

ArtiCULan

ArtiCULan Home heart

Workshop focusing on an aesthetic learning process for 9 to 10 years old learners in which children are invited to design a home with a heart for their friend using movement as a vehicle for representing ideas, sensations or emotions.



Goals of the workshop:

- Multisensorial activity: multi-layered exploration and expression focusing on visual, tactile, kinesthetic, auditory and emotional feeling.
- Multimodal meaning making process and divergent process of creating possibilities: exploration of multiple opportunities to respond to ideas of children and challenge them to use open materials and movements for non-verbal expression and to create a home where their friend feels safe and happy.
- Metacognition: the pupils are invited to share what they felt and what they have learnt. They can articulate their ideas to the teacher and to their peers and reflect upon the creative process. They focus on empathic listening.

Language goals:

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

Duration:

150 minutes (3x 50 min)

Thank you for downloading this resource.

This resource is protected by copyright and other laws on intellectual property and comes from the website www.articulan.eu. It is the result of hard work within the Erasmus+ KA2 project “ArtiCULan – Art, Time, Culture and Language” and was created by the University of Applied Sciences and Arts PXL Hasselt (Belgium), the University of Istanbul Cerraphaşa (Turkey), the University of Porto (Portugal) and the University of Las Palmas de Gran Canaria (Spain).

By downloading this resource, you have not acquired any intellectual property or distribution rights. You may use this resource within the context of a classroom and you may print out this resource for private use. Any other distribution, reproduction or modification is prohibited without the authors' permission. If you share this resource via social networks or your website, please include the direct link to its source, being the website www.articulan.eu. Please do not distribute the PDF-version of the resource directly via your site. Thank you for respecting the rules of use and sharing.

Copyright 2021 by Erasmus+ KA2 ArtiCULan. All rights reserved.

Description of the activities, including timing:

ME

Activity 1: Mindful movements.
(10 min)

The teacher asks the children to remove their shoes, so they feel more comfortable throughout the activities. Children are invited to sit in a semicircle on the floor. They do a small warming-up ritual without words outside on a quiet square in the city or inside in a big space. The pupils stand in a circle and imitate the teacher's movements. We loosen up all the body parts. Small coordination exercises stimulate concentration and surprising movements create a playful atmosphere.

Music: Uza van Claire Goldfarbe

- LGt: non-verbal communication: to create a secure context to set the mood and make children feel at ease; focus on sensorial feeling using music and motor actions. Focus on cognitive and compensation strategies by simplifying questions and limit vocabulary in the dialogue using clues.
- LGs: affective strategies: taking emotional temperature by listening to your body. metacognitive strategies: centering your learning by paying attention and identifying the purpose of the activity.

INSTRUCTION (visualizing with movements of the body)

Let's sit down in silence.

Look at me and follow my movements. Imitate without words.

Activity 2: listen to your body (20 min)

The children work in pairs with a friend with whom they can be themselves. Child B lies on his back.

Child A takes time to listen to the tummy of child B in silence. They switch roles.

Child B takes time to listen to the tummy of child A in silence.

Children stand in a circle and make the sounds of the tummy. One child stands in the middle of the circle with his eyes closed and listens to the sounds.

Children explore movements for the sound of the tummy. The teacher gives impulses by encouraging children to introduce different body parts into the movement.

Music to improvise tummy-movements: Serpent of Senking

→ LGt: focus on non-verbal interaction visualizing instructions and open-ended questions with movements; speaking sufficiently slowly and articulating well, actions created by teacher can be re-used by student to perform motor actions. Focus on cognitive and compensation strategies by simplifying questions and limit vocabulary in the dialogue using clues.
→ 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 movements of the body)

Sit down close to your friend.

I give you a letter: A or B.

Children with the letter B lay down on their back.

Your friend puts his ear on your tummy and listens.

What do you hear? Change roles.

Let's come back to our circle. You listened to the tummy of your friend. What did you hear? Make the sounds of the tummy. This is my sound. What is your sound?

Child X, come and stand in the middle of the circle. Close your eyes and listen to the sounds of the tummy.

Make a movement for the sound of the tummy. This is my movement. What is your movement? How would you move? What movement would you make?

How would you move your arms, your elbows, legs, knees, hips, back, head, nose, ...?

The children work in pairs with the same friend. Child B lies on his belly.

Child A takes time to listen to the heart of child B in silence. They switch roles.

Child B takes time to listen to the heart of child A in silence.

Children stand in a circle and make the sounds of the heart. One child stands in the middle of the circle with his eyes closed and listens to the sounds.

Children explore movements for the sound of the heart. The teacher gives impulses by encouraging children to introduce different body parts into the movement.

Music to improvise heart beat: Roots from Kai from Glasgow

→ LGt: focus on non-verbal interaction visualizing instructions and short open-ended questions with movements; speaking sufficiently slowly and articulating well, actions created by teacher can be re-used by students to perform motor actions. Focus on memory strategies applying body parts and sounds by associating word-meaning, by placing new words into a context.

→ 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 observing the motor actions of their peers, getting help, using mime or gesture and adjusting or approximating the message.

INSTRUCTION (visualizing with movements of the body)

Sit down close to your friend.

Children with the letter B lay down on their belly. Your friend sits down next to you.

Child B, put your ear on the back of your friend close to his heart and listen. Listen to the heart of your friend.

What do you hear? Change roles.

Let's come back to our circle. You listened to the heart of your friend. What did you hear? Make the sounds of the heart.

Child X, come and stand in the middle of the circle. Close your eyes and listen to the heart.

Make a movement for the sound of the heart. How would you move?

How would you move your arms, your elbows, legs, knees, hips, back, head, nose, ...?

The children stand in a circle and repeat the sounds and movements for belly and heart. The teacher stimulates the children to decrease and increase the sounds of the tummy and the heart by visualizing the words “soft” and “loud” with arm movement. The children reflect upon the difference between the two sounds and movements. They reflect upon the variation in sound and movement for the tummy versus the repetitive sound for the heart.

The teacher encourages children to improvise in pairs and observe the movements of their friend.

Children A will move and children B observe their duo partner. Children B look for the most interesting movement. When the music stops, child B makes the most interesting movement of their friend child A. They imitate one of the movements of their friend. The teacher models this activity with a child.

Music: Sensitiv from Jean de Voyage or Havana 1959 from Mano Tiro

→ LGt: focus on non-verbal interaction visualizing instructions and open-ended questions with movements; speaking sufficiently slowly and articulating well, actions created by teacher and peers can be re-used by children to perform motor actions. Focus on cognitive and compensation strategies by recycling key vocabulary, simplifying questions and limit vocabulary in the dialogue using clues.

→ 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 observing the motor actions of their peers, getting help, using mime or gesture and adjusting or approximating the message.

INSTRUCTION (visualizing with movements of the body)

Let's come back to our circle. Make the sounds of the tummy: soft and loud. Move on the sound.

Make the sounds of the heart: soft and loud. Move on the sound.

What is the difference between the movements? Do you make the same movement for the sound of the tummy and the sound of the heart? What is different?

How can you see this in the movement? Show me the tummy. Show me the heart.

Listen to the music and move like the heart and the tummy. Observe the movements of your friend. What was your favorite movement? What surprised you? Do the movement of your friend.

Activity 3: Hear the thoughts
(10 min)

The children work in pairs with the same friend. They listen to the thoughts of their friend. They express what they think they heard.

INSTRUCTION (visualizing with movements of the body)

Your friend puts his ear on your head and listens.

Listen to the thoughts in his head. What do you hear? What does he think? You know?

Can we really hear the thoughts in the head of our friend?

Can we listen? What do you think your friend is thinking?

Tell your friend what you heard.



Figure 1: Anne-Lore Baeckeland interacting with children of EFC Hors-Château Liège.

THE TOWN SQUARE

Activity 4: About seeing and connecting
(20min)

The teacher does some running assignments in which the children look at each other, meet each other, shake hands and move on. Children start moving in connection with elements of the public square.

Step 1.

Everyone gets a cardboard roll that serves as a pair of binoculars. Children walk on the square and look at the square. They look for details, things they didn't see last time.

Step 2.

Children connect elements of the public square in group. They create an imaginary line with their bodies, for example a garland of children connecting the fountain to a tree.

Step 3.

Children improvise movements on the square.

→ LGt: focus on non-verbal interaction visualizing instructions and short open-ended questions with movements; speaking sufficiently slowly and articulating well, actions created by teacher can be re-used by students to perform motor actions. Focus on memory strategies applying body parts and visual elements at the square by associating word-meaning, by placing new words into a context. Focus on cognitive and compensation strategies by simplifying questions and limit vocabulary in the dialogue using clues.

→ 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 observing the motor actions of their peers, getting help, using mime or gesture and adjusting or approximating the message.

INSTRUCTION (visualizing with movements of the body)

Look around. What do you see? Look carefully.

Look at details. Look for new things, things you see for the first time.

[after the exploration activity] What did you see you never saw before?

Give hands. Make a line from the blue door to the green door, from the fountain to this tree, ...

Move your left arm to the sculpture next to the green door, your right foot to the birdhouse in the tree, your head to the top of the church, your back to the fountain, ...



Figure 2: Anne-Lore Baeckeland interacting with children of Europaschool Genk.

THE HOUSE

Activity 5: Create a house with a heart for your friend
(45min)

The children are given long strips of fabric in bale cotton, with which they can lay lines on the ground and design a house for their friend. They are given open materials such as string, different white shapes and chalk in different colors.

If your friend were an animal, which animal would he be? Where would he live?

→ LGt: Focus on cognitive and compensation strategies by simplifying questions and limit vocabulary in the dialogue recycling key words children will use for interaction in a naturalistic way; focus on memory strategies applying body parts and visual elements at the square by placing key words into a context. Idea exchange: focus on both verbal and non-verbal communication visualizing instructions with open materials, short open-ended questions with children's ideas, drawings, gestures, creations of the houses, 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 ; compensation strategies: guessing intelligently observing the motor actions of their peers, getting help, using mime or gesture and adjusting or approximating the message. Focus on intercultural dialogue, respecting ideas linked to habits or types of expression the children still need to explore, becoming aware of others' thoughts and feelings, developing cultural understanding.

INSTRUCTION (visualizing with gestures, drawings and motor actions)

Make a house for your friend. Make a house with these ropes of cotton, white shapes, a piece of string.

How do you make your friend feel at home in this house?

What is important for your friend? What does he like? What makes him happy?

If your friend were an animal, which animal would he be?

Make this house for your friend. Use chalk to draw something in the house to make him happy.

Go to the house that your friend created for you.

Present the house you created. Present this house to your friend.

Do you like your new house? Does your friend like his new house? Why? What do you appreciate?

Try to sleep in your house. Does it feel safe? Sleep on your back, on your tummy, on one hand and one foot, ...

Try to move in your house. Dance in your house. Make small movements.

Dance between the houses. Make big movements.



Figure 3: Children of Europaschool Genk and EFC Hors-Château building and presenting their houses.

Activity 6: Collect movements in other houses
(20min)

The children go to the public square and ring the doorbell of the houses to ask what movement residents were making in their house. Children make a big circle and share the movements that have been given by the people who live in the houses at the public square.

The children go back to the houses they created for their friend. They make a movement in their house. They imagine their body is a house. If the teacher says "change", they move to another house and make other movements. They dance inside the house, outside the house, between the houses. They make the movements that have been given by the people who live in the houses at the public square. They dance in another house.

Music: Havana 1959 from Mano Tiro

→ LGt: Focus on cognitive and compensation strategies by simplifying questions and limit vocabulary in the dialogue recycling key words children will use for interaction in a naturalistic way; focus on memory strategies applying body parts and visual elements at the square by placing key words into a context. Idea exchange: focus on both verbal and non-verbal communication visualizing instructions with open materials, short open-ended questions with children's ideas, drawings, gestures, creations of the houses, 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 ; compensation strategies: guessing intelligently observing the motor actions of their peers, getting help, using mime or gesture and adjusting or approximating the message. Focus on intercultural dialogue, respecting ideas linked to habits or types of expression the children still need to explore, becoming aware of others' thoughts and feelings, developing cultural understanding.

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

There are houses around the square. People live in these houses.

What do these people do in their houses? Ring the doorbell and ask for a movement from the house.

You rang the bell in the square. Who opened the door for you? Which movement did they give you?

Go back to your house. Imagine that your body is a house.

Where is the door of your house? Where are the windows? How do you open the windows? Why are there windows?

At the city square people in their houses shared a movement. Make that movement in your house.

Visit a friend in another house. Dance together. How do you move?

Visit another friend in another house. Share a movement. Share your moves.



Figure 4: Children of EFC Hors-Château knocking at doors at Place Sainte-Barbe in Liège.



Figure 5: Anne-Lore Baeckeland interacting with children of Europaschool Genk and EFC Hors-Château improvising movements.

ME, THE HOUSE, THE PUBLIC SQUARE

Activity 7 : Move in connection with your friends
(25min)

The children tidy up the materials used to make houses. They dance and imagine that the houses are still there. They improvise movements merging the running and the meeting activities, the connections at the square, the movements of the heart and the tummy, the movements shared by the local residents. They move as if all houses were still there.

The workshop ends with a reflection on the creative process: what do I feel best about, about myself, about the house movements, about the big movements. Which moment of the workshop would they like to explore again? What was valuable for them?

Music: Olenaton from ϕ or Crochet from Dom min

→ LGt: Focus on cognitive and compensation strategies by simplifying questions and limit vocabulary in the dialogue recycling key words children will use for interaction in a naturalistic way; focus on memory strategies applying body parts and visual elements at the square by placing key words into a context. Idea exchange: focus on both verbal and non-verbal communication visualizing instructions with open materials, short open-ended questions with children's ideas, drawings, gestures, creations of the houses, 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 ; compensation strategies: guessing intelligently observing the motor actions of their peers, getting help, using mime or gesture and adjusting or approximating the message. Focus on intercultural dialogue, respecting ideas linked to habits or types of expression the children still need to explore, becoming aware of others' thoughts and feelings, developing cultural understanding.

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

Come and sit on your knees in a line. We move forward and clear all the houses.

Move inside and outside the houses as if they were still there.

Improvise movements. Use all movements we explored today.

What will you remember of this workshop?

Which moment of the workshop would you like to explore again?

What would you like to do again in the future?

What was valuable for you?

What did you like most?



Materials:

Open materials: ropes of cotton textile, different white shapes, a long string, chalk in different colors.

Organisation:

A public square in the city where the children can move freely and will be safe. Big room with enough space to move freely, experiment with different materials and explore different movements.

Ask children one week in advance to choose a friend for this workshop and to find out more about him: what does he like, what makes him happy, sad, angry, What is important to him?

Thanks to:

Professional artist Anne-Lore Baeckeland, Bal Spécial asbl Liège and the children of Europaschool Genk and EFC Hors-Château Liège (Belgium).

ArtiCULan researchers: Karen Reekmans & Carla Swerts (PXL Belgium) and all ArtiCULan researchers and artists of Gran Canaria, Portugal en Turkey involved in the online brainstorm session we organized in May and June 2021.