

ArtiCULan

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Building our travelling houses

Workshop focusing on an aesthetic learning process for 9 to 10 years old learners in which children are invited to design travelling houses focusing on diversity, migration and reflection on one's own identity and group identity through artistic creation, dramatic expression and dance.



Erasmus+

Goals of the workshop:

- Multimodal activity: the pupils become aware of the richness that diversity represents, the reflection and the complexity of the migration process and the integration of all people in society, through body language and dance qualities such as spatial perception, the use of non-verbal expression, motor skills, emotional skills, empathy, creativity.
- Communication and collaboration: the pupils listen to different stories told through storytelling and think about what connects the children's own experiences with the literary metaphors that express the experiences of other people. Practice communication and respect through the creative work of others. Listening to the opinions of others, taking in consideration their work and your own. Experience the importance of collaborative work enriching the formation in values, the acquisition of social skills and the responsibility of group work.
- Throughout and at the end of the workshop children are invited to reflect on one's own identity and group identity through artistic creation, dramatic expression and dance.
- Divergent thinking: the pupils create a common artistic work as a differentiated contribution of each person to the final result, based on their motivations and abilities.

Language goals:

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

Duration:

6 hours and 30 minutes

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Description of the activities, including timing:

Activity 1a: Dreams that travel in suitcases. Storytelling session.
(60 min)

Dreams that travel with suitcases is a storytelling session about travelling, diversity and migration. The session begins with a personal introduction of the narrator and her personal journey. Children are invited to tell where they come from and their own journey.

PHASE 1. Las Mondas de la Luna

The story Las Mondas de la Luna, a story written by Martín Garzo, tells the birth of children in an invented country where women take their children to the forest to give them the secret of life. But this secret of nature remains within every inhabitant. A place where children are both the same and very different.

PHASE 2. How to put a whale in a suitcase

The storyteller talks about travelling and asks about what to put in a small suitcase for a trip. And what can happen if we want to take something too big. The storyteller tells the story How to put a whale in a suitcase, a book about migration written by Raúl Nieto Guridi, to reflect about the importance of carrying suitcases loaded with family, things that do not weight. What things do migrants carry in their suitcases?

PHASE 3. Tusk, tusk

Tusk, tusk written by David McKee, a story that faces prejudice, discrimination, violence, tolerance, difference.

PHASE 4. El Iglú

El Iglú written by Jesús López Moya and Zuriñe Aguirre is about the importance of remembering issues of the world. It focuses in being aware of the needs that move people out of their home.

PHASE 5. Bailar en las nubes

Bailar en las nubes, a book written by Vanina Starkoff, is a dance in the clouds about the importance of music and the legacy left by people who move, music as a link.

→ LGt: verbal communication and non-verbal communication: The use of narrative language helps the children to be aware of migrant's situation. They listen carefully and they move to feel the words.

→ LGs: verbal communication: giving ideas about what they feel and reactions to the stories, affective strategies: The use of pauses, whispering or raising- lowering the voice is an effective way of addressing the audience directly.

INSTRUCTION (listening to stories)

Listen to this story and pay attention

What do you think it's the story about?

Can you tell me your opinion about the story?

Did you like? How did you feel?



Figure 1, 2, 3. Storytelling session by Andrea Farah

Activity 2: Exploring the self: my body, my house, my environment
(60 min)

PHASE 1. Introducing myself

The artist starts in a circle to lower the energy and to start in a new space. In a circle, sitting for a minute, we imagined that in the center there is a basket where we have the materials to build our house, each person says their name by throwing it into the imaginary basket. Concentration in motion: the artist uses dynamics to motivate attention and concentration, with the challenge of achieving different movement patterns.

PHASE 2. Role playing using body expression

The artist (teacher) uses ideas that the children expressed about where they live. The children role play with the expressiveness of animals through movement. They decide to connect with the expressiveness of each one and how to adapt to communicate among them. They begin to observe how the others move. Do they move like me? Do I copy? Are they different? Later, the children communicate with other kids who seems to move in a similar way, and then change and choose those who are very different. A simple exercise about common emotions (happy, sad) realizing that they are similar but at the same time different to their classmates.

→ LGt: non-verbal communication: Communication through the body experience to express the differences in movement and what the movement conveys.

→ LGs: non-verbal communication, expressing differences through movement and role play, affective strategies: remembering what is inside us and what the nature gives us, travelling through the emotions and sharing through contact.

PHASE 3. The materials speak to me

The children stop, sit down and close their eyes. They use material: scissors and a piece of craft paper. They cut out a large cloud to lie on and rest. They remember the trip they just go on, then they imagine the house of their dreams.

The facilitators spread around different materials, paper, cardboard in different textures and colors. By playing the music, the children are invited to explore the materials. They walk and observe the objects and material displayed on the floor. Children can use other senses, touch, smell, being aware of temperature, textures. They start choosing and imagining the materials they like to use and touch. Each kid chooses the space to build a house, bringing the materials.

→ LGt: non-verbal communication strategies: closing the eyes, tone of voice, silent moments to imagine. Listen to sounds (paper moved in the air), the tone of voice helps to imagine shapes in the clouds. A relaxing position. Closing the eyes helps to imagine their own house, sleeping on a cloud. The music invites to experiment with the materials.

→ LGs: affective strategies: Imagine a house to live, to dream but also what they like and what they don't, whom to live with, non-verbal communication, the pupils express in an artistic way when choosing colors and materials linked to emotions.

INSTRUCTION:

Close the eyes and imagine the sky full of clouds.

We see shapes in the clouds, faces, animals

We listen to the wind that brings something. Open your eyes.

We have papers and scissors to imagine a cloud that we cut out.

We rest our head in that cloud and close the eyes again.

If we imagine the house where we would like to be, How would the house be? Big or small? Made of wood of iron?

Who would live there?

Open the eyes and the music invite to explore the materials?

Feel the type of material, the colors and with that materials we like, we will imagine how to use the materials.

PHASE 4. Travelling

Children think about how we integrate urban nature and the different possibilities. Our house is also what surrounds us. We look at what surrounds us, our neighborhood. We find out that our neighborhood is noisy, but it has birds, and lots of cars.

INSTRUCTION

What happens when I look at things standing up or under the plane?

What do I see or learn from my surroundings when, with the help of someone who guides me, I hear the city or smell it?

What happens when I only look up or when I walk along the wall, observing its cracks.

What do the cracks, the smells, the upper floors tell me?

What I find in my place of residence that I had never seen before?

How do people move around my neighborhood?

→ LGt: non-verbal communication: to create a secure context to set the mood and make children feel at ease; to guide students through the whole process, stress the importance of the teacher's role as a guide and as an observer.

→ LGs: affective strategies: showing emotions by drawing and writing, speaking about them and sharing them, children praise each other, the use of the body to express feelings via the art (hands as prints on the drawings), sense of property, belonging.

PHASE 5. Assembly

Explanation of the activity for next day showing ideas of how they could build the house. They think about the following points: Who is in my house? Who do I invite? Who do I live with? What about me inside my house?

Activity 3: From my house to our community
(120 min)

PHASE 1.

A performance linked to the following sequence: I build my house, starting a way to know the houses of other people. The wind comes and changes things. I rebuild collectively with what I learned from the journey. I make new decisions. I build in common.

PHASE 2.

Something new that comes to my space. We talk about the animals, and try to role play on how we communicate according to our movement. We observe people's movements of short or long duration, slow or fast speed. We build a way of communicating with the world, which can be shaped for better communication, while still using our own movements.

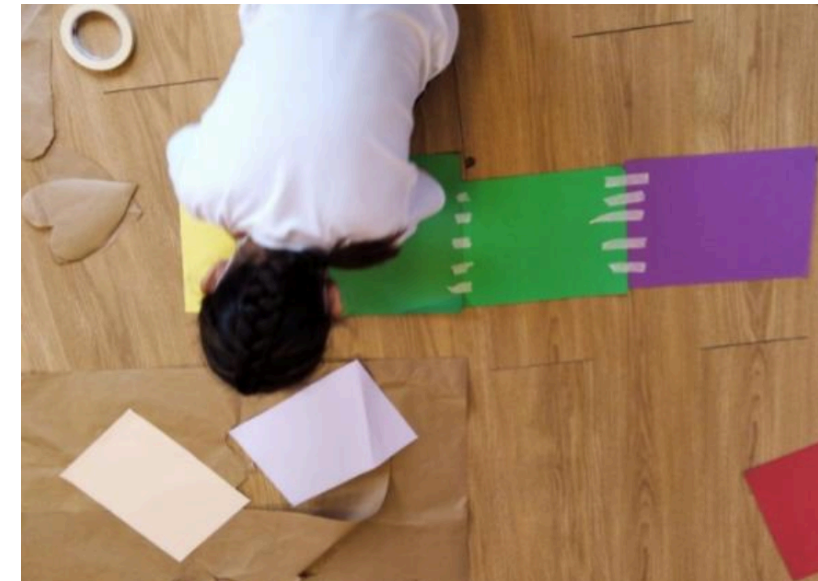
Children are divided into groups of people who arrive and people who live. They were asked to find ways of communicating through the emotions and their bodies.



Figure 4. Communication through movement guided by Adriana Ubani

PHASE 4. I build my house

Pupils experience in groups different ways of creating structures, different uses of materials. We move into our space. Dynamics to facilitate concentration in the construction space. Individual work that ends up working together.



Figures 5, 6, 7, 8 and 9. Pupils of Fernando Guanarteme school building their houses

PHASE 5. The journey

After building their houses, children are asked to start a trip, to see other houses. We will exchange materials and ideas. The journey end with a transforming wind that moved the houses around. When calm comes, we find new places or go back to the original space to check how my house is. Then we make a symbolic journey to the square to have a close up meeting to move my house to a public space in the school, where they build a town.



Figure 10. Pupils taking decisions together.

PHASE 6. Reconstruction from the community

After the trip and the exchange, children rebuild the house in another place, next to other people, other houses ... or alone. Children build a new town. After the installation was made, we sit and observe our new town. Each group have a differentiated space in the school to rebuild their town and houses.

→ LGt: non-verbal communication: using the body expression to show how to build a house, to move from one place to another and to build a new place. Music to create the wind coming.

→ LGs: affective strategies: assembly to listen everyone as everyone needs to speak and needs to be listened to.

INSTRUCTION

We build a different house with new materials that have different qualities and we need to decide where to use.

Can we use this material for the roof or it's better for the floor?

We can ask for materials we don't have but giving something in exchange.

We walk round to see other houses.

Are other ideas suitable for my house?

Can I use another material?

What happen if something unexpected happens?

The wind destroys and how we feel, lost?

Can we work together to rebuild the houses?

If we move to another place, where we would like to live? Alone? In good company? In the middle of the forest?

We take all we need to move to another place.

We take a train and we leave.

In the new place, there is a new space.

We can take things from others as it will be a collective house.

That action of movement is in silence



Figures 11 and 12. Rebuilding from the community

Activity 4: Shared session. Walk and observation of the work of peers
(90 min)

Pupils with markers in hand leave paper notes in the constructions made by the other groups, expressing with keywords, emotions, sensations that the artistic work produces in us. In an open space, patio, we share while sitting and facing each other in a sentence what we think of the work we see and our own work

→ LGt: verbal and non-verbal communication: to write a word or short sentence to express a message together with an emotion using body expression

→ LGs: affective strategies: questions to think about what makes us equal or different as human beings.

INSTRUCTION:

We sit so every pupil can see. Be aware of how we sit to allow the others to see.

We observe what was built

Is similar to mine? Is it different?

What did I learn?

Using the words we express with gestures or drama what we learn from the activity.

Materials:

paper of different textures and colors: crepe paper, tissue paper, cellophane paper, cardboard, corrugated cardboard, colored sheets, a large roll of kraft wrapping paper, painter's tape, round tip scissors.

Organization:

A large space where they work independently without looking at their colleagues and move through the space easily. Space with good acoustics. Possibility of connecting a music device

Thanks to:

Professional artists Mari Fé Navarro Idoy, Andrea Farah, Adriana Ubani, the Canarian ArtíCULan staff members and the children of the primary school Fernando Guanarteme (Las Palmas de Gran Canaria).