



ART Activities for Children

This ART manual is the result of the cooperation of the teachers who were part of the Erasmus+ project:

**On a Journey with the ARTist
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Preface

This manual has been started as a co-operation between six European partner schools - GBS De Bosmier, Balen, Belgium; Muuruveden koulu, Muuruvesi, Finland; Astiki Scholi 11th Oloimero Dimotiko Scholio, Chios, Greece; St. Joseph's Primary School, Dungarvan, Ireland; Clubul Copiilor "Martha Bibescu", Comarnic, Romania, Ceip Plurilingüe Vista Alegre, Burela, Spain; - in an Erasmus+ project during the school years 2015-2018.

With our co-operation we aimed to develop a framework for arts education to strengthen the personal development of each child.

During the Erasmus+ project the six partner schools exchanged good practices of art education and performed activities that contributed to the creation of a manual with arts education based methods.

This manual includes 79 art activities for craft, music, dance and drama for children from 3 to 12 years old.

Every school, preschool, kindergarten and other institutes working on child education in Europe and worldwide are free to use the manual and its contents to offer the children possibilities to creativity, performance, fun and learning.



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ART Activities for Children

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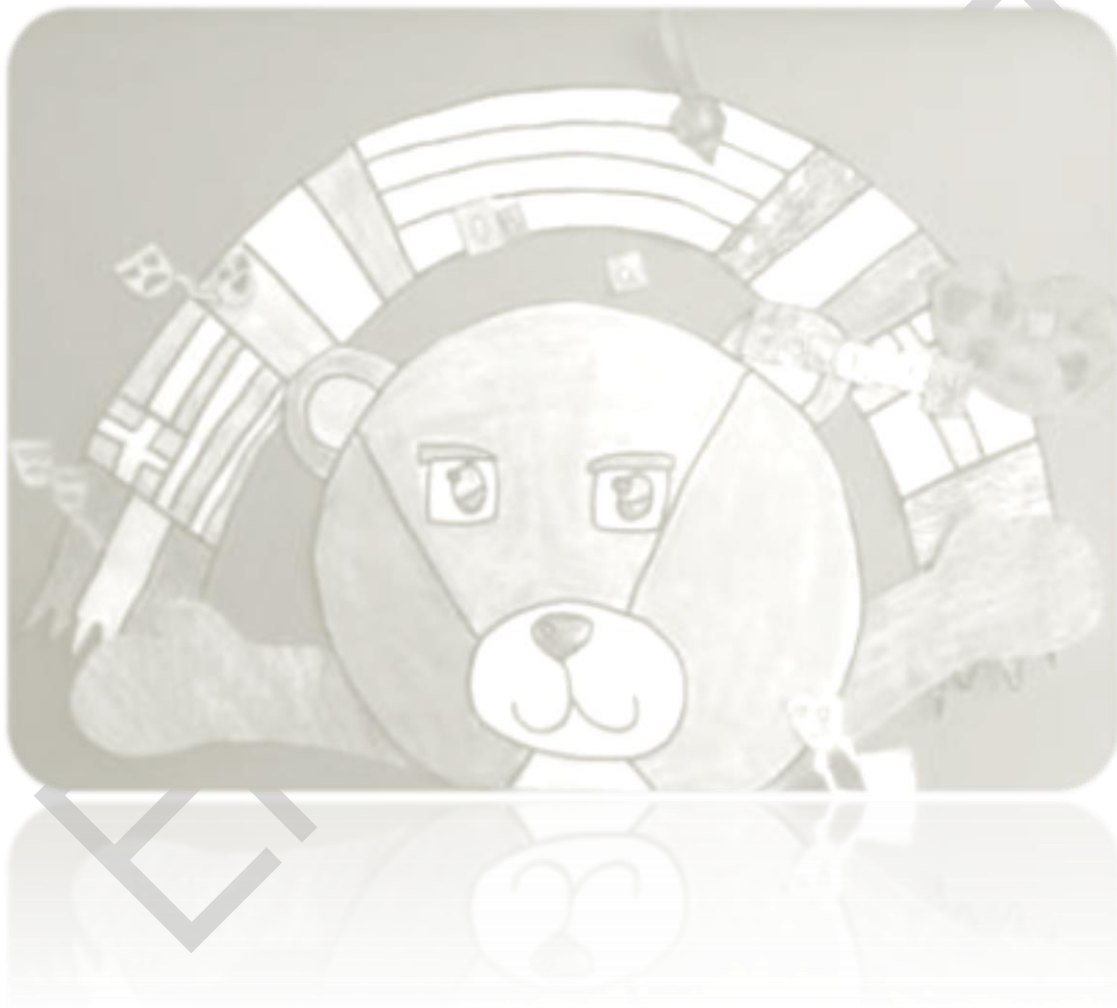
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ART ACTIVITIES FOR CHILDREN

3 – 6 years old



On a journey with the ARTist




Category

CRAFT



Name of the activity	Painting by inspiration of the work of the Spanish painter Joan Miró
Duration	background: 15 minutes painting: 45 minutes
Group age	4-5 years old
Space	classroom
Objectives	<ul style="list-style-type: none"> ➤ indicate image elements in a work ➤ exploring new materials ➤ enjoy fantasy, originality, creativity and self-expression in artworks
Description of the activity	<p>- discussing a number of printed works by the painter: what is striking, what shapes do they recognize, similarities between the works, colors, lines, ...</p> <p>- make a painting yourself according to inspiration of the painter: it is not the intention that they start to copy, but make a creation themselves</p> <p>- create background with paint and with a choice of material: sponges, paint rollers, scouring pads, wool, prop of newspapers, ... inspiration of infants. Let it dry well.</p> <p>- drawing, making combinations, lines, ... on the dried background and painting in the typical colors of Miró.</p>

	<p>- or: with drawing / cutting of shapes from glossy paper: lay and make combinations, stick</p>
<p>Materials</p>	<ul style="list-style-type: none"> ➤ thicker white drawing paper ➤ paint, sponges, paint rollers, scouring pads, wool ➤ prop newspapers, ... ➤ glossy paper ➤ different types of paint, black pen ➤ scissors, glue
<p>Extra</p>	 <p>The top photograph shows three children sitting at a wooden table in a classroom. They are focused on drawing on blue paper with black markers. One child in a blue shirt is in the foreground, another in a red shirt is to the right, and a third child is partially visible on the left. The table is cluttered with various art supplies and papers. The background shows shelves filled with books and other classroom materials.</p> <p>The bottom photograph shows a larger group of children sitting at a long wooden table. They are engaged in a painting activity. In the foreground, a child in a red shirt is using a brush to paint on a piece of paper. To the right, another child in a red shirt is also painting. The table is set up with several small containers of paint in various colors (red, yellow, green, blue) and brushes. The children are all wearing red aprons or coats. The background shows other children sitting at tables, also engaged in art activities.</p>

On a journey with the ARTist



Category

CRAFT



Name of the activity	Tactile colouring
Duration	1 lesson (45 min) plus collecting the leaves beforehand
Group age	3-6 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Learning about nature ➤ Learning the method of tactile colouring
Description of the activity	<p>The children collect autumn leaves (e.g. leaves of birch, alder, aspen or maple trees).</p> <p>If the leaves are wet they are dried with a paper towel.</p> <p>Space a leaf under the paper, the veins of the leaf are on the visible side.</p> <p>Colour on the paper using the long side of a crayon so that it makes the edges and veins of the leaf to come up in colour.</p> <p>Colour many leaves on the paper. You can use different colours.</p> <p>The result is often very surprising and exciting.</p>
Materials	<ul style="list-style-type: none"> ➤ Leaves from the nature ➤ Thin colouring paper (size A4), e.g. 3 papers/pupil ➤ Crayons

On a journey with the ARTist




Category

CRAFT



Name of the activity	Bear Masks
Duration	25 minutes
Group age	3-6 years old
Space	Classroom
Objectives	<p>To enable the children to;</p> <ul style="list-style-type: none"> ➤ discover colour in the visual environment to help develop sensitivity to colour ➤ work with shapes that have a variety of characteristics ➤ become aware of the three-dimensional nature of form and of form in objects
Description of the activity	<p>Children will be shown a variety of different photographs of brown bears. The children will work in pairs to discuss what they notice about each bear, what features the bears have and what colouring they are.</p> <p>The children will then be shown an example of the bear mask that they will create in the lesson. The children will be asked what they notice about the mask, what colours were used, what shapes they can see and what materials they think were used.</p> <p>The children will then work individually to create their own bear mask using the materials provided.</p> <p>The children will begin by painting the paper plate brown and setting it aside to dry. The children will then paint two large</p>

	<p>semi circles brown for outside the ear and two small semi circles pink for inside the ears. The children will paint one large circle cream for the mouth and one small circle black for the nose. The children will use the black marker to make the eyes.</p>  <p>When the art work is dry the children will assemble the mask using glue, a lollipop stick and cello tape.</p>
<p>Materials</p>	<ul style="list-style-type: none"> ➤ Paper plates cut in half ➤ Brown paint ➤ Paint brushes ➤ Lollipop sticks ➤ Pre cut circles and semi-circles of white paper ➤ Black, pink and cream paint ➤ Black marker ➤ Glue ➤ Cellotape

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Category

CRAFT



Name of the activity	Wool Creations
Duration	2 lessons of 1h 30'
Group age	5 years old
Space	Art class at High School
Objectives	<ul style="list-style-type: none"> ➤ Cooperate with classmates and high school students ➤ Promote creativity with handmade creations
Description of the activity	<p>First, with iron structures of different shapes, our pupils tie pieces of wool with different colours.</p> <p>Later, they paint some ornaments and stucked them to the wool.</p> <p>Finally, stick some drawings of the younger students to the wool.</p>
Materials	<ul style="list-style-type: none"> ➤ Wool ➤ Paint ➤ Iron structure ➤ Silicone
Extra	<ul style="list-style-type: none"> ➤ http://www.edu.xunta.gal/centros/ceipvistaalegre/node/1120

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Category



CRAFT on computer

Name of the activity	Colours' circle
Duration	1h
Group age	5-6 years old
Space	Computer lab
Objectives	<ul style="list-style-type: none"> ➤ To learn about different colors and how they are created ➤ To gain more interest for the artistic skills ➤ To create ICT art works based on the colors Spaced on the circle ➤ To learn how to work in a group, within a team ➤ To use the menus of the Paint application correctly ➤ To share their "paintings" using ICT tools <p>The purpose of this exercise is to make the children aware that they can also "paint" using the computer .</p>
Description of the activity	The teacher projects the colors circle and explain to the children how the colors are created by mixing primary colors. The children try to make their own colours' circle work of art using the <i>Paint</i> application and the geometric shapes and then share it using ICT tools.
Materials	computers and a video projector

Extra	
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Category



CRAFT

Name of the activity	Finger painting
Duration	1h
Group age	3-6 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ to learn, through painting, the main colours: red (R), yellow (Y), blue (B). ➤ to make painting spots from points. ➤ to recognize “the point” as the main element in the artistic-plastic language ➤ to develop their civic spirit - the Romanian flag is coloured in R, Y and B ➤ to learn to work in a team, to be tolerant and understanding with the less talented colleagues ➤ to develop the aesthetic feeling, the love for colours and “beautiful.
Description of the activity	<p>The children are divided into 4 groups of 3 members and each team receives a theme to paint with their fingers or even with the full palm. They are told how they must work and the teacher tells them about finger painting.</p> <p>They must make a plastic composition, a landscape, in which the points are obtained by pressing with the finger loaded with paint on the drawing sheet. By uniting the points they obtain the background of their work.</p> <p>For the younger ones the teacher traces with the pencil the contour of the shapes they have to colour.</p> <p>Finger painting is very much loved by children, no matter their age. Through finger painting the children can</p>

	<p>become aware of the connection between cause and effect, they develop their artistic sense and at the same time they can play.</p>
<p>Materials</p>	<p>➤ drawing paper, acrylic aquarelles or water colours, water and palette</p>
<p>Extra</p>	

On a journey with the ARTist



Category

CRAFT



Name of the activity	Spring constructions
Duration	45'
Group age	3-6 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Pupils will learn about the months of the spring and their characteristics ➤ They will observe and record changes in nature (animals and plants) when the spring comes.
Description of the activity	<p>We split the pupils in teams of 4. The kids think what they would like to portray on their collage. Each kid draws and colors. In the end the kids of each team compose a collage of a spring picture.</p> <p>The kids, individually or in teams of 2, make pictures using paints or markers. These pictures may show plants and flowers of the spring, animals' behaviors (for example, the returning of the swallows). They exhibit their work.</p>
Materials	Pencils, paper, colour pencils, markers, watercolors, pair of scissors, glue, cardboards.



On a journey with the ARTist



Category

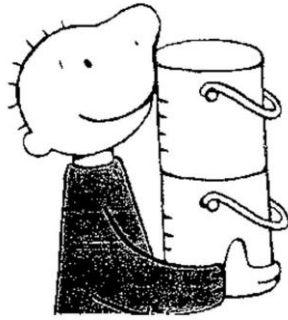
MUSIC



Name of the activity	Song: Red, red, I do not have red ...
Duration	Application: 15 minutes Repeat every day (new color): 10 minutes
Group age	3-4 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Sing a song with the teacher. ➤ Carry out assignments while singing the song. ➤ Expressing qualities of objects: color, smell, taste, feeling, sound, shape.
Description of the activity	<p>The teacher plays the song on the whistle.</p> <ul style="list-style-type: none"> - The teacher sings the song and shows the red sheet. - The teacher sings the song and searches for a red object in the classroom and shows it to the children. - The teacher sings the song and the children search for a red object in the classroom and take it to the circle. - The preschoolers are encouraged to sing along with the teacher. - Variation: sing song with different color: yellow, blue, orange or ...
Materials	<ul style="list-style-type: none"> ➤ song text ➤ whistle/recorder ➤ toys in the classroom

➤ colored leaves: red, yellow, blue, orange, ...

Extra



Rood, rood, ik heb geen rood



1. Rood, rood, ik heb geen rood; ik moet nog rood gaan
2. Geel, geel, ik heb geen geel; ik moet nog geel gaan
3. Blauw, blauw, ik heb geen blauw; ik moet nog blauw gaan



zoe - ken, hier in al - le hoe - ken.

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Category

MUSIC



Name of the activity	Playing music with bottles
Duration	1 lesson
Group age	3-6 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Playing music e.g. with accompaniment or with a recording ➤ Joy of playing music
Description of the activity	<p>With a plastic bottle you can try different ways of producing sound:</p> <p>a) knocking: With a soft plastic bottle you can knock on pillows, the floor or for example your own thighs.</p> <p>b) scrubbing, scratching: You can scrub the bottle with your fingertips or nails. Scrub the cap, bottom or other parts of the bottle for different sounds.</p> <p>c) blowing: Blow into the bottle; the smaller or fuller the bottle is the higher the sound. By blowing you get the sound of the wind.</p> <p>d) shaking: You can put rice, macaroni, sand etc. into the bottle. Close the bottle tightly and shake.</p>
Materials	<ul style="list-style-type: none"> ➤ A plastic bottle

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Category



MUSIC

Name of the activity	Bear Hunt Musical
Duration	25 minutes
Group age	3-6 years old
Space	School hall
Objectives	<p>To enable the children to;</p> <ul style="list-style-type: none"> ➤ Explore a variety of sounds and how they are made using a variety of manufactured and home-made instruments ➤ Discover ways of making different sounds using body percussion ➤ Sing familiar songs and melodies
Description of the activity	<p>The children will begin by engaging in some vocal warm ups e.g. 'Boom Chick-a-Boom'</p> <p>Children will sing 'Little Bear' to the tune of 'Frere Jacques'</p> <p style="text-align: center;">Little Bear (tune: Frere Jacques) Are you sleepy, Are you sleepy Little bear, little bear? Wintertime is coming, Wintertime is coming, Very soon, very soon. Find a cave, Find a cave, Little bear, little bear Wintertime is here, Wintertime is here,</p>

*Go to sleep, go to sleep.
Are you sleepy, Are you sleepy
Little bear, little bear?
You will wake in springtime
In the warm, warm springtime
Little bear, little bear
Time to wake up,
Time to wake up
Little bear, little bear
Springtime is here,
Springtime is here
Wake up now, wake up now!*

Children will be asked to recall the story 'We're Going on a Bear Hunt' by Michael Rosen. (This resource is also used in the Drama lesson therefore the children will already be familiar with the content of the story). The teacher will inform the children that in this lesson they will be adding sound effects to parts of the story, both by using musical instruments, voice and body percussions.

The children will be divided into four different groups. Each group will be assigned key words and percussion sounds to make.

For example;

- Group One: Vocal Percussion. Sound out the words 'Hoo woow!', whisper the words 'Tiptoe tiptoe' etc
- Group Two: Home made instruments. Children use water bottles to create the sound effects to 'Splash splosh!' and 'Squelch squelch!' Children use a pot and wooden spoon to create the sound effect to 'Stumble trip' etc
- Group Three: Body Percussion. Children use their feet to quietly march along to the words 'We're going on a bear hunt, we're going to catch a big one' etc
- Group Four: Musical instruments. Children use triangles to create a sound effect to 'Tiptoe tiptoe'. Children use cymbals to create a sound effect to 'Shut the door' etc

	<p>The children will practice while the teacher reads the story aloud. The children will change groups and have the opportunity to experience each instrument.</p> <p>The children will end the lesson by playing musical statues. The teacher will play teddy bear themed music for the children.</p>
Materials	<ul style="list-style-type: none"> ➤ Song 'Little Bear' ➤ Book on CD 'We're Going on a Bear Hunt' by Michael Rosen ➤ CD player ➤ Selection of musical and home-made musical instruments, triangles, cymbals, maracas, tambourine, pot and wooden spoon, half-filled water bottles, etc ➤ Teddy Bear themed music e.g. "Teddy Bear Hugs" by The Wiggles, "Teddy Bears Picnic" and "My Teddy Bear"

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Category

MUSIC



Name of the activity	Look what you have done!
Duration	2 sessions of 50'
Group age	4 years old
Space	Classroom
Objectives	<ul style="list-style-type: none">➤ To encourage the memory➤ To acquire vocabulary➤ To dramatize simple songs
Description of the activity	To sing and dramatize a song
Materials	<ul style="list-style-type: none">➤ CD player
Extra	<ul style="list-style-type: none">➤ https://www.youtube.com/watch?v=f2SC2Cm2oYA

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Category



MUSIC

Name of the activity	Musical games [with sounds and colours]
Duration	1 h
Group age	3-6 years old
Space	in the classroom
Objectives	<ul style="list-style-type: none"> ➤ To help them focus ➤ To help them react promptly ➤ Teach them about cooperation and team work ➤ Train their capacity to pay attention
Description of the activity	<p>In the classroom we have 7 different coloured balls, each ball corresponding to one sound. For example: DO-BLACK, MI-GREY, FA-RED, SOL-PURPLE, LA-BROWN, SI-YELLOW, DO1-WHITE. All the children stay on the ground and have one ball. Once they hear the sound which is represented by their ball, they have to put up the ball, and sing the sound (their sound). After that, they have to create a small song, doing the same exercise. They can start putting the balls one after the other, the same way like the musical notes in a song.</p>
Materials	<ul style="list-style-type: none"> ➤ 7 different coloured balls, one ball for each sound


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Category

MUSIC



Name of the activity	Singing for spring
Duration	2 teaching hours
Group age	6-9 years old
Space	classroom
Objectives	<ul style="list-style-type: none"> ➤ Pupils will get to know famous music works on the theme of spring. They will sing Greek songs dedicated to spring. ➤ They will get in contact with Greek tradition
Description of the activity	<p>We'll listen to Vivaldi's "4 seasons" and we'll try to find out the part of spring. We'll discuss about how the melody expresses springtime.</p> <p>We'll listen to songs about spring and then we'll sing them.</p> 
Materials	<ul style="list-style-type: none"> ➤ computer ➤ CD player ➤ DVD player ➤ Musical instruments

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Category

DANCE



Name of the activity	Sticky dancing
Duration	10 minutes
Group age	3-5 years old
Space	Classroom or playground
Objectives	<ul style="list-style-type: none"> ➤ Dancing to the rhythm of music. ➤ Enjoying movement and dance of oneself and others.
Description of the activity	<p>It is so hot on the beach of Brazil. We eat an ice cream, but it melts very quickly. All our body parts begin to stick together. We dance freely to music. When the music stops, the toddlers stand still and the teacher calls a part of the body. The toddlers search for a boyfriend as quickly as possible and stick the body parts together. This is how they continue to dance until the teacher chooses a new body part.</p>
Materials	<ul style="list-style-type: none"> ➤ Music of choice (Latin American music)

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Category

DANCE



Name of the activity	Make the ribbon dance!
Duration	some minutes
Group age	3-6 years old
Space	Gym hall
Objectives	<ul style="list-style-type: none"> ➤ All the children get encouraged to dance and move when the task is to make the ribbon dance.
Description of the activity	<p>Every dancer has a silk ribbon (synthetic material is fine, too), appr. 2,5 cm wide and appr. 140 cm long. (The ribbon can also be attached on a thin stick.)</p> <p>The children move the ribbon and make it dance with the music.</p>
Materials	<ul style="list-style-type: none"> ➤ Suitable music, e.g. Brahms, Hungarian dance No 5 in G minor ➤ a CD-player

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Category

DANCE



Name of the activity	Dancing Bears
Duration	25 minutes
Group age	3-6 years old
Space	School hall
Objectives	<p>To enable the children to;</p> <ul style="list-style-type: none"> ➤ Explore the movements of different parts of their body and the ways in which the body can move in space using simple body actions such as travelling (walking, running, hopping skipping) ➤ Develop poise, balance and co-ordination while moving and stopping
Description of the activity	<p>Children will gather around the edge of the picnic blanket in the centre of the room. Children will each take one teddy bear from the centre of the picnic blanket.</p> <p>Children will stand and warm up using the following poem;</p> <p style="text-align: center;"><i>Teddy Bear, Teddy Bear, turn around, Teddy Bear, Teddy Bear, touch the ground, Teddy Bear, Teddy Bear, reach up high Teddy Bear, Teddy Bear, wink one eye, Teddy Bear, Teddy Bear, slap your knees, Teddy Bear, Teddy Bear, sit down please.</i></p>

	<p>Children will repeat this poem and its actions different ways, quickly, slowly, like a robot, like a jelly fish etc.</p> <p>Children will listen to 'Teddy Bear Hug' by The Wiggles and respond through their own free dance movements.</p> <p>Children will Space their teddy bears down and form a circle around the picnic blanket. The teacher will play the song again and the children will move around the blanket however the teacher decides (skipping, bunny hop, moon walk, jump, backwards, crab walk, hop on one foot, marching, walking etc) when the music stops the children pick up a teddy bear and give it a big hug. Repeat this activity as many times as suitable.</p> <p>Children will cool down by walking around the hall with their teddy bears and doing the following actions;</p> <ul style="list-style-type: none"> ➤ holding the teddy bear above their head ➤ holding the teddy bear above the ground ➤ tucking the teddy bear under their arm, in crook of their elbows, under their chins, between their knees etc. ➤ hugging the teddy bear ➤ holding teddy in front and marching to touch the teddy bear to their knees ➤ throwing the teddy bear up and catching him ➤ placing the teddy bear on the ground and stepping over him ➤ balance on one foot and pass teddy around your waist in a circle 3 times <p>while the children are walking and moving, the teacher will play a selection of Teddy Bear songs.</p>
<p>Materials</p>	<ul style="list-style-type: none"> ➤ Songs "Teddy Bear Hugs" by The Wiggles, "Teddy Bears Picnic" and "My Teddy Bear" ➤ CD Player ➤ Teddy Bears for each child ➤ Picnic blanket ➤ Picnic basket ➤ 'Teddy Bear, Teddy Bear' poem

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Category



DANCE

Name of the activity	Saturday Night Fever
Duration	10 sessions of 50'
Group age	3 years old
Space	Gym Hall / Theatre
Objectives	<ul style="list-style-type: none"> ➤ Express oneself through dance ➤ Participate in group activities
Description of the activity	Start practising basic coordination moves. The children have to coordinate their movements with the music tempo in order to achieve a harmonic performance.
Materials	<ul style="list-style-type: none"> ➤ Clothing (black leather jackets and red skirts) ➤ Saturday Night Fever song by Bee Gees
Extra	<ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=2Le1Xw4g534 from 13'40'' to 15'57''

On a journey with the ARTist



Category

DANCE



Name of the activity	Change your appearance
Duration	1 h
Group age	3-6 years old and 6-9 years old
Space	classroom
Objectives	<ul style="list-style-type: none"> ➤ Teach the children to improvise ➤ Boost their imagination ➤ Learn about performing ➤ Learn social skills
Description of the activity	<p>The teacher provides a wide variety of props. He can also ask the parents to supply some. The props could be a wide variety of things such as scarves, hats, caps, sunglasses in regular and big size, big ribbons, belts, boots, skirts, mustache props, posters, absolutely anything that you want to let the children play with.</p> <p>The children are asked to form two groups so that one group becomes the audience and the other, the performers.</p> <p>The performers choose whatever props they wish to use. The children can also change props through the sequence to suit the scene. When the music starts to play, they have to improvise dance moves that go along with their disguise.</p> <p>Then, when the music stops, the performers will have to get change Spaces with those who were the audience!</p>
Materials	<ul style="list-style-type: none"> ➤ Props, such as: hats, glasses, scarves, etc.

On a journey with the ARTist



Category

DANCE



Name of the activity	Dancing Mime
Duration	15 minutes
Group age	3-6 years old and 6-9 years old
Space	Indoors in the classroom/dance room or outdoors
Objectives	<ul style="list-style-type: none"> ➤ Boost creativity and imagination ➤ Have fun
Description of the activity	<p>Dancing Mime is perfect for more than two children.</p> <p>You need a bunch of cards showing different objects, animals, clothing items etc, that are easily to reproduce through dance. Each kid receives 5 cards (or more, depending on the available time).</p> <p>Children need to be split in pairs of two.</p> <p>Make sure everyone gets a chance to perform. The idea is to make moves in a way that resembles the item written on the card.</p> <p>Play some music</p> <p>The children are not allowed to show to their partner what is written on their card.</p> <p>They need to make a 5 to 10 seconds dance that shows the item.</p>

	<p>If the partner guesses the object that is being shown he receives a point.</p> <p>At the end you can do a fun dance by showing all of them the same cards and making them do the move at the same time.</p>
Materials	<ul style="list-style-type: none">➤ Coloured cards➤ Music

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On a journey with the ARTist



Category

DANCE



Name of the activity	The dance of spring
Duration	2-3 teaching hours
Group age	3-6 years old
Space	Classroom, School yard
Objectives	The pupils will learn about celebrations of spring in different parts of Greece and about the dances that accompany them. They will realize that dance is a way to express their feelings.
Description of the activity	<p>We watch videos of springtime celebrations. We talk about dances we watched and we try to imitate them. We see pictures and hear sounds of the spring and try to express all these with an improvised dance.</p> 
Materials	Computer, CD player, DVD player.

On a journey with the ARTist



Category

DRAMA



Name of the activity	Statues in the museum
Duration	20 minutes
Group age	4-5 years old
Space	classroom
Objectives	<ul style="list-style-type: none"> ➤ use the expressive capabilities of one's own body in function of the play role ➤ empathize with characters and things from the environment and express them. ➤ enjoy what others show and spontaneously comment
Description of the activity	<p>- Juf has told book 'Secret in the museum': the animals in the museum are all real animals a whole day in the museum as a statue, but after closing time come back to life.</p> <p>- Preschoolers themselves become an animal statue: half of the preschoolers go alone, per 2 or 3, very quietly as an animal statue in a certain position somewhere in the classroom.</p> <p>- the other half are visitors and come to view the images. They give their opinion on what works for every work of art they see and guess what is being portrayed.</p> <p>- when the visitors are away, the images come to life: move freely.</p> <p>- exchange</p>

On a journey with the ARTist

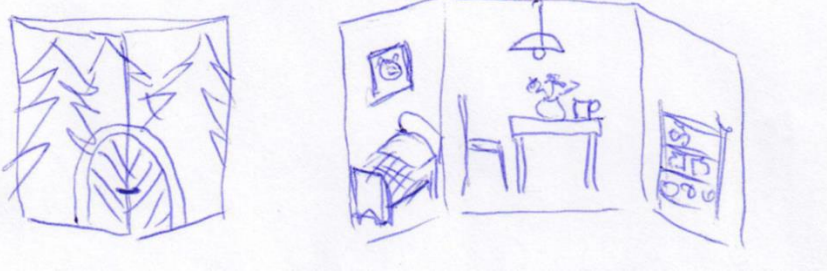


Category

DRAMA



Name of the activity	Making a fairy tale character and his/her environment/home
Duration	5 x 1 hours (divided on several days)
Group age	3–6 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Children plan and prepare a fairy tale character and make him/her a life story: <ul style="list-style-type: none"> - where does he/she live (environment) - what is his/her home like - what happens ➤ To tell a story ➤ To play together
Description of the activity	<p>The children make the character of modeling clay. Depending on the type of the clay, the character is dried and painted.</p> <p>The children draw the fairy tale character a living environment and a home.</p> <p>https://peda.net/kuopio/p/muuruvesi/hankkeet/ovet-auki-maailmaan/oajwta/ekl/kl/3saefatc</p> <p>The children tell a story about their fairy tale character to an adult who writes it down.</p> <p>The children perform the story.</p> <p>The children play together using their fairy tale characters.</p>
Materials	<ul style="list-style-type: none"> ➤ Modeling clay (e.g. Das, Fimo, Cernit, ...) ➤ Paint to paint the character ➤ Paper or cardboard in size A3 ➤ Crayons

	<p>➤ A piece of fabric or baize as a floor for the environment/home</p>
Extra	

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On a journey with the ARTist



Category

DRAMA



Name of the activity	Bear Hunt Dramatics
Duration	25 minutes
Group age	3-6 years old
Space	School hall
Objectives	<p>To enable the children to;</p> <ul style="list-style-type: none"> ➤ develop the instinct for make-believe play into drama ➤ develop the ability to co-operate and communicate with others in helping to shape the drama ➤ experience the relationship between story, theme and life experience
Description of the activity	<p>The children will gather in a circle at the edge of the picnic blanket with the picnic basket and teddy bears in the middle. Teacher will begin by asking the children these questions;</p> <ul style="list-style-type: none"> ➤ Have you ever seen a bear? ➤ What do they look like? ➤ What features do they have? ➤ What sounds to bears make? ➤ Where do bears live? ➤ What do bears eat? ➤ Do you have a teddy bear?

	<p>Teacher will read "We're Going on a Bear Hunt" by Michael Rosen. Children will join in with the repetitive phrases in the book.</p> <p>Teacher will inform the children that she will reread the book but this time the children will be invited to dramatize the different events the family encounter and to create movements to the action words of the story. Teacher will slowly reread the book while the children respond through movement and dramatization.</p> <p>Children will be divided into small groups and given the task of dramatizing the story as the book is being read out. The children will be encouraged to use the props and materials provided by the teacher in their dramatizations. Each group will take a turn at performing for their peers.</p>
Materials	<ul style="list-style-type: none"> ➤ Dress-up clothes ➤ Toilet rolls – cello taped together to make binoculars ➤ Cameras ➤ Bags ➤ Teddy bears ➤ Picnic basket ➤ Picnic blanket ➤ "We're Going on a Bear Hunt" by Michael Rosen

On a journey with the ARTist



Category

DRAMA



Name of the activity	"An old lady had a dog"
Duration	4 weeks
Group age	5 years old
Space	Class/theatre
Objectives	<ul style="list-style-type: none"> ➤ To participate actively and enjoy with the performance of songs. ➤ To discover and experience with gestures and movements as a body resource. ➤ To express and communicate. ➤ To participate in drama activities.
Description of the activity	<p>Presentation of the story "An old lady had a dog. Presentation of the song "An old lady had a dog" by Mama Cabra. Watch the video (Extra). Assign of the roles of the characters. Making sets and costumes. Rehearse. Final performance.</p>
Materials	<ul style="list-style-type: none"> ➤ Story book/CD Mama Cabra/Computer (video) ➤ Paperboard/markers/watercolor. ➤ Crayons/Foamy
Extra	<ul style="list-style-type: none"> ➤ https://www.dropbox.com/sh/6fpsfuvnro87twe/AAD3HdQeQ2FRGokKWirrImoMa?dl=0 ➤ https://www.youtube.com/watch?v=2Le1Xw4g534 (from 21' to 25' 25'')

On a journey with the ARTist



Category



DRAMA

Name of the activity	Find the pair of animals
Duration	1 hour
Group age	4-6 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Develop the imagination of the children ➤ Develop the skills to observe and remember ➤ develop the skills to imitate ➤ train the miming skills ➤ develop the concentration abilities ➤ train the attention to details
Description of the activity	<p>According to the number of children in the group, we choose an equal number of cards representing pairs of animals. The cards are shuffled and the children are invited to pick one card without letting the others see its image.</p> <p>Then, Spaced in a circle, each child starts to mime the animal on his own card.</p> <p>All the children must be very attentive to the other children, while miming the animal on his own card, to find out who is miming the pair of the animal he is miming himself</p> <p>Suggestion: in order to avoid the misunderstandings, do not choose pairs of animals that resemble too much.</p>
Materials	<ul style="list-style-type: none"> ➤ pairs of cards with images of animals

On a journey with the ARTist



Category

DRAMA



Name of the activity	Spring in theatre
Duration	2-3 teaching hours
Group age	3-6 years old
Space	Classroom, school yard
Objectives	<p>The pupils will use pantomime in order to express springtime.</p> <ul style="list-style-type: none"> ➤ They will learn about the ancient Greek myth of Persephone's capture (the change of seasons) and they will perform it. ➤ They will learn how to express situations and feelings using theatrical action.
Description of the activity	<p>1.The pupils are split in teams. Each team has to present a subject about spring using pantomime . The kids of the other teams try to find out what is being presented at that time.</p> <p>2. The pupils watch a video presenting the myth of Persephone's capture and then they perform it at the school yard. They construct themselves what they need for the performance, using cardboards and colored ribbons.</p>
Materials	Computer, pencils, erasers, pair of scissors, glue, colored ribbons, cardboard, markers.
Extra	<p>THE RAPE OF PERSEPHONE was the tale of the abduction of the springtime goddess Persephone by Hades, king of the underworld."Plouton (Pluto) [Hades] fell in love with Persephone, and with Zeus' help secretly kidnapped her. Demeter (her mother) roamed the earth over in search of her, by day and by night with torches. When she learned from the Hermionians that Plouton [Hades] had kidnapped her,</p>

enraged at the gods she left the sky, and in the likeness of a woman made her way to Eleusis . . .
When Zeus commanded Plouton to send Kore (Core) [Persephone] back up, Plouton gave her a pomegranate seed to eat, as assurance that she would not remain long with her mother. With no foreknowledge of the outcome of her act, she consumed it. Askalaphos (Ascalaphus), the son of Akheron (Acheron) and Gorgyra, bore witness against her, in punishment for which Demeter pinned him down with a heavy rock in Haides' realm. But Persephone was obliged to spend a third of each year with Plouton, and the remainder of the year among the gods. When she was away of her mother then it was winter time and when she lived with the gods, it was spring and summer time.



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ART ACTIVITIES FOR CHILDREN

6 – 9 years old



On a journey with the ARTist



Category



CRAFT

Name of the activity	Picasso Easter egg
Duration	1 hour
Group age	6-9 years old
Space	classroom
Objectives	<ul style="list-style-type: none"> ➤ The students can recognise and talk about Art made by Picasso based on the lines and coloured shapes in his work. ➤ The students can create a creative art piece of their own, using similar lines and coloured shapes.
Description of the activity	<ul style="list-style-type: none"> - Looking at artwork made by Picasso. - Talking about the particularities they see: lines, shapes, use of colour, ... - Drawing random lines and shapes on a piece of paper, using a black marker. - Colouring in the created shapes using coloured pencils or markers. - Cutting out the shape of an egg. - Paste eyes, mouth, nose and arms on to the egg-shape.
Materials	<ul style="list-style-type: none"> ➤ White drawing paper ➤ Coloured pencils or markers ➤ Scissors ➤ Glue stick ➤ Cut out eyes, mouth, arms and pompons

On a journey with the ARTist




Category

CRAFT



Name of the activity	Stick horse/Hobby horse
Duration	appr. 10-20 h
Group age	6-12 years old
Space	Classroom or handicraft classroom
Objectives	<ul style="list-style-type: none"> ➤ to make a stickhorse ➤ to learn backstitch, overcast stitch and rya loop stitch ➤ learn sewing a button, finger crocheting, using a sewing pattern ➤ to learn patience in making a work that takes a longer time
Description of the activity	<p>Take an old ankle sock to make the head of the horse. A woolly sock is the best but a cotton sock is suitable as well. Sow two buttons on the sock to make the eyes of the horse. Fill in the sock with cotton wool.</p> <p>Fasten the filled sock on a stick with packing tape. Spread glue on the tape and wind thick yarn (e.g. macrame yarn) on it to make it stay steady.</p> <p>If you want, you can sew a mouth and nostrils with backstitches.</p> <p>Sew the ears of felt fabric or leather with overcast stitches on the horse head.</p> <p>Sew the horse's mane of woolen or cotton yarn with rya loop stitches.</p> <p>Crochet the bridle for the horse of tricote weft or thick yarn by finger crocheting.</p> <p>Additionally you can make a blanket for the horse of felt fabric or other fabric.</p>

	<p>It is important to give the horse a name. You can also write, draw or film the adventures of the horse. With the horse you can learn to ride dressage or show jumping. In Finland there are also stick horse competitions on the side of real horse races and at children's happenings.</p> <p>Stick horses made by children 7-9 years old (1st-2nd class) in Muuruvesi School, Finland</p> 
<p>Materials</p>	<ul style="list-style-type: none"> ➤ An ankle sock (a woolly sock/a cotton sock) ➤ 2 buttons ➤ a big eye needle ➤ cotton wool ➤ cotton or wool yarn ➤ a wooden stick about 1 m long ➤ packing tape ➤ glue ➤ felt fabric or leather ➤ tricot weft or thick yarn (e.g. macrame yarn)

On a journey with the ARTist




Category



CRAFT

Name of the activity	Pointillism
Duration	55 minutes
Group age	6-9 years old
Space	The Classroom
Objectives	<ul style="list-style-type: none"> ➤ Reflect on the use of pattern and textures in their own works of art and in the artworks of their peers. ➤ Experiment with the marks, lines, shapes, textures and patterns and tones that can be made with different drawing instruments on a page. ➤ Discover the use of pattern and rhythm in natural and manufactured objects and how to use them purposefully in his/her work
Description of the activity	<p>The teacher will start the lesson with a conversation about art and different artistic styles. The teacher will introduce the genre of pointillism and show some examples to the class on the interactive whiteboard.</p> <p>The students will be divided into three mixed ability groups for this lesson to provide rounded learning opportunities for all students. The classroom will be arranged into three groups so that each group can work independently.</p> <p>There will be three different group activities during the lesson to explore different aspects of the genre of art.</p> <p>The groups will be as follows:</p>

	<ol style="list-style-type: none"> 1. Pointillism using cotton buds, stampers and paint x2 2. Pointillism using markers 3. Pointillism using pastels <p>The students will work collaboratively in their groups to create a unique and interesting piece of art using the pointillism style. The teacher will observe and assist, scaffold the students learning as required.</p> <p>The students will lightly sketch their pictures in pencil first. Then they will either</p> <ol style="list-style-type: none"> 1. Dip the stampers and/or cotton buds into the paint and start filling in their design 2. Use the pastels/markers to make small dots within their design. <p>Conclusion:</p> <p>Cognitive: The teacher will conclude the lesson by inviting some of the students to describe their piece of art work and to give positive feedback on other groups' art pieces.</p>
<p>Materials</p>	<ul style="list-style-type: none"> ➤ Markers ➤ Paint ➤ Pastels ➤ Q tips ➤ Bubble wrap ➤ Pencils ➤ Stampers ➤ Paper ➤ Art examples for IWB
<p>Extra</p>	



On a journey with the ARTist



Category

CRAFT



Name of the activity	Seed Paper Greeting Card
Duration	2 lessons (50' each)
Group age	6 – 9 years old
Space	Arts and Crafts classroom
Objectives	<ul style="list-style-type: none"> ➤ To become aware of the importance of recycling paper. ➤ To develop creativity by designing a greeting card that turns into real flowers.
Description of the activity	<p>Children will make their own artsy paper with wildflower seeds in it. They will recycle used paper and make a beautiful greeting card for someone special. They can use coloured markers to paint a design or message on it. They can plant the paper in a pot or in the ground.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Materials	<ul style="list-style-type: none"> ➤ Used printer paper, cross-cut into tiny pieces by a paper shredder. Use 1-1/2 cups for each card. ➤ Large bowl of warm water ➤ Food colouring (optional) ➤ Blender ➤ 9 x 13-inch baking pan ➤ Packet of wildflower or other seeds ➤ Bath towels or several layers of felt squares ➤ Waxed paper ➤ Coloured markers
Extra	<ul style="list-style-type: none"> ➤ https://climatekids.nasa.gov/seed-paper/

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On a journey with the ARTist



Category



CRAFT on the computer

Name of the activity	Little Picasso
Duration	1 h
Group age	6-9 years old
Space	Computer lab
Objectives	<p>This activity will help the children:</p> <ul style="list-style-type: none"> ➤ To learn about different forms of art ➤ To gain more interest for the artistic skills ➤ To create ICT art works based on the Picasso paintings ➤ To learn how to work in a group, within a team ➤ To use the menus of the Paint application correctly so that the children's works of art would be as close as possible with the originals. ➤ To share their "paintings" using ICT tools <p>The purpose of this exercise is to make the children aware that they can also "paint" using the computer and not only on a canvas or on a paper.</p>
Description of the activity	<p>The teacher projects first some information about Pablo Picasso and then some images with the most important paintings of the Pablo Picasso, the Spanish painter. The children try to make their own "Picasso" work of art using the Paint application and then share it using ICT tools.</p>
Materials	<ul style="list-style-type: none"> ➤ computers ➤ videoprojector

Extra



Eras

On a journey with the ARTist



Category

CRAFT

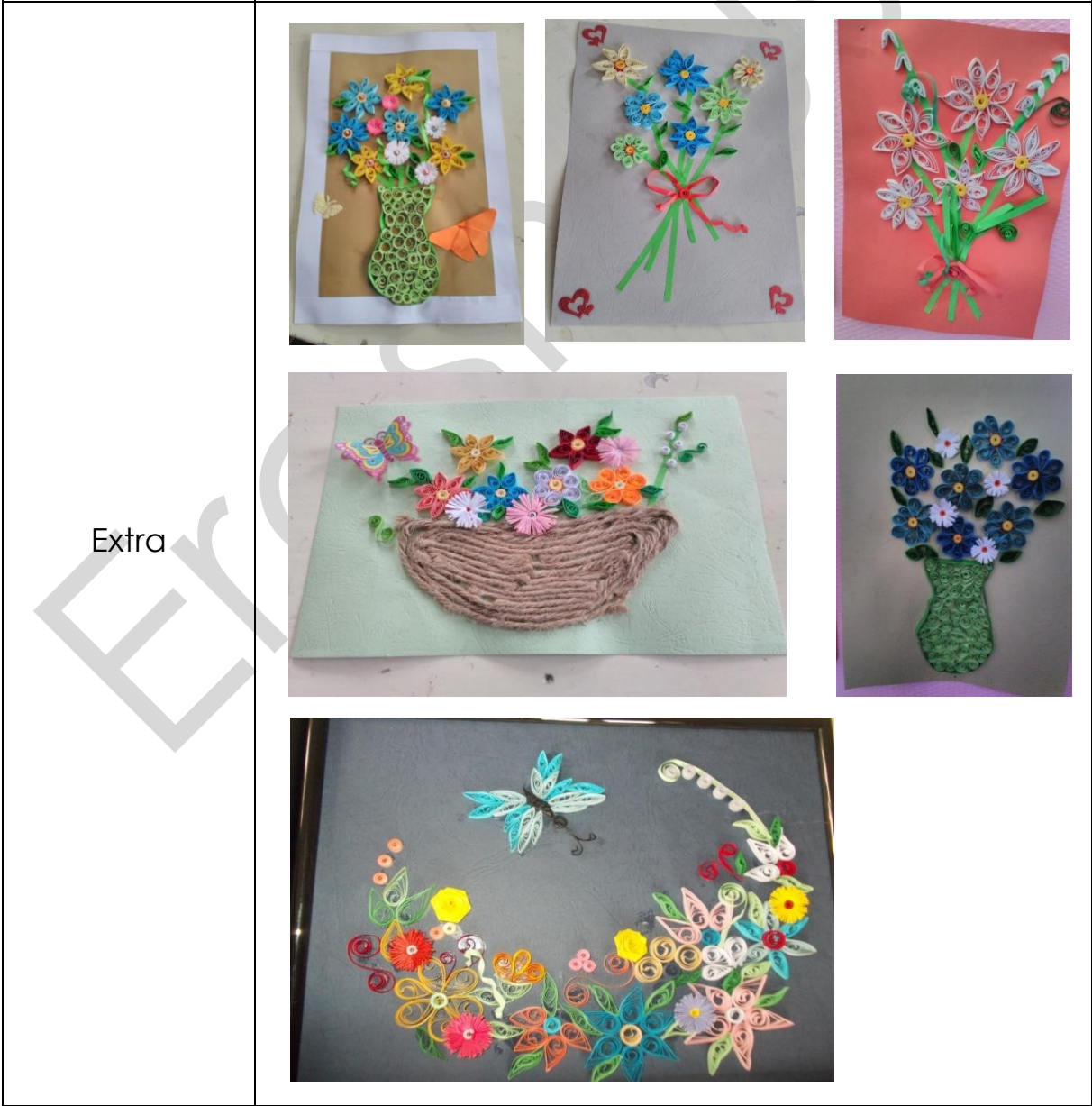


Name of the activity	Quilling
Duration	2 h
Group age	6-9 years old
Space	Classroom
Objectives	<p>This activity will help the children:</p> <ul style="list-style-type: none"> ➤ to harmoniously combine the colours ➤ to know and identify elements from nature, their shape and colour ➤ develops practical abilities ➤ to learn the skill of rolling the paper which will be used for making the art work ➤ to carefully handle the tools for the work ➤ it develops the aesthetic feeling, the desire of obtaining beautiful works and to express their opinion about the works of their colleagues. ➤ to appreciate his own work as well as that of the others ➤ to work in a team, to share responsibilities in an activity, to be tolerant and responsible.
Description of the activity	<p>Quilling is a working technique of rolling the paper with the help of tools or even with the empty hand. It is a technique that attracts, captivates, but which proves to be an ... art.</p> <p>The pupils have learned with pleasure and very quickly this technique. They are familiar with it, they have made many</p>

simple individual works, but the most ample and beautiful compositions are made in a team or in pairs.

They divide their work: some roll the paper, some stick it, they model the elements, stick the elements on the coloured cardboard, they create the composition, they express their opinion and improve the work.

- Materials
- strips of coloured paper,
 - glue,
 - coloured cardboard,
 - rolling tools,
 - scissors,
 - paper cutting guillotine.






On a journey with the ARTist

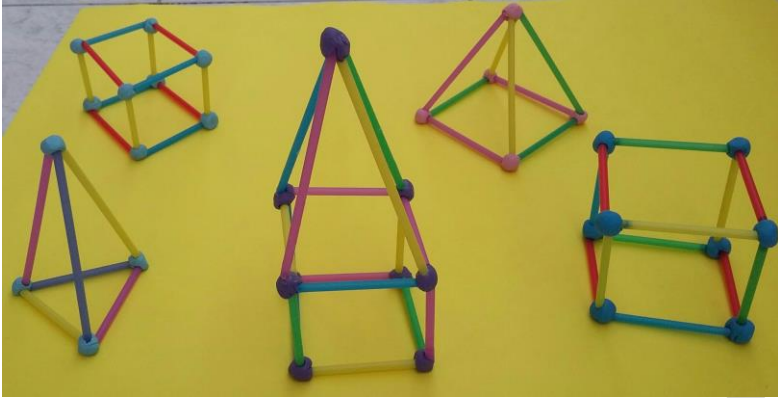


Category

CRAFT



Name of the activity	Construction of geometrical solids
Duration	20 -30 minutes
Group age	6-9 years old
Space	classroom
Objectives	Students realize that the geometrical solids have three dimensions and that they occupy certain space.
Description of the activity	<p>The students form small plasticine balls of the same size. They connect the balls with toothpicks and they form cubes and pyramids. They can use drinking straws to form rectangular parallelepipeds.</p> 

Materials	Plasticine, toothpicks, wooden or plastic straws
Extra	

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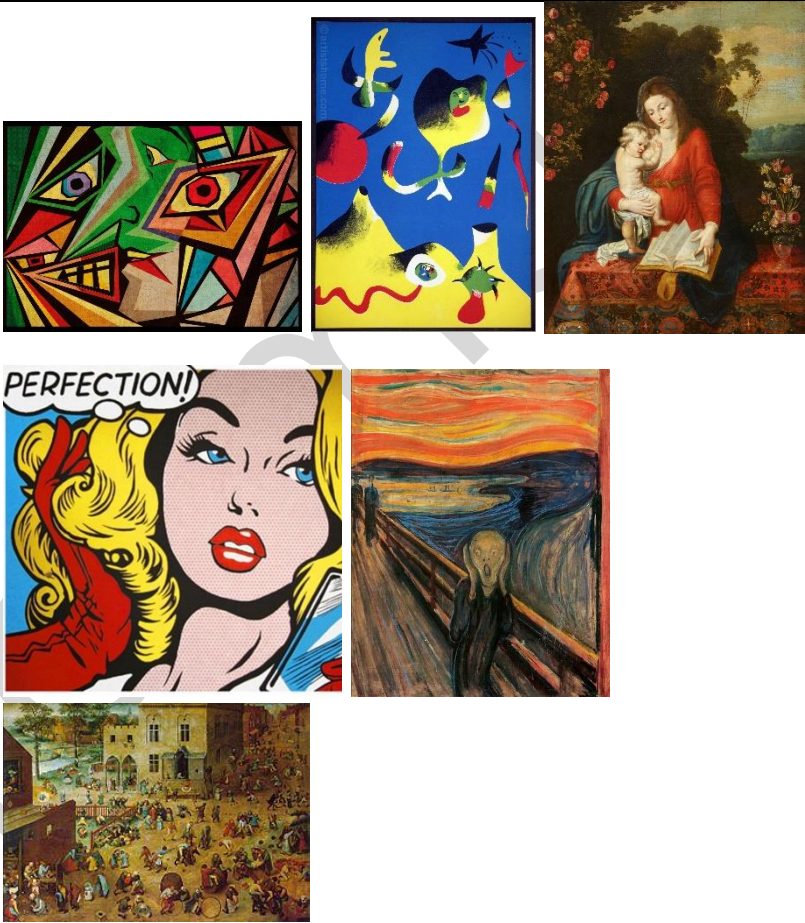


Category

MUSIC



Name of the activity	Choose artworks by listening to music
Duration	35 minutes
Group age	7-8-9 years old
Space	classroom
Objectives	<ul style="list-style-type: none"> ➤ The children are able to listen carefully to several pieces of music. ➤ The children are able to pick an artwork based on the music they hear. ➤ The children are able to explain why they have chosen the artwork on the music. ➤ the children can enjoy listening to music.
Description of the activity	<ol style="list-style-type: none"> 1. Start <ul style="list-style-type: none"> - Make a small museum in the classroom. - Put up artworks from several famous artists (see 'Extra' for examples) - Give the children time to watch all the artworks - Make duo's 2. Centre <ul style="list-style-type: none"> - Give the duo's a Space in the classroom to sit down - Explain to the children that they are going to hear pieces of music and that they are going to choose an artwork that fits the music they hear.

	<ul style="list-style-type: none"> - Start the first piece of music . Give the duo's time to listen and to choose. <p>3. Finish</p> <ul style="list-style-type: none"> - Let the children explain why they have chosen a piece of art with the music they just heard. - Start again with the next song.
<p>Materials</p>	<ul style="list-style-type: none"> ➤ Internet connection for the You Tube- links ➤ Prints of famous artworks
<p>Extra</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;">  </div> <p>Songs to choose from:</p> <p>https://www.youtube.com/watch?v=TyHvyGVs42U</p> <p>https://www.youtube.com/watch?v=EQkLs_Oi_V4&index=3&list=PL09EDF6A8792F0592</p> <p>https://www.youtube.com/watch?v=qeLu68qXzps</p>

On a journey with the ARTist



Category
MUSIC



Name of the activity	Rhythm circle
Duration	5-20 min
Group age	6-12 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ to find the basic rhythm ➤ to wait for your turn ➤ to clap in the rhythm ➤ to strike the drum in a rhythm
Description of the activity	<p>The pupils stand in a circle, the drum in the middle. In the background is playing a piece of rhythmic music or drumming.</p> <p>Clap in the basic rhythm. You can use also rhythmic instruments.</p> <p>Clap only the 1st strike. Change and clap the 1st and the 3rd strike.</p> <p>Change and clap only the 4th strike.</p> <p>The rhythm starts circling: One at a time, each pupil on their turn, go and hit the drum in the middle, striking only the 1st strike.</p> <p>On the next round everybody strikes only the last 4th strike of the bar on their turn.</p> <p>With older children you can use two drums in the middle and two pupils, each from the opposite sides of the circle go to the middle and so on.</p>

	As an extra challenge you can have a round with striking the 1 st and the 3 rd strike or e.g. all the strikes, taking turns.
Materials	<ul style="list-style-type: none">➤ 1--2 djembe drums➤ rhythmic music or drumming (background)

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On a journey with the ARTist



Category

MUSIC



Name of the activity	"Let it Go"
Duration	40 minutes
Group age	6-9 year olds
Space	The Classroom
Objectives	<ul style="list-style-type: none"> ➤ That children will be enabled to sing the song "Let it go" in unison. ➤ That children will be enabled to sign the song using increased confidence and expression, using hand gestures at certain points
Description of the activity	<p>Introduction:</p> <ul style="list-style-type: none"> • The teacher will introduce this lesson with a warm up game called Pass the Rhythm. • The children will arrange themselves in a circle and the teacher will start with a rhythm and will pass it on to a child who will add one new element to the rhythm. The game continues until somebody gets the rhythm wrong. • To ensure children's vocal chords are warmed up, the teacher will ask each child to follow the pattern of a bee around the room. <p>Development:</p> <ul style="list-style-type: none"> • The teacher will instruct the children to read the lyrics sheet for a minute or two.

	<ul style="list-style-type: none"> • The teacher will question the children as to what they think the song means. • The teacher will then play “Let it Go” from the movie Frozen on the Interactive Whiteboard. • The teacher will explain to the children that they may sing along to the song if they know it. • The children will engage in a class talk and discussion on different aspects of the song – the vocals, patterns, speed and dynamics. • The teacher will play the song again, this time with all the class singing along. The teacher will join in too to inspire confidence. • The teacher will then split the class in 2 and ask the different sides to sing different parts. • Finally the teacher will tell the children to stand up, and sing the song, adding in hand gestures and movements wherever they feel necessary
Materials	<ul style="list-style-type: none"> ➤ Song Let it Go ➤ Interactive Whiteboard ➤ Lyric Sheets for each child
Extra	<ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=lmKzSpGXqOE



On a journey with the ARTist



Category



MUSIC

Name of the activity	Rainbow Fish Musical Skit
Duration	3 weeks
Group age	6 - 9 years old
Space	Classroom, gym hall
Objectives	<ul style="list-style-type: none"> ➤ Learn about friendship and ways they should treat friends. ➤ Reinforce the idea that they are a community with lots of wonderful differences. ➤ Discuss the ideas of sharing and uniqueness.
Description of the activity	<p>After reading the story Rainbow Fish by Marcus Pfister, discuss the importance of being a good friend and what that means. They will learn the song, dress up with the watercolor fish they made, and role-play and sing the song.</p> <div style="display: flex; justify-content: space-around;">   </div>
Materials	<ul style="list-style-type: none"> ➤ The Rainbow Fish book by Marcus Pfister ➤ For the watercolor Rainbow Fish: ➤ Hand-drawn fish outline reproducibles, several different types of fish ➤ Watercolors ➤ Brushes and water in cups ➤ Large white construction paper ➤ Aluminum foil and glitter to make it sparkle ➤ Scissors and glue
Extra	<ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=Nx3VG8c4WSk

On a journey with the ARTist



Category



MUSIC

Name of the activity	Play musical games with different non-conventional instruments.
Duration	1 h
Group age	6-9 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ be able to create their own instruments with things they have recycled [march to the beat of a handmade drum... or rock out with a shoe box guitar] ➤ be able to discover the different sounds of materials [wood, plastic or metal] ➤ communicate with the rest of colleagues and play music as a group ➤ discover themselves.
Description of the activity	<p>Every kid from the class will bring one object to school. He will choose the object from home, after the sound produced by it. In the class, children will sit down on the ground to be more connected to the earth, and will hold their own instrument. Teacher and students will have a discussion about this type of instruments and this kind of music.</p> <p>Some of the instruments have to be hit to create sound, while some have to be rustled or to blow into them.</p> <p>After this... each student has to show what sound he discovered he can make on his instrument.</p> <p>Once they enjoy playing with the sounds, they can truly play together, to enjoy musical games that show them how to</p>

	<p>have fun while developing a love for music. Dance, sing, jump, freeze and more, all with the goal of building our kid's musical talents. With their own household items they can try to create different beats and then they can just read some poetry on that beat...</p> <p>Making your own instruments is a wonderful introduction to the fun of music. And then they can apply this interest to real-life instruments and the people who play them. Many symphony orchestras offer free events in the park. This is the perfect Space where the students can hear the sounds of real instruments mingling with the sounds of nature.</p>
Materials	<ul style="list-style-type: none"> ➤ Different musical instruments made from everyday items one can find in any home.

ErasmusX

On a journey with the ARTist



Category

MUSIC



Name of the activity	Singing and learning multiplication of 3
Duration	2 teaching periods
Group age	6-9 years old
Space	Classroom
Objectives	➤ Learning the multiplication of 3
Description of the activity	Students listen to the song " Tag " and fill in the missing calculations and nouns of work sheets provided. Subsequently they sing and learn the above noted song.
Materials	<ol style="list-style-type: none"> 1. Computer 2. Projector 3. Speakers 4. Photocopies 5. Pencil & Eraser
Extra	

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Το κυνηγητό

Φτου! Μια μαύρη μύγα τρέχει στο ταβάνι
 μια φορά το τρία πάντα κάνει.



Μια αράχνη φτάνει κραπ! τη μύγα πιάνει
 δυο φορές το τρία πάντα κάνει.



Τσακ! Ένα ποντίκι την αράχνη πιάνει
 τρία επί τρία πάντα κάνει.



Της Φωφώς η γάτα το ποντίκι πιάνει
 τέσσερα επί τρία μας κάνει.



Γαβ! Του Ντίνου ο σκύλος τη γατούλα πιάνει
 πέντε επί τρία κάνει.



Η Φωφώ φωνάζει και τον Ντίνο πιάνει
 έξι επί τρία μας κάνει.



Γαβ! Τρομάζει ο σκύλος και τη γάτα χάνει
 εφτά φορές το τρία κάνει.



Νιαρρρ! Τρομάζει η γάτα το ποντίκι χάνει
 οχτώ φορές το τρία μας κάνει.



Αχ! Και το ποντίκι την αράχνη χάνει
 εννέα επί τρία μας κάνει.



Δέκα επί τρία - ναι - κάνει
 να κι η μαύρη μύγα πάλι στο ταβάνι.



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Χαταίκου Ιωάννα <http://taksiasterati.blogspot.gr> οι στίχοι από εδώ:
<http://odosparamithion.blogspot.gr/2014/01/3-video.html>

TRANSLATION

Chasing

A black fly is running on the ceiling

One time 3 gives -----

A spider comes and catches the fly

Two times 3 gives ----

A mouse catches the spider

And three times 3 gives ----

Fofo's cat catches the mouse

Four times 3 gives ----

Dino's dog catches the cat

Five times 3 gives ----

Fofo is yelling and catches Dino

Six times 3 gives ----

Goof- goof the dog is scared and loses the cat

Seven times 3 gives ----

Miaw ! The cat is scared and loses the mouse

Eight times 3 gives ----

Oh! The mouse loses the spider

Nine times 3 gives ----

Ten times 3, yes! Gives ----

Here it is, the black spider is on the ceiling again!



On a journey with the ARTist



Category



DANCE

Name of the activity	Walking a fashion show and choosing appropriate music
Duration	4 x 50 minutes
Group age	8 years old
Space	Gym or large (class)room
Objectives	<ul style="list-style-type: none"> ➤ The students can listen actively and detailed to music fragments. ➤ The students can experiment with movements on the spot, moving forward, balance and aspects of creating a shape or combination of movements or dance. ➤ The student scan recognize, imitate and perform movements that can be used to create a combination or shape or dance. ➤ The students can apply order to a series of objects, images and/or sounds to create a coherent whole. ➤ The students can talk about movement and dance in regards to their own performance and the performance of others.
Description of the activity	<p><u>LESSON 1 :</u></p> <p><u>Step 1: Impression : a fashion show</u></p> <ul style="list-style-type: none"> - The students watch a film fragment of a fashion show. - The teacher explains the assignment. <p><u>Step 2: Impression: music</u></p> <ul style="list-style-type: none"> - The students listen to tree music fragments.

- The music fragments are repeated and the students can clap or stamp the rhythm.

Step 3: Moving to music

- *Explore:*
 - Moving freely to the tree music fragments
- *Experiment*
 - * Moving freely to the music and freezing when the teacher claps his/her hands.
 - * The teacher appoints a student that leads the other students in a motion of their choice. The other students follow and imitate the appointed student.

LESSON 2:

Step 1: Impression : music combination

- The students form 4 teams and chose an order for the tree music fragments.
- The students listen to the separate music fragments and the different combinations.

Step 2: Create: 'composing' the music for the fashion show

- The students are divided into 4 groups.
- The students listen to the tree music fragments and decide on an order.
- The students write their chosen order on a piece of paper.

LESSON 3:

- The teams listen to the combination of their music fragments.
- The students experiment with movement and combinations to the chosen music.
- The teams decide on a choreography.
- The students can form subgroups in their team to create a diverse choreography.
- The students can incorporate given criteria in their choreography:
 - moving with all feet on one imaginary line.

	<ul style="list-style-type: none"> - at least one simultaneous turn to the right or to the left. - The teams can choose one prop they would like to use in the fashion show. - The teams can practice their choreography. - The students perform their choreography at a fashion show (film). <p><u>LESSON 4:</u></p> <ul style="list-style-type: none"> - The students watch the recorded fashion show and discuss. - The students give each other feedback using given cards.
Materials	<ul style="list-style-type: none"> ➤ Music fragments on usb-drive ➤ Music playing device with usb-portal ➤ Video fragment of a fashion show on youtube ➤ Videocamera

On a journey with the ARTist



Category

DANCE



Name of the activity	Feeling Dance
Duration	15-30 min
Group age	6-12 years old
Space	Gym hall or dancing hall
Objectives	<ul style="list-style-type: none"> ➤ to move with music ➤ to recognize different feelings ➤ to express different feelings with your body
Description of the activity	<p>The pupils lie down all over the gym hall on their backs. No contact with each other, unless the teacher later separately instructs so.</p> <p>Listen to the music for a while and think what feeling it expresses.</p> <p>When you feel you are ready you can stand up and start moving and express the feeling with your movement. After a while the teacher gives an instruction to contact such dancers who seem to have the same feeling. Do you find a common movement?</p> <p>After the music stops the practice is discussed and feelings compared: Did the pupils who found each other have the same state of feeling and how it felt?</p>
Materials	<ul style="list-style-type: none"> ➤ Background music or drumming

On a journey with the ARTist



Category

DANCE



Name of the activity	Macerena
Duration	50 minutes
Group age	6-9 years old
Space	The school hall
Objectives	<ul style="list-style-type: none"> ➤ Explore more complex movements of body parts and body actions ➤ Explore further different levels, pathways, shapes and directions in space ➤ Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement ➤ Perform in unison to the Macerena
Description of the activity	<p>Warm up:</p> <ul style="list-style-type: none"> ➤ Various stretches ➤ Warm up Game: Musical Islands <p>How to play:</p> <ul style="list-style-type: none"> ➤ Put a number of sheets of newspaper around the hall floor ➤ When the music is on, players move around the hall to the music, in any direction ➤ When the music stops, all players must stand on a newspaper "Island", anybody left is out ➤ Each time the music restarts, remove one or more sheets of newspaper. ➤ As the islands (newspapers) available become less and less, more children will need to crowd each island –

encourage players to make room for each other, hold one another steady, etc

- Continue until all the islands are at maximum capacity.

Main dance:

Macerena:

- Teacher will model the actions to the dance
- The children will imitate the teachers movements
- Teach the dance step by step
- Practice the dance to the music with teacher modelling
- Practice a few times
- Allow the children to perform the dance without teacher modelling

Instructions:

1. Space R arm out in front palm down
- 2.Space L arm out in front palm down (Frankentein style)
3. Turn R hand palm up
4. Turn L hand palm up
5. Space R hand to left upper arm
6. Space L hand to right upper arm (Genie style)
7. Space R hand behind head
8. Space L hand behind head
9. Space R hand to L hip
10. Space L hand to R hip
11. Space R hand to R lower cheek
12. Space L hand to L lower cheek
13. Leave hands on cheeks and wiggle & sway
14. Repeat
15. Repeat
16. Quarter turn to left

Begin Again

Cooldown:

	<ul style="list-style-type: none"> ➤ The children breathe in while stretching wide, breathe out while lowering arms ➤ They repeat while stretching high ➤ Remind them to breathe in and out slowly.
Materials	<ul style="list-style-type: none"> ➤ Newspapers ➤ Large area (school hall) ➤ Macerena on Youtube or CD
Extra	<ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=MAp7TYPYcc

ErasmusX


On a journey with the ARTist



Category



DANCE, MUSIC AND CRAFTS

Name of the activity	Around the World with Willy Fog
Duration	1 month approximately.
Group age	6-9 years old (adaptable to any age)
Space	Art classroom, gym hall or any other large space.
Objectives	<ul style="list-style-type: none"> ➤ Prepare and represent a live-action musical show . (Dance and Music). ➤ Design and create a papier-mache Earth globe as the main element of the stage. (Crafts) ➤ Get a general knowledge about other cultures and countries around the world, past and present times. ➤ Develop social interaction by working with others and experience the creative process by designing outfit and stage elements.
Description of the activity	<p>After watching the episodes and learn about different countries, children will choose a character in order to perform it on the musical show.</p> <p>They will learn the song and dress up with the costumes to act-out the characters.</p> <p>They will as well learn a simple choreography to dance while singing.</p> <p>The main stage decoration will be a giant papier-mache globe that they will create.</p> 
Materials	<ul style="list-style-type: none"> ➤ For the show: costumes of the main characters, traditional costumes from the countries that appear on the TV series. ➤ For the giant papier-mache globe: large round balloon, old newspapers, flour paste or diluted white glue, construction

	paper (shaping the continents), brushes, tissue paper, tempera paint or acrylic paint.
Extra	<ul style="list-style-type: none"> ➤ Around the World with Willy Fog series: https://www.youtube.com/watch?v=OwUOpjvha8M ➤ Around the world with Willy Fog Lyrics:https://www.youtube.com/watch?v=qmHINzmpbl8 ➤ Choreography ideas: https://www.youtube.com/watch?v=brelgeDzqEM ➤ Papier-mache Earth globe: https://www.youtube.com/watch?v=3DUgo8oyab4

Erasmusx

On a journey with the ARTist



Category

DANCE



Name of the activity	Dancing Mime
Duration	15 minutes
Group age	3-6 years old and 6-9 years old
Space	Indoors in the classroom/dance room or outdoors
Objectives	<ul style="list-style-type: none"> ➤ Boost creativity and imagination ➤ Have fun
Description of the activity	<p>Dancing Mime is perfect for more than two children.</p> <p>You need a bunch of cards showing different objects, animals, clothing items etc, that are easily to reproduce through dance. Each kid receives 5 cards (or more, depending on the available time).</p> <p>Children need to be split in pairs of two.</p> <p>Make sure everyone gets a chance to perform. The idea is to make moves in a way that resembles the item written on the card.</p> <p>Play some music</p> <p>The children are not allowed to show to their partner what is written on their card.</p> <p>They need to make a 5 to 10 seconds dance that shows the item.</p>

	<p>If the partner guesses the object that is being shown he receives a point.</p> <p>At the end you can do a fun dance by showing all of them the same cards and making them do the move at the same time.</p>
Materials	<ul style="list-style-type: none">➤ Coloured cards➤ Music

Erasmus+

On a journey with the ARTist



Category

DANCE



Name of the activity	If you are happy and you know it
Duration	45 minutes
Group age	6-9 years old
Space	Classroom, school yard
Objectives	<ul style="list-style-type: none"> ➤ Learn English vocabulary (express feelings, learn verbs) ➤ Teach imperative
Description of the activity	<p>Use flashcards to teach feelings in English (happy, sad, hungry, angry, brave) and the phrases: clap your hands, hug someone, rub your tummy, stamp your feet, say < I can>.</p> <p>Show them the flashcards, say the adjective or the expression and use your face or your body to make them understand the meaning of them. Ask them to repeat.</p> <p>Give the cards to different students who volunteer so that they go round the classroom and ask their classmates to say the English words.</p> <p>When you are sure that they have understood the meanings, play the cd. Play it again and mime the actions yourself.</p> <p>Give them the written song and ask them to listen and sing.</p> <p>Now they are ready to mime themselves.</p>

	Ask them to study the song at home and learn it by heart so that they can dance and sing without holding their copies. Practise it during the next lesson.
Materials	<ul style="list-style-type: none"> ➤ flashcards ➤ photocopies ➤ Cd player
Extra	<ul style="list-style-type: none"> ➤ Song: <p>If you are happy and you know it, clap your hand, (twice) If you are happy and you know it, If you are happy, happy, happy, If you are happy and you know it clap your hands.</p> <p>Sad- hug a friend</p> <p>Hungry- rub your tummy</p> <p>Angry- stamp your feet</p> <p>Brave – say I can</p>

On a journey with the ARTist



Category



DRAMA

Name of the activity	Tableau vivant, based on the work of Pieter Bruegel de Oude 'Children's games'.
Duration	Lesson 1: 30 minutes + Lesson 2: 60 minutes
Group age	7-9 years old
Space	Classroom/playground/gym
Objectives	<ul style="list-style-type: none"> ➤ The students can observe and explore a painting in detail. ➤ The students can empathize with games from the past and present day and portray these games in a tableau vivant. ➤ The students can creatively collect or create the needed accessories, props and clothing. ➤ The students can work together towards a common result.
Description of the activity	<p>Lesson 1</p> <ol style="list-style-type: none"> 1. Exploring the painting <ul style="list-style-type: none"> • What do you see on the painting (surroundings, people, games, toys, ...) • Is it an old or more recent painting. het • What games and toys do you recognize? • How are the children dressed? • What accessories/attributes do they use? • What kind of games do you play? • How are you dressed? • What accessories/attributes do you use? 2. Dividing the roles <ul style="list-style-type: none"> • Teams of two or three students chose a game that they want to portray. • Choice: <ul style="list-style-type: none"> - A game from the past, from the painting.

	<p>- A game that children in the present day play outside.</p> <p>3. Talking about clothing and props that are needed to support the expressive nature of their play.</p> <ul style="list-style-type: none"> • What clothes, accessories or props do you need? • Where can you find them (at school or at home)? • How can you make them? <p>Lesson 2</p> <p>4. Customizing clothes, accessories and props to fit the intended play.</p> <p>5. Experimenting with 'Tableau vivant' and showing their creation to the other students.</p> <p>Each team of students rehearses and then performs their play. When given a signal, the students freeze and a tableau vivant is created. A picture is taken and discussed.</p>
Materials	<ul style="list-style-type: none"> ➤ Picture of the painting 'Children's play' of Pieter Breugel de Oude https://nl.wikipedia.org/wiki/Kinderspelen ➤ Bring from home: old and new clothes, old fabrics, old and new toys and accessories, ... ➤ Camera
Extra	Grouppictures



On a journey with the ARTist



Category

DRAMA



Name of the activity	Stay inside the circle
Duration	5-15 min
Group age	6-12 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ concentration, calming down ➤ to sense the presence of others by quiet sounds ➤ to distinguish between silence and sounds ➤ to produce different quiet sounds ➤ to strengthen the feeling of safety
Description of the activity	<p>Stand in a circle, one volunteer standing in the middle of the circle blindfolded with a scarf.</p> <p>The pupil in the middle starts to move slowly.</p> <p>When he approaches too near the circle the pupils in the circle warn him/her with some quiet sound.</p>
Materials	<ul style="list-style-type: none"> ➤ A scarf for blindfolding

On a journey with the ARTist



Category

DRAMA



Name of the activity	The Three Little Pigs
Duration	50 minutes
Group age	6 – 9 years old
Space	The School Hall
Objectives	<ul style="list-style-type: none"> • Enter into the fictional dramatic context • Develop the ability to hold on to either role or character for as long as the dramatic activity requires in role as members of a tribe • Discover how the use of space and objects can help in building the context • Work co-operatively in groups to shape the drama
Description of the activity	<p>Warm up:</p> <ul style="list-style-type: none"> ➤ Game: SPLAT! <ol style="list-style-type: none"> 1. Ask the group to make a circle. Teacher stands in the middle. 2. The teacher throws an imaginary pie at one person in the circle. 3. That person must duck and the two people on either side throw an imaginary pie at each other and shout "SPLAT!". 4. If the first person doesn't duck, she is out. If she does duck in time, the last person to throw their pie on either side is out. 5. Continue until you are down to just two people left. 6. When there are only two people left begin THE DUEL: The two remaining players stand back to back in the middle of the circle.

A category of objects is called out, such as 'cereal'. Each time the teacher calls out a dog, the players take one step forward. When an object that is NOT a dog is called out, they must throw their custard pies. The first to throw the pie is the winner!

Development:

- Each child is given a copy of script "The Three Little Pigs"
- Teacher reads, modelling expression
- There are 9 parts in the script
- Depending on numbers in the class, divide the children into groups of 9
- Allocate lines to individuals and groups
- Children underline their own words
- Each child will practice their lines with fluency and expression
- The children will be encouraged to use things around the classroom as props to add to their play
- Teacher will circulate the room helping and guiding each group
- At the end of the lesson, each group will perform for each other
- If want to extent the lessons for older children, the activity **Hot Seating** can be used
 - The wolf is in the hot seat, the children will take turns to ask him questions. For example – "Why did you try to blow the pig's house down?"
 - Any character from the story can be in the hot seat

Closure:

Game: **Pass the Pencil**

- The children sit in a circle
- Send one child out of the room as a detective
- Give one child in the circle the pencil
- The detective comes back and stands in the middle of the circle
- The pencil will be passed around in the circle without the detective seeing it

	<ul style="list-style-type: none"> ➤ The detective has 3 goes at guessing who has the pencil
Materials	<ul style="list-style-type: none"> ➤ Large area (school hall) ➤ The Three Little Pigs Script ➤ Pencil ➤ A chair
Extra	<p>Links for scripts:</p> <ul style="list-style-type: none"> ➤ http://www.outoftheark.co.uk/ext/pdfs/TLP%20script%20for%20easy-reading.pdf ➤ http://goughkms.weebly.com/uploads/5/1/8/7/5187773/readerstheaterscriptofthethreelittlepigsstgrade.pdf

Erasmus

On a journey with the ARTist



Category

DRAMA



Name of the activity	It's good to have different friends
Duration	Three lessons 50 minutes.
Group age	7-8 years old
Space	Classroom and Art class.
Objectives	<ul style="list-style-type: none"> ➤ Respect to different cultures, races and disabled people. ➤ Encourage the equality among people. ➤ Know different cultures in the classroom.
Description of the activity	<ul style="list-style-type: none"> • At first children in Art class make a draw about this topic: "It's good to be a different colour". Then we have a big poster with children draws. • In groups children have a puppet to dramatize a play with them. • In the multipurpose classroom children with different races in the classroom say a sentence about him/her. For example: I'm Ainara and I from Cabo verde. • In language class we prepare a dialogue from the play. • Finally, some children dramatize a small play about this topic.
Materials	<ul style="list-style-type: none"> ➤ Wrapping paper. ➤ Crayons. ➤ Felp tips. ➤ Glue and scissors. ➤ Foamy, felt, carton boxes... ➤ Video camera.
Extra	<p> https://youtu.be/9wGNbF6WhBk https://youtu.be/hq1MVBmeOUE https://www.scribd.com/document/371727328/Esta-Ben-Ser-Diferente-Galego-Pictos?secret_password=RjIjM871DurpvBEPEcAk#from_embed </p>

On a journey with the ARTist



Category



DRAMA

Name of the activity	The Letter
Duration	1h
Group age	6-9 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Develop the imagination of the children ➤ Develop the skills to observe and remember ➤ develop the skills to imitate ➤ train the miming skills ➤ develop the concentration abilities ➤ train the attention to details ➤ develop the communication skills, both non-verbal and verbal
Description of the activity	<p>On a chair, in front of the classroom, there is a letter. Children take it in turns to try to imagine the content of the letter and what they would feel when reading it.</p> <p>Each child has to mime, but he can also use spoken words, to make the others guess what they "read" in the letter, without actually saying what its content is.</p> <p>It is a good exercise to make the children express their feelings. The others are invited to guess what feelings their colleague is trying to suggest by miming them.</p>
Materials	<ul style="list-style-type: none"> ➤ an envelope with an empty sheet of paper

On a journey with the ARTist



Category

DRAMA



Name of the activity	The Perperouna (Greek custom)
Duration	One teaching hour, 45'
Group age	6-9 years old
Space	Classroom and school yard
Objectives	➤ Learning what a plant needs (environmental studies)
Description of the activity	<p>A girl is dressed up with leafs and weeds and goes door to door dancing, meanwhile the accompanying girls sing the noted rain song. The housewives of the homes she visits drizzle the girl with water as if actual rain.</p> <p>The rain song lyrics:</p> <p>Perperouna goes around</p> <p>Asking the God</p> <p>To send rain</p> <p>Not a heavy rain</p> <p>So that our wheat and corn grow.</p> <p>(Περπερούνα περπατεί, το Θεό παρακαλεί για να βρέξει μια βροχή, μια βροχή μια σιγανή, να γεννούν τα σάγια μας και τα καλαμπόκια μας...)</p>

	<p>The Perperouna song is addressed directly to God and shows how important water is to the plants. It was a way to ask for rain during drought spells, which threatened their crops.</p>
<p>Materials</p>	<p>Water Cardboard and Goof paper Scissors and Glue</p>
<p>Extra</p>	

Erasmus+

ART ACTIVITIES FOR CHILDREN

9 – 12 years old



On a journey with the ARTist



Category



CRAFT

Name of the activity	Body painting
Duration	1 hour
Group age	9 – 12 years old
Space	Outside
Objectives	<ul style="list-style-type: none"> ➤ The students make a silhouette of each other in turn. ➤ The pupils pay attention to the details, for example fingers, hair, ...
Description of the activity	<p>The class group is divided into groups of max. 4 pupils. * In turn, a pupil is lying on the wallpaper and the silhouette of that pupil is drawn. * Take care: the pupils always lie on the silhouette of the previous pupil. This can always change direction. * The students color the silhouettes with felt pen (different colors for each silhouette).</p>
Materials	<ul style="list-style-type: none"> ➤ Different layers of wallpaper made together with adhesive tape ➤ Felt-tip pens in different colors

On a journey with the ARTist



Category

CRAFT



Name of the activity	Building a hut, a castle or a cave etc.
Duration	1 lesson – 1 school day
Group age	9-12 years old
Space	Outside on the school yard or in the environment nearby
Objectives	<ul style="list-style-type: none"> ➤ Being and playing together outside ➤ Practising working together ➤ Practising solving problems ➤ Strengthening 3-dimensional perception
Description of the activity	<p>The group plans together what to do, what materials they need, how to do and where to do.</p> <p>The pupils build together, test and solve problems.</p> <p>They divide the work between the group members.</p> <p>They play together in the ready made hut (castle, cave etc.)</p>
Materials	<ul style="list-style-type: none"> ➤ Different kinds of wood material: branches and twigs, pieces of board, cardboard cartons and other recycling materials ➤ Binding material, e.g. hammer and nails, strings ➤ Different kinds of wood material: branches and twigs, pieces of board, cardboard cartons and other recycling materials ➤ Or snow



Extra





<https://peda.net/kuopio/p/muuruvesi/hankeet/ovet-auki-maailmaan/oajwta/mjlr>

On a journey with the ARTist



Category

CRAFT



Name of the activity	In A Flap
Duration	60 minutes
Group age	9 – 12 years old
Space	The Classroom
Objectives	<ul style="list-style-type: none"> ➤ Draw imaginative themes using inventive pattern and detail. ➤ Express his or her imaginative life and interpret imaginative themes using colour expressively.
Description of the activity	<p>Introduction:</p> <p>The teacher will explain the activity to the children using a flap card prepared prior to the lesson.</p> <p>The teacher will talk the children through the steps required and the importance of doing them in order.</p> <p>Development:</p> <ul style="list-style-type: none"> ➤ Take the piece of card (or paper) and mark it roughly in three sections using the ruler and pencil. ➤ Draw a line down the right hand divide and fold the card along this line. ➤ With the flap now closed, draw a simple picture on the paper and across the flap. ➤ Draw the bits that will not change first; the left hand side. ➤ Now open the flap out and complete the picture in this section also. ➤ This section should contain a major contrast to the drawing on the flap.

	<ul style="list-style-type: none"> ➤ When you are satisfied with the surprise you have drawn inside the flap begin adding colour. ➤ Paint both sides of the flap using bright paints. ➤ Possible ideas for this card include: <ol style="list-style-type: none"> 1. A man happily fishing on his boat at sea on the front of the card. When the card is opened it shows a shark about to attack the man. 2. A woman pleasantly working on the farm on the front of the card. When the card is opened there is an angry bull charging at the woman. <ul style="list-style-type: none"> • This activity can be simplified by substituting colouring pencils / crayons / markers instead of the paint. <p>Conclusion:</p> <p>Children will be invited to show their cards to the class.</p> <p>The class will be allowed to make predictions as to what the surprise behind the flap may be.</p>
Materials	<ul style="list-style-type: none"> ➤ White card or paper ➤ Paint ➤ Rubber ➤ Ruler ➤ Paintbrush ➤ Pencil ➤ Marker

On a journey with the ARTist



Category

CRAFT



Name of the activity	Vase and tissue paper flowers
Duration	4 sessions of 50' - 60'
Group age	10 - 12 years old
Space	Art classroom
Objectives	<ul style="list-style-type: none"> ➤ Use creativity to customize a vase from a glass jar. ➤ Model plasticine to create ornaments for a vase. ➤ Create flowers using tissue paper and newspapers.
Description of the activity	<p>Vase: Paint the 1st layer with liquid glue and the 2nd one with paint using a thick brush and perpendicular touches. Prepare plasticine ornaments and fix them on the vase using a hot melt glue gun. Cover them with acrylic varnish to harden them. Put the string around the top of the vase and tie it with lacing or simple knot.</p> <p>Stems of the flowers: Using a sheet of newspaper, go rolling from a corner, tightening well as it is rolled up to obtain an adequate size for our flowers.</p> <p>Flowers: Cut 8 rectangles of tissue paper (12x12cm). Fold them in accordion altogether; knot the centre with thread. Cut the tips in V and separate each paper on each side of the knot, lifting it up to form the petals of the flower. Join each flower with one of the stems, with tape that will be covered with green/brown tissue paper or crepe paper.</p>
Materials	<ul style="list-style-type: none"> ➤ A glass jar ➤ For the vase: liquid glue, paints, plasticine and string or similar. ➤ For the flowers: tissue paper of different colours, green or brown crepe paper, newspapers, scissors, thread, glue and paints.

	<p>➤ Paint brushes</p>
Extra	<p>➤ http://www.edu.xunta.gal/centros/ceipvistaalegre/node/116</p> 

Erasmus+

On a journey with the ARTist



Category



CRAFT on computer

Name of the activity	Creating PPT presentations about some of the artists of the partner countries
Duration	2h
Group age	9-12 years old
Space	Computer lab
Objectives	<ul style="list-style-type: none"> ➤ To learn about some of the most important artists, painters and sculptors of the partner countries ➤ To insert their most important works into the presentations ➤ Share their presentations
Description of the activity	Using the PowerPoint 2010 presentation application the children can create different presentations about some of the most important artists of our European partners (Belgium, Finland, Greece, Ireland, Romania and Spain). In their presentation, the children can also insert some images containing the most famous works of the artists.
Materials	<ul style="list-style-type: none"> ➤ Computers

On a journey with the ARTist




Category

CRAFT



Name of the activity	The magic of the dot and the line
Duration	1h
Group age	9-12 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ to learn the most important artistic and plastic elements: the plastic dot and the plastic line ➤ to obtain pictural stains from dots ➤ to recognize the role of the point and of the line in painting ➤ to use the line and the dot with a constructive role in a plastic composition ➤ to develop their aesthetic feelings, their creativity and imagination ➤ to appreciate art and "the beautiful" in art.
Description of the activity	<p>In the beginning of the class the teacher tells the pupils about the plastic dot and line.</p> <p>He tells them about the decorative and constructive role of the plastic line. The plastic line is classified by thickness, modulation, position and shape.</p> <p>He exemplifies the use of different types of lines: thick, thin, angular, curved, spiraled, circular, horizontal, vertical, oblique, grouped, continuous or interrupted.</p>

	<p>Each pupil has the liberty to choose the type of composition he will make but in which they will apply all the knowledge acquired.</p> <p>All the works will be displayed on the cork board so that they can comment upon them, compare and praise those who worked correctly according to the theme.</p>
<p>Materials</p>	<ul style="list-style-type: none"> ➤ drawing paper, ➤ acrylic aquarelles or watercolors, ➤ paint brushes, ➤ water, ➤ palette
<p>Extra</p>	

On a journey with the ARTist




Category

CRAFT



Name of the activity	Knowledge Tester
Duration	2 teaching hours
Group age	9-12 years old
Space	Classroom, school lab
Objectives	<ul style="list-style-type: none"> ➤ Learn about electric circuits ➤ Check the knowledge acquired at different subjects
Description of the activity	<p>We punch holes (even number) at the same Spaces of both cardboards. (We put the one over the other and use the hole puncher to make holes at the same Spaces).</p> <p>We cut stripes of aluminium foil (1 cm wide) which we use to connect the holes we have made on the second cardboard. We stick the aluminium stripes using glue.</p> <p>We cover the piece of cardboard with the other one. We write the questions and the answers on the top cardboard near the holes that are connected to each other. Using a simple electrical circuit we put one cable of it at the question and the other at an answer. If the answer is correct, the light turns on.</p>
Materials	<ul style="list-style-type: none"> ➤ 2 pieces of cardboard (size A4) ➤ 1 battery 4,5 V ➤ 1 light bulb 4,5 V with its base ➤ 3 electrical cables (30 cm each) ➤ 2 paper clips ➤ Aluminium foil

	➤ Glue
Extra	

Erasmus

On a journey with the ARTist



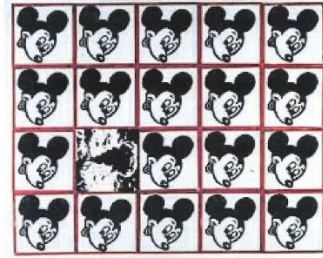
Category

CRAFT



Name of the activity	A photocomposition of garments
Duration	240 minutes
Group age	9-12 years old
Space	classroom
Objectives	<ul style="list-style-type: none"> ➤ The children find pleasure and satisfaction in visual design. ➤ The children can work together on a common assignment. ➤ The children can indicate a picture element in a work. ➤ The children can use the audiovisual media technically to realize a product. ➤ The children can make combinations of images themselves.
Description of the activity	<p>Choose one or more pieces of clothing (gloves, scarves, T-shirts, shoes, ...). Make a photocomposition of this where you use the elements repetition, rhythm or pattern. Work in groups of four. Finally, you present this photocomposition.</p> <ol style="list-style-type: none"> 1. Show the video jumping shoes 2. Choosing the garment 3. Considering impressions 4. Explanation of the assignment <ol style="list-style-type: none"> a. Choose one or more pieces of clothing. Present it on the basis of a photocomposition in which you use the elements repetition, rhythm or pattern. Work in groups of four. b. The children brainstorm about the assignment and choose a piece of clothing.

	<p>c. The children bring the garment against the next activity.</p> <p>5. Show the movie moving shoes.</p> <p>Explore and experiment. The students experiment with taking pictures and decide how they want to shape their photo composition.</p> <ol style="list-style-type: none"> 1. Brainstorming around the photo composition. 2. Brief instruction on the use of the camera, the tablet, the smartphone. 3. Making photos <p>The students show the different photo compositions.</p>
Materials	<ul style="list-style-type: none"> ➤ Practical materials <ul style="list-style-type: none"> • photo cameras, tablets or smartphones (1 per group of 4 students). • garments (to be brought by the children) ➤ Digital materials <ul style="list-style-type: none"> • movie jumping shoes https://www.youtube.com/watch?v=Ae1QSw65Qpc • movie moving shoes https://www.youtube.com/watch?v=Bgw72OV39iA ➤ photos <ul style="list-style-type: none"> • image Campbell's Soup Cans • picture glasses • image birds • picture faces • picture Che Quevara • image wall view • image hands • image mouths • image shoes • picture sleeping • image Mickey Mouse • image Campbell's Soup Cans colours
Extra	



On a journey with the ARTist



Category

CRAFT



Name of the activity	Famous Artist Fact Files
Duration	50 minutes
Group age	9 – 12 years old
Space	The Classroom
Objectives	<ul style="list-style-type: none"> ➤ experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control ➤ discover how line could convey movement and rhythm ➤ look at and talk about his/her work, the work of other children and the work of artists ➤ listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context ➤ respond imaginatively to music in a variety of ways
Description of the activity	<p>Introduction:</p> <ul style="list-style-type: none"> ➤ PowerPoints from eTwinning on famous Artists <p>Development:</p> <ul style="list-style-type: none"> ➤ Choose one song from eTwinning PowerPoint and play on YouTube ➤ Discuss meaning of the song, in historical context ➤ Discuss in pairs whether they liked the song, what they did and didn't like about the song ➤ Repeat above steps with a number of the chosen songs

	<ul style="list-style-type: none"> ➤ Divide children into 3 different groups to respond to the piece while listening – 1 group responding through drawing, 1 through paint, 1 through chalk. <p>Conclusion:</p> <ul style="list-style-type: none"> ➤ Children will be invited to present their work to the class and explain the relevance of their work in relation to the musical piece.
Materials	<ul style="list-style-type: none"> ➤ Chalk ➤ Paint ➤ Pencils ➤ Colours ➤ Paper
Extra	<ul style="list-style-type: none"> ➤ Pictures available for eTwinning.

Erasmus X

On a journey with the ARTist



Category



MUSIC

Name of the activity	Compose your own song
Duration	35 minutes
Group age	9-12 years old
Space	Classroom or ICT-classroom
Objectives	<ul style="list-style-type: none"> ➤ The children are prepared to listen to well-known composers. ➤ The children are able to experiment with the compose website. ➤ The children can save their own composed song.
Description of the activity	<p>1. Start</p> <p>* The children listen to parts of music composed by famous composers: Mozart, Beethoven, Buckley (you can find various songs on You Tube)</p> <p>2. Centre</p> <p>* Show the children the website www.ikcomponeer.nl on a digital schoolboard or by use of a beamer.</p> <p>* Show the children the different tools they can use or show the 'help' video you can find on the website.</p> <p>* Let the children experiment with the tools of the website</p> <p>3. Finish</p> <p>* Let the children compose their own song and save it.</p>

	* let the children listen to each other's music and give them the opportunity to express what they find special, creative, heavy, light,... to each other's song.
Materials	<ul style="list-style-type: none"> ➤ Internet connection ➤ www.ikcomponeer.nl ➤ Digital schoolboard or beamer
Extra	It is required that you download adobe flash and give permission to the website to use it otherwise you cannot use the website.

ErasmusX

On a journey with the ARTist



Category

MUSIC



Name of the activity	Practising a piece of instrumental music
Duration	3 lessons (3 x 45 min)
Group age	9-12 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Getting information of a musician who has composed music for children and written the lyrics ➤ Practising playing the instrument, e.g. the recorder ➤ Saving the result of the learning process in digital form
Description of the activity	<ul style="list-style-type: none"> ➤ Find out information about the musician e.g. on the Internet and in YouTube ➤ Learn how to play the instrument, e.g. the recorder and how to play notes on the instrument ➤ Learn the lyrics of the song and singing together ➤ Learn to clap with the rhythm of the song ➤ Save the performance in audio or audiovisual form ➤ Listen to the result
Materials	<ul style="list-style-type: none"> ➤ notes and lyrics of the song ➤ instruments, e.g. recorders ➤ (if needed, supporting accompaniment by e.g. piano) ➤ a recording programme on ICT

On a journey with the ARTist



Category

MUSIC



Name of the activity	Jigs or Reels
Duration	30 minutes
Group age	9 -12 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Listening to traditional Irish dance music. ➤ Tapping the beat of the music. ➤ Recognising the rhythmic difference between a jig and a reel.
Description of the activity	<p>Introduction:</p> <ul style="list-style-type: none"> ➤ Discussion on Irish dancing – can the students name any Irish dances? Has anyone tried Irish dancing? <p>Development:</p> <ul style="list-style-type: none"> ➤ Play <i>Sailor on the Rock</i> asking students to quietly tap their feet to the beat of the music. Ask pupils what instruments they recognised in the song. ➤ Play the track again and ask the students to say the words “Black and Decker” on the beat. Try to continue tapping feet to the beat while doing this. ➤ Ask the pupils to attempt to come up with an alternative phrase to chant to reSpace “Black and Decker”. ➤ Play <i>Seanfhear Aerach</i>, a jig. Explain this is another type of Irish dance and ask the students to tap the beat to the rhythm.

	<ul style="list-style-type: none"> ➤ Again ask what instruments were featured. Would chanting "Black and Decker" work with this jig. Try this! ➤ Play the song again and this time chant "Chocolate" instead. Break the word into its three syllables (Choc-O-Late). Try tapping the heavy beat with your foot also. <p>Conclusion:</p> <ul style="list-style-type: none"> ➤ Discuss the music listened to; What was the function of the music? (Celebrations, weddings, saint's days). ➤ What do we call a gathering of traditional musicians playing Irish music? (A session). ➤ Finally, play another jig or reel for the children and ask them to identify whether it is a jig or a reel. Ask them to explain their answers for this.
Materials	<ul style="list-style-type: none"> ➤ YouTube ➤ Laptop ➤ Sound system
Extra	<ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=NZWirGxsi4E ➤ https://www.youtube.com/watch?v=D1INqaFHOu4

On a journey with the ARTist



Category

MUSIC



Name of the activity	Ode to Joy
Duration	2 sessions of 50'
Group age	10 to 12 years old
Space	Music classroom / Ordinary classroom
Objectives	<ul style="list-style-type: none"> ➤ Develop basic skills in the correct usage of the recorder. ➤ Play the musical score of "Ode to Joy" with the recorder. ➤ Play in small groups, at the same time . ➤ Know the piece where the chosen fragment comes from and his author : Beethoven.
Description of the activity	The pupils have to play "Ode to Joy" with the recorder. They have to recognize this fragment within the complete musical piece "Symphony No. 9" by Beethoven.
Materials	<ul style="list-style-type: none"> ➤ Musical score: "Ode to Joy" ➤ Recorder ➤ Listening : "Ode to Joy" from 4th movement in Symphony No. 9 by Beethoven
Extra	<ul style="list-style-type: none"> ➤ https://www.dropbox.com/sh/hf33e6nmzv555h9/AABBq9ZyglWNTuQCotAYiYEja?dl=0

On a journey with the ARTist



Category

MUSIC



Name of the activity	Instruments identity
Duration	1h
Group age	9-12 years old
Space	Music room or classroom
Objectives	<ul style="list-style-type: none"> ➤ To be able to learn musical sounds ➤ Learn about different musical instruments ➤ Train their ear to sense the difference between instruments
Description of the activity	<p>All the students from the class must know the instruments of an orchestra, being this simfonic or lyric one. The instruments they are put together in the family group they belong to. There are 4 big families or groups of instruments:</p> <ol style="list-style-type: none"> 1. Strings 2. Woodwinds 3. Brass 4. Percussion <p>First family called <i>Strings</i> family is the largest family of instruments in the orchestra and they come in four</p>

	<p>sizes:the violin, wich is the smallest, viola-medium size, cello, and the biggest, contrabass.</p> <p>Even if all this instruments belong to the same group, they are very different as a tonality (sound). Some of them can be solistic instruments like violin, but the others they are only orchestra instruments.</p> <p>The second family called <i>Woodwinds</i> is composed of:</p> <p>Flute, clarinet, oboe, bassoon.</p> <p>The third family called <i>Brass</i> is composed of: Trumpet, tuba, trombone, horn.</p> <p>The fourth family called <i>Percussion</i> is composed of: Bass drum, cymbal, timpani, spare drum.</p> <p>The students must see all the instruments in the class, they can touch them and check the sound made by each of them. Then, I invite them to choose the instrument that they think it represents them.</p> <p>From my experience most of the girls like to play the violin, the flute, or the oboe.</p> <p>And most of the boys they usually choose the contrabass, the celo,the clarinet and the percussion instruments. But this is not a rule, in very famous and big orchestras there are so many women who play the contrabass and they do this very well.</p> <p>In this type of lectionactivity I like to watch all the students to see all their choices and to understand why they choose a cetian instrument. Then I like to let them for a few minutes to discover that instrument to see the sound of it and then to play or try to play something on it.</p> <p>Most of them they continue to love the instrument and they choose to study it in the future.</p>
Materials	➤ The musical instruments that form an orchestra

On a journey with the ARTist



Category

MUSIC



Name of the activity	Gap filling
Duration	25 minutes
Group age	9-12 years old
Space	classroom
Objectives	➤ Learn English vocabulary
Description of the activity	<p>Give the students a photocopy of the song << Space Oddity>> by David Bowie having deleted some words (find it at materials).</p> <p>Play the song twice and ask them to fill in the gaps during the second listening.</p> <p>Ask for the missing words and write them on the board.</p> <p>Sing the song .</p> <p>Ask them about the words they do not know and write their definition on the board. The students take notes. Ask them to study these words at home and write sentences with each one of them.</p>
Materials	<p>Photocopy of David Bowie's song << Space Oddity>></p> <p>CD player</p> <p>Ground Control to Major Tom</p> <p>Ground Control to Major Tom</p>

Take your protein ----- and put your ----- on
Ground Control to Major Tom (ten, nine, eight, seven, six)
Commencing countdown, ----- on (five, four, three)
Check ignition and may God's love be with you (two, one,
liftoff)

This is Ground Control to Major Tom
You've really ---- the grade
And the papers want to know whose ----- you wear
Now it's time to ---- the capsule if you dare.

"This is Major Tom to Ground Control
I'm stepping through the ----
And I'm floating in a most peculiar ---
And the stars look very different -----.

For here
Am I sitting in a tin ---
Far above the world
Planet Earth is -----
And there's nothing I can -- .

Though I'm past one hundred ----- miles
I'm feeling very still
And I think my spaceship knows which way to go
Tell my ---- I love her very much she knows.

Ground Control to Major Tom
Your circuit's ----, there's something wrong
Can you hear me, Major Tom?
Can you hear me, Major Tom?
Can you hear me, Major Tom?

"Here am I floating 'round my tin ---
Far above the moon
Planet Earth is -----
And there's nothing I can --.

THE MISSING WORDS ARE:

Pills, helmet, engines, made, shirts, leave, door, way, today,
can, blue, do, thousand, wife, dead, can, blue, do.

On a journey with the ARTist



Category

DANCE



Name of the activity	Dance 't Smidje – Laïs
Duration	1 hour
Group age	10-12 years old
Space	gym or playground
Objectives	➤ The children must try to perform the "'t Smidje" smoothly and correctly.
Description of the activity	<p>3 steps forward - starting on right foot making a 1/2 turn 2x 3 steps backwards - starting on left foot</p> <p>jumping inwards jumping out 2x under the arm by changing Spaces</p>
Materials	<ul style="list-style-type: none"> ➤ Cd-player ➤ Cd
Extra	https://www.youtube.com/watch?v=sZS8sCdx-Xg

On a journey with the ARTist



Category

DANCE



Name of the activity	Expressing feelings with dance
Duration	1 lesson (45 min)
Group age	9-12 years old
Space	A gym hall (or a big class room)
Objectives	<ul style="list-style-type: none"> ➤ Using body language in free movement ➤ Expressing feelings by improvisation, face expression and voice ➤ Discovering and accepting similarities and differences in expressing feelings ➤ Learning to interpret, understand and control different feelings
Description of the activity	<p>Warming up, free movements with different kinds of music (different tempo)</p> <p>Adding feelings and animal characters into the movements by using improvisation, e.g. an angry bear, a sad monkey, a happy snake, a tired cow</p> <p>The pupils are performing together at the same time: they can be inspired by each other and choose their own way to express the feeling</p>
Materials	<ul style="list-style-type: none"> ➤ Music with different tempo ➤ Comfortable clothing for dancing and moving

On a journey with the ARTist



Category

DANCE



Name of the activity	Siege of Ennis
Duration	45 minutes
Group age	9 – 12 years old
Space	Sports Hall
Objectives	<ul style="list-style-type: none"> ➤ Perform a variety of selected Irish and folk dances that use frequent changes of formation. ➤ Develop work with a group. ➤ Learn and perform a range of steps and movements to rhythms and musical phrases. ➤ Show increased poise, balance, control and coordination while moving and stopping. ➤ Perform dances showing concentration and awareness of others.
Description of the activity	<p>Prior to going to the sports hall the teacher will talk children through the dance with the aid of a YouTube video in the classroom.</p> <p>Warm Up:</p> <ul style="list-style-type: none"> ➤ Walking – on the spot, fast and slow ➤ Jogging – on the spot, fast and slow. ➤ Shaking – legs and arms separately and in combinations ie. Same arm and leg, opposite arm and leg, ➤ Rotating – arms in shoulder sockets, legs in hip sockets, head on neck ➤ Swinging – arms one at a time, arms in same direction, arms in opposite directions, legs one at a time forward & back, side to side.

- Stretching – any yoga or sports stretches suitable for preparing body to move.
- Teacher will model the movements for the dance with a number of pupils, talking the pupils through the dance step by step and pausing to highlight aspects for the entire class.
- The rest of the class will be put into their groups of 4 and will attempt to the teachers movements.
- Teach the dance step by step without music.
- Practice the dance to the music with teacher modelling and calling instructions.
- Practice a few times.
- Allow the children to perform the dance without teacher modelling with the music.

Instruction for Siege of Ennis

- Formation: Teacher puts the children into groups of four (2 couples) and each group of four face another group of four.
- Dancers form a straight line down the floor. Complete the following steps at a walking pace at first while humming the tune slowly.
 1. Advance and retire twice (dance promenade step "1,2,3" twice in and twice out)
 2. In their pairs, side step " 1,2,3,4,5,6,7 (swapping Spaces with the other couple making up their line of four) followed by 1,2,3, 1,2,3". The pair going left always go in front and pair going right go behind.
 3. All pairs, repeat the side step as above to return to their original Spaces.
 4. The 4 outside dancers swing with the person opposite them for 8 bars, while the four dancers in the middle Space right hands together in the centre and dance around in a circle for 4 bars then Space left hand in the centre and dance back around to their original position using promenade step.
 5. All are now back in original positions.
 6. Advance and retire once using the 1,2,3 dance promenade steps.
 7. Advance and pass through. Dancers with their back to the musicians (tops) raise their hands to form the arch for the other group of 4 to pass under.

Stand ready to meet next set of dancers and begin again.

	<p>Cooldown:</p> <ul style="list-style-type: none"> ➤ The children breathe in while stretching wide, breathe out while lowering arms ➤ They repeat while stretching high ➤ Remind them to breathe in and out slowly.
Materials	<ul style="list-style-type: none"> ➤ Interactive whiteboard ➤ YouTube clip ➤ Laptop
Extra	<ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=M_bishBer5U

ErasmusX

On a journey with the ARTist



Category

DANCE



Name of the activity	Modern Dance
Duration	3 sessions of 50'
Group age	9 years old
Space	Gym Hall
Objectives	<ul style="list-style-type: none"> ➤ Acquire expressive and creative skills through body language. ➤ Use your own body capacity to express, coordinated with others, in playful music performances.
Description of the activity	<p>On the first session we watch a tutorial to present and explain the movements (left - right, front and back).</p> <p>On the second session the movements are to be automated and practise with the tutorial is suggested as homework.</p> <p>On the third and last session, they will do the whole dance several times. At the end, some classes will be invited as our audience for the final performance.</p>
Materials	<ul style="list-style-type: none"> ➤ Computer ➤ Projector ➤ Sound system
Extra	<ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=o4BuLOt96dw&t=18s

On a journey with the ARTist



Category

DANCE



Name of the activity	The Dancing Cards
Duration	15 minutes
Group age	6-9 years old and 9-12 years old
Space	Indoors in the classroom/dance room or outdoors
Objectives	<ul style="list-style-type: none"> ➤ Boost creativity and imagination ➤ Recognize different types of dances ➤ Have fun
Description of the activity	<p>Get a bunch of thick coloured paper and cut it into small cards. On each card piece you need to write a dance style such as hip-hop, ballet moves, move your arms, shake the belly, wiggle, strike a pose and so on. Write ideas in ways they are appealing to children.</p> <p>Split the children into pairs of two if they are too many or give each other a card. Start the music and ask the children to come up individually or in pairs and pick a random card. The kid or the pair needs to perform whatever is written on the card until the music stops.</p> <p>In the end children can do a fun dance routine by learning each of the steps shown by their colleagues.</p>
Materials	<ul style="list-style-type: none"> ➤ Coloured cards ➤ Music

On a journey with the ARTist



Category

DANCE



Name of the activity	<<Girl >> by Odysseas Elytis (Nobel Prize in Literature 1979)
Duration	20 minutes
Group age	9-12 years old
Space	Classroom or school yard
Objectives	Getting to know Odysseas Elytis and songs based on his poems.
Description of the activity	<p>The students listen to the song</p> <p>Δύο συ και τρία γω, πράσινο πεντόβολο μπαίνω μέσα στον μπαξέ*, γεια σου, κύριε Μενεξέ.</p> <p>Συντριβάνι και νερό και χαμένο μου όνειρο.</p> <p>Τζιντζιρας τζιντζιρισε, το ροδάκι γύρισε.</p>

Χοπ αν κάνω δεξιά
πέφτω πάνω στη ροδιά.
Χοπ αν κάνω αριστερά
πάνω στη βατομουριά.

Το 'να χέρι μου κρατεί
μέλισσα θεόρατη,
τ' άλλο στον αέρα πιάνει
πεταλούδα που δαγκάνει.

Οδυσσέας Ελύτης, Ο ήλιος ο ηλιάτορας
εκδ. Ίκαρος, Αθήνα, 1971

Translation

Two for you and three four me,
Five green stones(used to play a game)
I get into the garden
<<Hello >> Mr Menexe (Violet)

Fountain and water
And my lost dream
Cicada (harvest fly) croaked
The wheel turned
If I step to the right

	<p>I get near the pomegranate tree</p> <p>If I step to the left</p> <p>I get near the raspberry bush</p> <p>I hold with one of my hands</p> <p>A big bee</p> <p>And with the other I grab in the air</p> <p>A butterfly that bites.</p> <p>And after discussing about it, they dance like this:</p> <p>During the first stanza they dance in pairs (boy and girl) holding hands, the one opposite the other.</p> <p>During the second stanza the boys are sitting on the floor and the girls are dancing around them and then the opposite.</p> <p>During the third stanza they hold hands as at the beginning but lean to the right and then to the left.</p> <p>During the fourth stanza they do the same as at the first one.</p> <p>You can use a song of one of your poets so that the children get to know him/her in a fun way since we know that poetry is a difficult kind of literature that even adults don't like reading a lot.</p>
<p>Materials</p>	<ul style="list-style-type: none"> ➤ CD player ➤ Photocopies of the song and /or of more poems.

On a journey with the ARTist




Category



DRAMA

Name of the activity	Artwork comes to life
Duration	25 minutes
Group age	9-12 years old
Space	classroom
Objectives	<ul style="list-style-type: none"> ➤ Pupils can observe given works of art with attention to mimicry, gesticulation and emotions. ➤ Pupils can take certain poses from a work of art and build a game scene from there. ➤ Students can increase their interaction with other students through improvisation.
Description of the activity	<ul style="list-style-type: none"> - Discuss works of art from PowerPoint. (What do we see? Attitude? What does that person think? ...) - 1 pupil depicts the artwork. + 1 pupil takes photo. - Other pupil expand the work of art. (spectators, objects, ...) - Teacher interviews the pupils who have joined. (who are you, what are you doing here, do you know this person, ...?) - Also for other artwork. - Pupils choose a work of art per two or three and make a short play. - Starting from a standstill image (artwork) and the artwork come to life. - View plays. - View photos from the beginning and find the difference with the end.

<p>Materials</p>	<ul style="list-style-type: none">➤ PowerPoint presentation➤ Camera➤ Works of art on paper
<p>Extra</p>	 <p>The 'Extra' section contains four vertical panels of art. The top panel shows two women from behind in a vast, open landscape; one is wearing a vibrant red dress and the other a blue dress. The second panel depicts four women in colorful, flowing dresses dancing in a circle. The third panel is an abstract painting of people with umbrellas on a rainy street, with reflections on the wet pavement. The bottom panel shows a group of people working in a field, possibly harvesting or planting, in a rural setting.</p>

On a journey with the ARTist



Category

DRAMA



Name of the activity	Acting a story (The Smartest Giant in Town)
Duration	1 lesson (45 min)
Group age	9-12 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ To encourage the pupils to perform and express feelings ➤ To work together as a group ➤ To use the English language and learn pieces of clothing in English (if the original story in English is used) ➤ To learn that material things don't always make you happy, but helping others does (the moral of the story)
Description of the activity	<p>The pupils don't need to know the story beforehand; they act the story themselves and during the play hear and learn what happens in the story.</p> <p>Each pupil is given a role in the story: a storyteller, the Giant, the animals that the giant meets during the story – and the rest of the pupils are baby mice.</p> <p>The storyteller (the teacher or one of the pupils) reads the story. The pupils have their role parts written on a little piece of paper and they read and act their own part when their character is mentioned in the story.</p>
Materials	<ul style="list-style-type: none"> ➤ The book "The Smartest Giant in Town" by Julia Donaldson and Axel Scheffler ➤ Clothes for the giant: a gown and sandals, a pair of men's/boys' trousers, a belt, a white shirt, a striped tie, a pair of socks with diamond pattern, a pair of men's/boys' shoes ➤ A present package with a ribbon

	<ul style="list-style-type: none">➤ A card with the text from the card in the story➤ A crown (made of yellow or golden-coloured cardboard)
Extra	An example of the role script

Erasmus+

On a journey with the ARTist



Category

DRAMA



Name of the activity	Shadow theatre
Duration	1 or more lessons (depending on the performance)
Group age	9-12 years old
Space	Classroom or a stage
Objectives	<ul style="list-style-type: none"> ➤ To learn the method of shadow theatre ➤ To work together as a group ➤ To perform dance or other
Description of the activity	The white sheet is spread as a screen between the audience and the stage. The lamp is situated behind the performers so that the shadows of the performance can be seen on the screen for the audience. The pupils perform a dance, a story etc. on the stage.
Materials	<ul style="list-style-type: none"> ➤ A big white sheet (the screen) ➤ A lamp ➤ Props to make different shadow forms (ribbons or any other objects) ➤ (Music)

On a journey with the ARTist



Category

DRAMA



Name of the activity	Escape to Freedom
Duration	45 minutes
Group age	9 – 12 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> ➤ Engage the child in an experience of the Underground Railroad ➤ Facilitate the child in the role of Harriet's helper to develop their understanding of the dangers a slave may face on the Underground Railroad.
Description of the activity	<ul style="list-style-type: none"> ➤ Children huddle together in the middle of the room. ➤ Teacher tells children has found a time machine. ➤ Children close eyes and go back in time to 1885. ➤ Teacher puts on cap taking on role of Jacob. ➤ Jacob brings the children to the first safe house. ➤ Teacher gives the children the old map. ➤ Jacob holds up a picture of Harriet and gives a brief background to her story. ➤ Jacob and the children embark on a journey rescue the slaves from the second safe house. ➤ Children debate the merits of this risky journey and why the slaves may have undertaken such a risk. ➤ Children and teacher return to their time machine and exit their roles. ➤ Teacher questions children on what happened while they were away.

Materials	<ul style="list-style-type: none">➤ A number of small blankets / jackets➤ 2 old coal bags➤ 2 short letters from Harriet➤ Rope➤ Doctor Who theme music➤ Cap➤ Old map of USA➤ Picture of Harriet
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Erasmus+

On a journey with the ARTist



Category

DRAMA



Name of the activity	Puppet theatre "Rosa e Trufo"
Duration	30 sessions of 30' (Adjust the script, assembly of stage, puppets elaboration, rehearsals) 5 sessions of 30' (Performance for the younger children) In total 2 months during break time
Group age	10 to 12 years old
Space	Gym Hall
Objectives	<ul style="list-style-type: none"> ➤ Acquire theoretical and practical knowledge related to theatre. ➤ Promote social and affective abilities. ➤ Develop drama skills and role play. ➤ Memorize simple texts. ➤ Practise improvisation through role play. ➤ Develop physical development through dance.
Description of the activity	<p>"Rosa and Trufo" by Katja Reider Rosa and Trufo fall in love under the apple tree where they usually go to sleep in a quiet Space. Their families and friends advise them not to meet again. This message of love and trust is told through both points of view: when you turn around the book, the other side of the story can be seen.</p> <p>The play is based on the book under the same title.</p>
Materials	<ul style="list-style-type: none"> ➤ Self-made felt puppets ➤ Cardboard scenery
Extra	<ul style="list-style-type: none"> ➤ https://www.dropbox.com/sh/pdjqc3t6z7rf164/AAC-Zgr1hqoELwkGtRrsNqVa?dl=0

On a journey with the ARTist



Category



DRAMA

Name of the activity	"No" (an adaptation of Karl Valentin's sketch "NO")
Duration	1 hour
Group age	9-12 years old
Space	Classroom
Objectives	<ul style="list-style-type: none"> - to gain more interest for the linguistic competences (the activity can be done in mother tongue or during foreign language classes), - To develop the capacity to become aware and be capable of transmitting feelings in different ways (that is develop emotional and social skills) - To learn how to pursue a goal with tenacity and consistency (develop the power of concentration, the resistance and be able to plan strategically) - To learn how to work in a group, within a team - To learn about tolerance and conflict management <p>The purpose of this exercise is to make the children be aware of the multitude of nuances that can be conveyed through intonation. By saying a simple word like "no", in different ways, this can express anger, impatience, boredom, awe, irritation, etc.</p>
Description of the activity	The teacher organizes the children in the classroom in two groups. According to the number of students in class, the teacher must make it possible for each child to have at least a line to say. (If the class is not very numerous, the same

	<p>activity can be organized in pairs, and in the end, each child can evaluate the performance of the others.)</p> <p>The children in one group will be seated on the row of chairs, the children in the other group will be standing behind those seating on chairs. Those seated will be those asking the questions, those standing will be those who keep saying "NO".</p>
<p>Materials</p>	<p>chairs and enough copies of the suggested text for each child</p>
<p>Extra</p>	<p>No, by Karl Valentin</p> <p>V: Do you know my brother-in-law? B: No. V: You don't know him... B: No. V: I thought you knew him B: No. V: You really don't know him at all? B: No. V: And you have never seen him either? B: No. V: But at least you know I have a brother in law, don't you? B: No. V: Really? B: No. V: No, what? Do you want to meet my brother-in-law? B: No. V: my sister in law, either? B: No. V: Do you also have a brother in law? B: No. V: What about a sister in law? B: No. V: Neither brothers or sisters? B: No. V: Maybe twins? B: No. V: Do you have children? B: No. V: How many? B: No. V: So, you don't have anything? B: No.</p>

V: Not even a house?

B: No.

V: Do you have a lot of money?

B: No.

V: So, if you don't have a lot of money, you do have some money!

B: No.

V: Do you always answer with "No"?

B: No.

V: Don't you ever say "Yes"?

B: No.

V: Anyway, you are a person who always says "NO"!

B: No.

V: But you are not either a person who would always say "yes"!

B: No.

V: In this case, you are a dumb person!

B: No.

V: You aren't that either?

B: No.

V: Anyway I think it is silly of you to say NO" all the time. At least once you have to say "YES". Did you fill in the entire questionnaire?

B: Of course!

V: Did you think he would say "yes"? He said "good bye" and he left.

On a journey with the ARTist



Category

DRAMA



Name of the activity	Reactions
Duration	45 minutes or more depending on the number of students.
Group age	9-12 years old
Space	Classroom or school yard
Objectives	<ul style="list-style-type: none"> ➤ Students learn to communicate with the teachers and their colleagues, follow rules and live in a classroom environment. ➤ Revise what they have already learn in different subjects, for example History. ➤ Teachers can use it as a tool to organise a school performance.
Description of the activity	<p>The teacher prepares a numbered list with activities, as in the following example:</p> <ol style="list-style-type: none"> 1. I tell my name (e.g. My name is Stella Larda) 2. I sing a song (it can be any song you like) 3. I narrate a story (it can be real, something that I have read, something that I have experienced, something that my grandparents have narrated to me, a historical event etc) 4. I am silent. 5. I stay still. 6. I stand up. 7. I dance. 8. Create my habitat in the classroom or in the yard). 9. I touch someone.

	<p>10. I say a joke.</p> <p>The students are asked to memorise the numbers of the activities (that is what activity each number represents) and to collect information and be prepared for the activities. (for our example students need to be prepared and collect information for activities 2, 3 and 10). Students can't have the same song, story or joke with their colleagues and they can't change them during the activity. The teacher helps the students collect their materials.</p> <p>During the activity the students have to look at their teacher who chooses one of them only by eye contact. The teacher doesn't talk at all. After choosing a student, the teacher uses his fingers to show the pupil the number of the activity. The pupil acts the activity looking at the teacher. He/she has to continue performing his activity until the teacher gives him/her another order.</p> <p>The teacher goes on with another student and another or the same order. (For example, if the teacher gives him/her order number 8, the student goes to another part of the classroom or the yard and looking at the teacher he waits for the teacher's next order). Orders 1, 6, 8 and 9 can be given once; all the others can be given for more times.</p> <p>You can add actions or change them depending on what your goals are. You don't have to follow the order of the activities.</p>
Materials	<ul style="list-style-type: none"> ➤ Paper – photocopies ➤ board



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