupils can articulate their role and choices in the creative process.

Final scene: rappers are making music, there is flood. Help each other while fleeing.

REFLECTION on creative process: ideas, how realize ideas, role in group, what they have learned, what they will remember, what they will use in the future. Summarize workshop in one word.

→ LGt: non-verbal communication: focus on interaction in a naturalistic way; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well; peer perspective taking: help children noticing, listening to others and respecting ideas

→ LGs: metacognitive strategies: centering your learning by paying attention and delaying speech production to focus on listening, evaluating your learning by self-monitoring and self-evaluation; cognitive strategies: getting the idea quickly analyzing expressions while receiving and sending messages, practicing by repeating key vocabulary ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message.

INSTRUCTION

What do you see? How do you see that?

How do you feel? Which emotion do you feel?

What is happening? What happened?

Do the movements match the flood?

What idea do you like? How did you see / feel that?

How did you do this? How did you do this? Why did you make this choice?

How did you realize your ideas? Which ideas do you present for your activity?

What have you learned?

Was it easy to collaborate? What was your role in the creative process?

What elements did you agree with easily?

What did you like most?

→ Asking questions over and over again: how did you notice that?

What will you remember? What they will use / do again in the future?

Summarize workshop in one word.



Figure 5: reflection on a city after flood.

Materials:

Picture: sand, twigs, colored paper, leaves, rice, wood, objects found in nature, plastic bottles, glue gun, scissors, sticks, yoghurt pots, kitchen rolls, ...

Dance and drama: music linked to flood.

Music: beat, paper, pencil.

Organisation:

Big classroom with enough space to move freely, experiment with different materials and play in a band with the instruments. A long table at the side of the room to create the instrument.

Activity in the classroom indicates it is part of a school activity. Try to give each group enough space, so they can focus on their creative process.

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