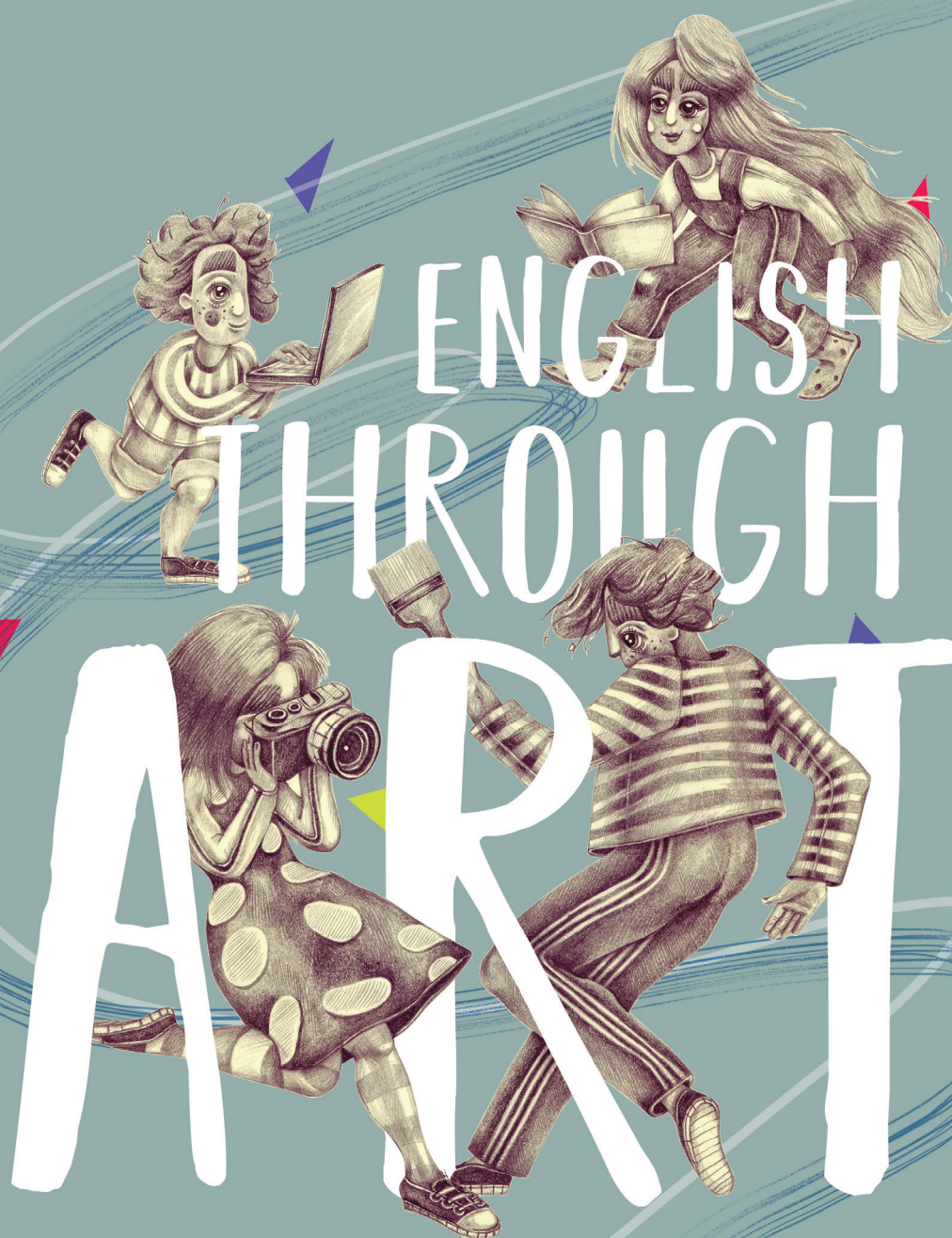


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Developing English through ARt-oriented activities

Ploiești, 2017

ENGLISH THROUGH ART

*Developing English competences through
ARt-oriented activities in an ICT-based environment*

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Curricula for an optional course for elementary, lower and upper-secondary school students, accompanied by a teacher’s guide. This book is not for commercial exploitation and it can be used only for educational purposes as it promotes open access to all materials. “The open access requirement is without prejudice to the intellectual property rights of the grant beneficiaries.” (Erasmus+ Programme Guide for 2015, p.12)

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CONTENT

CHAPTER 1 THE NEW CURRICULUM - THEORETICAL APPROACH -	5
CHAPTER 2 AUGMENTED REALITY RESOURCES	33
CHAPTER 3 OUR APPROACH TO THE NEW CURRICULUM - LESSON DESCRIPTIONS -	
ELEMENTARY LEVEL	39
LOWER SECONDARY LEVEL	67
UPPER SECONDARY LEVEL	95

CHAPTER 1



THE NEW CURRICULUM

- THEORETICAL APPROACH -

GENERAL PRESENTATION

This optional course curriculum proposes a competence-centered teaching approach in order to develop English communication skills for elementary/ lower-secondary/ upper secondary school students through Art-oriented activities and using ICT in order to create a highly interactive and motivating learning environment.

The course curriculum is designed for each of the three undergraduate education levels, namely for elementary, lower-secondary and upper-secondary school students, thus having three sections, one for each study level. It has a theoretical part consisting of a general presentation, an argument, general competences, specific competences and examples of learning activities, learning contents, evaluation strategies and a practical part consisting of short lesson descriptions which can become a teacher’s guide in implementing the optional course at elementary/lower or upper-secondary school classes.

General competences refer to a combination of knowledge, skills and attitudes connected with language learning, art and ICT adapted to students of different ages.

Specific competences are derived from the general ones and they can be reached step-by-step during a whole school-year.

The examples of learning activities are only suggestions as each teacher is free to use his own creativity and teaching expertise when planning how to help

students reach the desired competences. When planning the learning activities, a teacher will always take into account specific conditions, such as students’ age, interest and motivation, teaching resources and materials.

The learning contents were chosen so as they could give teachers the possibility of taking a cross-curricular approach and help students practice their English in various life-related contexts.

Thus, apparently specialized subjects such as „Numbers” which one can consider to be specific for mathematics only will become an intriguing starting point in further discussions and demonstrations about how natural life includes mathematical sequences (see the Fibonacci numbers presence in biological settings, the Golden Ratio presence in art masterpieces and so on).

The theoretical part of the new course curriculum also offers some general suggestions for current and summative evaluation which can be used in order to determine the level of students’ competences development.

The teacher’s guide provides a collection of lesson descriptions for each study level, namely elementary, lower and secondary level, respectively, and a DVD presenting all the lessons’ films. Moreover, the guide also compiles valuable teaching resources and materials as it includes some 3D augmented reality parts.

ARGUMENT

Why English?

Because it is everywhere. More than 350 million people speak it as their first language. English is so widely spoken that it has often been referred to as a “global language”, the lingua franca of the modern era. In terms of demography, some predict that in just a few years there will be more speakers of English as a second language than native born English speakers.

By 2050, it is predicted, half of the world will be more or less proficient in it.

It is the language of globalization, of international business, politics and diplomacy as well as social and culture affairs. It is the language of entertainment (movie and music industry), computer science and the Internet.

English is the major language of news and information in the world.

English is also the most commonly used language in sciences. In 1997, the Science Citation Index reported that 95 % of its articles were written in English, even though only half of them came from authors in English-speaking countries.

Why Art?

Art was always seen as a means of knowledge. Along with mathematics, Art was a means of expression in Antiquity; geometry was pure art, art was as rigorous as geometry. Until modern times the role of art wasn't questioned because art doesn't have to justify its purpose, either in completing education or in completing life itself.

Nowadays there is a need to question everything; nothing seems to find a meaning in itself. It doesn't mean that we find ourselves blocked in a “Why...?” or “What’s the reason for...?” pattern without doing anything anymore; the reason is just that we need to better understand the purpose of everything we do, the inner mechanisms they trigger to make us act or react. Maybe nowadays we are more preoccupied by the final destination than by the journey in itself. After challenging with interrogation here come the answers from aesthetics, psychology, sociology, even from the political world. Resuming, now we might find answers to satisfy any purpose, but still one could ask “Why using Art as a means of education, as an instrument in learning if not having the intention of growing artists?”

Our answer is that we sustain the idea that art is the main instrument to connect the two brain hemispheres in order to improve its functions. “Playing” with the instruments or “playing” with different materials in visual arts is mostly an ambidextrous activity which also improves and develops brain function. Visual and performing arts are the best instrument to develop creativity and to unleash it whenever possible. There is not only one solution for a problem; a good student is a student who finds the most suitable solution or method for a certain context, who knows how to improvise without changing the problem data. Art is best in exemplifying how to find different ways for reaching a certain solution. Another important aspect would be that art teaches one to love the journey as much as its purpose in itself. Art is also a meeting point for many other disciplines. We work with sounds, rhythms, beats, frequency, intensity, colors, pigments, lights and shadows, subdivisions which mean physics, mathematics, chemistry; we work with nuances, shapes, feelings, ideas, logical and meaningful “phrases”, with significance and ways of expressing and interpreting messages which mean literature, psychology and philosophy.

Why Art?
Because we need them all.

Why ICT and Why Programming?

Information and Communication Technologies (ICT) approach in this project is based on our effort to teach our students valuable knowledge and skills around computing and communication devices, the software that operates them, the applications that run on them and the systems that are built with them.

What are these things? How do they work? How do you use them productively in arts? How are they used in art specific business and industry settings? ICT is complex and quickly changing, and it is confusing for many students. It is so pervasive in the modern world that students have some understanding of it, but that understanding is often wildly divergent.

Basic ICT / Digital Literacy is not enough, because everyone needs a basic understanding of ICT and how to make productive use of it, just to be good workers and citizens, since the ability to work with information and communication technologies is becoming as essential to education, life and workplace success as ‘reading, writing and arithmetic’.

Beyond a basic user competency, our society also needs more knowledgeable, capable and creative students with more advanced technical capabilities in order to create innovative art projects using the newest technologies as open source hardware. Virtually, in all modern businesses and industries, and in our modern society in general, ICT has key strategic roles. But specifically in the art industry, it is vitally important to develop students who can competently and efficiently operate and add value to these systems and environments. Thus, if students develop programming skills, they are able to create original artworks using not only ICT old technologies but also the new open source hardware platforms.

Programming is the art of telling a computer what to do through a set of instructions.

Those instructions are written in a computer’s language, or code. To code using art projects is one of the best ways to have an impact on the art world, because by using artworks you can influence so many people’s lives with the things you make.

Why cross-curricular approach?

‘When you are out walking, nature does not confront you for three quarters of an hour only with flowers and in the next only with animals.’ (Lionel Elvin)
For almost 45 years, the interest in taking a holistic approach in education has intensified as many researchers came to the conclusion that outside school, life confronts us with various situations. Every life experience is not divided into knowledge fields as the school curriculum is by asking students and teachers to pass from one subject to another every 40/45/50 minutes, depending on the length of a school class. The above-mentioned statement can be denied by those affirming the necessity of dividing the curriculum into different instructional packages as an individual needs to gain a deep insight of specific elements and/ or areas of knowledge. This apparent contradiction can be solved if school would consider both perspectives as indispensable components of education.

Holistic education aims at developing students’ divergent, critical and creative thinking, at emphasizing the importance of open and collaborative relationships in the learning environment, at extending the learning process outside the

classroom. According to Miller, an educational demeanor can be considered holistic if it focuses on students intellectual, emotional, social, physical, creative, aesthetic and spiritual potentials.

Starting from the idea that education should develop critical and creative learners, we proposed a trans-disciplinary approach to developing students’ English competences by Art-oriented activities which deals with general themes, such as: Numbers, Senses, Feelings, Time, Shapes and Volumes, Environment, Human body, Family. By means of this optional course, students of different ages will improve their English communication skills using Art (visual arts, music) to make connections between Mathematics, Literature, Biology, Chemistry, Physics, Philosophy, History, Geography, personal development, Civics in an interactive and motivating learning environment.

- GENERAL COMPETENCES -

- 1 Integrating European competences in different learning contexts through innovative approaches;
- 2 Interacting in real communication contexts according to one’s personal needs;
- 3 Exploring the meaning of messages rendered through different forms of expression;
- 4 Connecting different fields of knowledge through digital means;

NOTE:
The 1st general competence is implicitly attained. As for developing the next three competences the students will create different products during the learning activities;
For ENGLISH, all specific competences will be derived from the 2nd general competence;
For ART, all specific competences will be derived from the 3rd general competence;
For ICT, all specific competences will be derived from the 4th general competence.



ELEMENTARY LEVEL

SPECIFIC COMPETENCES AND EXAMPLES OF LEARNING ACTIVITIES

1 Integrating European competences in different learning contexts through innovative approaches:

1.1. Valorizing the experience students have acquired in formal, informal and non-formal educational contexts;

- expressing personal opinion on given texts/ works of art/ musical compositions etc. related to a given topic („I like/ dislike ... because ...”);
 - use of prior knowledge and life experience in new learning contexts (i.e. interviews and free talks about family, feelings, senses; role play on family, feelings; brainstorming; content-related games on given topics);
 - analyzing common life experiences of students connected with given topics (i.e. “What did you feel when...?”, “When did you last use numbers for a specific reason and what was this reason?”, “How can you describe yourself according to the following criteria:...?”, “What is your favourite smell/ colour/ sound/ taste?”, “How much time do you usually spend on ...?”, “What do you do to contribute to environment protection?”, “How could you describe your family?”, “Family life on Christmas/ Easter/ other religious festivals/ holidays/ weekends/ workdays”);
 - identifying elements connected to given topics in familiar contexts and in the natural environment (i.e. shapes around us, respectful attitudes towards close environment, “Numbers, elements of natural environment/ feelings/ senses/ family and human relations in a toys’ party”);
 - analyzing the consequences of some actions and simple phenomena on family relations, emotional life, human health, environment (i.e. “What do you think it could happen if all the members of group would be angry/sad/ scared?”, “How could you live in a black-white/ soundless environment?”, “How would a regular day of your life be without clocks and any other devices which could give you information about time?”);
 - selecting/ grouping elements connected with given topics according to specific criteria (creating posters about elements of natural environment which can highlight the connection between plants and senses, feelings, seasons or animals and numbers, human health, family or group relations, feelings; making drawings/ paintings/ collages/ 3D objects to display facial expressions/ animals/ family members/ clocks);
 - playing games for better language acquisitions in a multidisciplinary context ensured by the given topics (“Pass the card!”, “Ball game”, “Silent floor”, “Something similar, something different”, “Broken telephone/ whispers down the lane/ Chinese whispers”);
-

1.2. Providing a complex and unitary approach to given input;

- accomplishing a diversified range of tasks and activities on given input from a multidisciplinary perspective (“How do you feel when spending free time in your family?”, “Time management/ specific smells/ sounds/ tastes/ colours of seasons/ Christmas/ Easter/ other religious festivals/ holidays/ weekends”, “Numbers, elements of natural environment/ feelings/ senses/ family and human relations in a toys party”, “Colours, shapes, numbers, age levels, feelings, hobbies, food preferences and human body”);
- collaborating with peers from own school or from partner schools for accomplishing common tasks and activities during transnational meetings or at local level;
- associating elements of given topics in new contexts or in real-life situations (“What do you feel when seeing/ smelling/ tasting/ hearing ...?”, “Color the knee/ arm/ hand etc. using a warm/ cold color and name the color/ part of the body”, “Color the even/ odd numbers to find an element of the environment”)
- creating useful objects from recyclable materials (making a clock from plastic plates, creating a 3D object from recycled objects and materials such as cans, boxes, bottles, paper etc.);

1.3. . Developing transversal skills through facilitating knowledge transfer;

- involving students in games and simulations for a better understanding of concepts, key points and new contents;
 - identifying unusual aspects of seemingly common things/ contexts for creative thinking (“Find the hidden shapes/ numbers/ animals/ plants in spontaneous forms”, “Find as many usages as possible for given 3D shapes”);
 - communicating the meaning of specific information to others according to their ability to understand and interpret the information they had been presented (making comparisons between different aspects of life, making connections to real-life situations for identifying patterns and rules, making classifications and categorising things according to specific criteria, brainstorming, i.e. “Look at the images and write the emotions they depict”, “Interpret the emotion written on the card”, “Name the effect of the given colors/ images/ sounds on you”, “What is the meaning of the saying/ idiom...?”);
 - asking questions about taken-for-granted-assumptions (symbolic colors for feelings, usual connections between sounds/ colors and emotional states, widely spread pictograms for senses/ feelings/ elements of natural environment/ numbers/ time/ family);
 - identifying ways of distinguishing between reliable and non-reliable sources of information;
 - teaching something they learnt by individual or group study to others;
 - creating something new from common materials and objects;
-

1.4. Facilitating divergent thinking through innovative combining of given input;

- identifying advantages and disadvantages/ for and against arguments or viewpoints;
 - expressing opinion/ point of view on given topics (expressing opinion, support it with relevant arguments and examples from different fields of activity);
 - engaging students in well-structured discussions on given topics;
 - finding creative solutions in different contexts (brainstorming, problem solving exercises, group discussions, project work using art, i.e.: finding the hidden shapes/ numbers/ animals/ plants in spontaneous forms; using the given shapes to create a 3D object; searching for different ways of looking at things);
 - connecting given topics in new ways – “Time management/ specific smells/ sounds/ tastes/ colours of seasons/ Christmas/ Easter/ other religious festivals/ holidays/ weekends”, “Numbers, elements of natural environment/ feelings/ senses/ family and human relations in a toys’ party”, “Colours, shapes, numbers, age levels, feelings, hobbies, food preferences and human body”);
-

2 Interacting in real communication contexts according to one’s personal needs:

2.1. Responding to received messages, in either oral or written form (receptive skills: Listening Comprehension & Reading Comprehension);

- nursery rhymes, action songs;
- fairytales with rhythm;
- games such as: telephone, repeating in chorus, bingo;
- the use of puppets;
- role-plays;
- games of oral comprehension e.g. fly swat, jump left/right, listen and find, listen and draw, thumbs up/down, listen and circle, bingo;
- guessing games ‘Simon says’;
- narration of a fairytale (appropriate language/ appropriate pictures);
- illustration of the story – illustrating reading, using pictures to understand read messages (e.g. favourite scene,

- heroes of the fairytale)
 - ordering the pictures to create a story;
 - reading by listening: telling of a story appropriate for each level (e.g. big books) with the active participation of children;
 - participation in the narration of the story (e.g. repeating of phrases with rhyme, completing of phrases with rhyme);
 - songs and poems with rhyme;
 - creating drawings and/or books with drawings based on the story;
 - project with the collection of words using the English alphabet (i.e. creating a collage);
 - learning of alphabet songs;
 - recognizing games of the English alphabet (e.g. listen and find, listen and circle, listen and colour);
 - spotting the same letter/words (e.g. circle all the “b”s);
 - grouping of words;
 - matching of words/letters with the pictures or same words/letters;
 - language games: Pass the card, Pelmanism games, fly swat, fishing, bingo;
-

2.2. *Producing messages in either oral or written form (productive skills: speaking and writing skills);*

- disappearing pictures;
 - repeating in various ways (e.g. loudly, quietly, happily,) etc. parts of texts/ fragments;
 - role play a song;
 - use of songs for every day routines (start and finish of the lesson);
 - role-plays with masks or puppets;
 - ball game;
 - the use of alphabet book;
 - completing of missing words watching it on the board/book/ computer etc.;
 - copying words on cards to make a memory game or labels for many things in the class or according to the subject (desk, door, etc.) ;
 - drawings with the words that have been taught;
 - create letters or words using soft materials (clay or play dough);
 - group creation of a book according to the subject, drawings with words or sentences;
 - creation of a poster using words of the subject taught (e.g. This is my father and the drawing of the father);
-

2.3. *Interacting in target language, managing self and relating to others;*

- responding to questions and requests;
- taking and passing on simple messages;
- carrying out short, simple instructions;
- participating and contributing to group work;
- making connections with native language;
- showing social awareness when interacting with others;
- expressing opinions and feelings (draw, colour, write and share);
- using simple functional language: asking for/ giving opinion; asking for/ giving instructions, etc.;
- making inferences;
- using “agree/ disagree” or “like/ dislike” statements;
- brainstorming;
- matching words with pictures;
- ranking and ordering/ sequencing;
- reacting to ordinary situations/ responding to instances of basic communication (miming/ non-verbal answering);

3 Exploring the meaning of messages rendered through different forms of expression:

3.1. *Identifying the significance of artistic messages within different contexts;*

- matching colours/ shapes/ visual or musical messages with different oral messages;
 - matching games (visual or musical message with written message or with their linguistic symbol – “lamb – the symbol of innocence”, a bird as a symbol of freedom etc., written messages with graphic symbols; “Match the artworks which make you think of family/environment/feelings and emotions/time etc.”);
 - answering to simple questions meant to depict the significance of an artistic message (“What does this person/ animal feel?”, “When/ Where did this happen?” – season, moment of the day, inside/ outside, in the woods/ field/ mountains, at the seaside etc.);
 - games: (words, images, sounds) puzzle, “Find who’s/what’s missing!”, “Find the differences/ the intruder!”, “Plain or spatial (2D, 3D)?”, “Simple visual or artistic messages?”, “Simple sequence of sounds, beats or melody?”;
 - identifying from a sequence of visual/musical messages which reveals a certain element (colour; shape; life forms: plants, animals, human beings; numbers; expressions of feelings and emotions; environmental elements; time references; family members; expressions of senses; references to the human body etc.);
-

3.2. *Identifying basic visual and/or musical concepts in various contexts;*

- games: “Find the lines/dots/lights/shadows/textures/colours and nuances/shapes in a picture/painting/drawing of a forest/field/cityscape/seascape, in a decorative object or in the natural environment!”, “Group the elements!” (according to specific visual or musical criteria, such as: colours, shapes, textures and/ or pitch, duration, beat, etc.);
 - grouping elements according to specific visual or musical criteria, such as: colours, shapes, textures and/ or pitch, duration, beat, etc.;
 - making creative connections between visual/ musical and real life elements (aggressive/ friendly/ distant/ cold/ close/ warm shapes/ colours/ sounds); i.e. – game: “Find unusual/creative connections between the given elements!” (visual/ musical and real life elements: aggressive/ friendly/ distant/ cold/ close/ warm shapes/ colours/ sounds; between letters of the alphabet/numbers and life forms or objects around us etc.) ;
 - matching games: “Match the composition (visual or musical) with the most suitable word in the list!”;
-

3.3. *Expressing personal opinion and interest in various artistic messages (visual, musical or of any other artistic form);*

- exploring the environment or using imagination to discover different shapes, colours, textures, sounds, beats, melodies etc. (“Who can found as many rectangles/ squares/ circles, red/ blue/green objects, smooth/ rough surfaces in the class/ schoolyard as possible?” – this can be done by means of video games; “Who can identify as many noises/ different sounds (high, low) (soft, loud, squeaky)/ beats/ melodies as possible?” – this can be done by means of audio games or musical instruments;
- observing different ways of expressing the same idea/ feeling/ thought (e.g.: “Landscape” by drawing, painting, clay modelling, collage, using dots/ lines/ stains/ textures; students can be challenged to create a landscape using numbers, geometrical shapes, parts of the body, facial expressions as visual elements; cityscape/ rural landscape, cosmic/ water landscape by means of sounds, beats, rhythm, melodies);
- watching short cartoons, educational films, puppet shows, dance, music or theatrical performances to reveal their message;
- planning and using variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art;

3.4. *Creating artistic products to express personal feelings, ideas, thoughts;*

- using body parts (fingers, hands, feet, nose, hair ends) or unusual instruments (paper/rubber/glass balls, sticks, sharp corners of different objects) to obtain dots, lines through different techniques (accidental dropping/splashing/spreading, changing the pressure over a surface, moving a dyed element (paper/rubber/glass balls, sticks, sharp corners of different objects) on a surface;
 - using simple musical instruments and body percussion to produce sounds, beats, rhythms or simple melodies;
 - modelling or associating the spontaneous forms (dots, lines) into meaningful and creative compositions on a given subject (see the learning contents); "Trees in winter", "The blossom tree", "The rain in my garden", "Flying bugs", "Starry sky", "Follow the birds" (for "Environment" or "Time" units), "Timelines", "Cosmic clocks" (for "Time" unit), "Families of butterflies/ fruits/ flowers", "Big family reunion seen from above" (for "Family" unit), "Dancing numbers/ shapes and solids", "Traces of numbers/shapes and solids" (for "Numbers" or "Shapes and volumes" units), "Happiness/ Sadness/ Fear/ Anger" (for "Feelings" unit), "Magic eye", "Sensitive ear", "Scented flowers", "Delicious cakes" (for "Senses" unit);
 - exploring ways of expressing own feelings, thoughts, ideas by using various tools, instruments, materials and techniques; "Anger in action" (splashing, scratching a surface, producing noises or sharp sounds), "Boredom" (monotonous reoccurrence of shapes and colours by imprinting using different objects: stamps, leaves, fruits, vegetables etc. or sounds) – for "Feelings", "Environment", "Numbers" or "Time" units, "My family" (clay modelling), "Round-dance" (hand prints, geometrical shapes, clay modelling – can be used for "Human body", "Feelings", "Shapes and volumes", "Environment", "Family", "Senses", "Numbers" units), "Me when I'm happy/sad/angry/ frightened/amazed" – by looking in a mirror or using imagination;
 - singing simple songs accompanying themselves with musical toys or instruments on given subjects (see the learning units);
 - creating short poems on a given subject (see the learning units) and illustrating them by drawings/paintings/ simple melodies/movements;
 - creating a series of drawings (cartoons) to illustrate a short story, an event by individual or team work;
 - using the elements of art to create an image that communicates something according to the subject of discussion (see the learning units);
 - perceiving and discussing differences in mood created by warm and cool colors, high and low sounds, slow or alert succession of sounds etc.;
 - creating simple works of art using accessible computer applications;
-

3.5. *Creating an art product from different materials or using a sequence of sounds;*

- using different techniques and materials (cutting, crumpling, tearing paper/threads, modelling clay) to obtain different elements which can be used in collages or other art works on a given subject (see the learning units);
- - improvising simple rhythmic combinations accompanied by body movements as an illustration to a given subject: "Sounds of time passing", "Urban noises", "A horse run", "At the farm", "A windy and rainy day", "The Feelings and Emotions Choir";
- - making simple functional objects using different tools, materials and techniques: "Pencil holder" (of a creative shape: number, hand, animal, plant), "Clock" (depicting a basic emotion: anger, fear, happiness, amazement, disgust, sadness, despise), Christmas decorations (using unusual shapes: numbers, seasons' clock showing winter time);
- - using recyclable materials to create toys, aesthetic or functional objects;
- - creating masks which depict expressions of human emotions;

4 Connecting different fields of knowledge through digital means:

4.1. *Developing of modern user skills;*

- educational computer games with simple geometric elements;
 - painting some objects using Paint application;
 - opening an application, recognising and setting some objects on the desktop(drag &drop);
 - educational computer games of grammar and puzzle;
 - creation of some files which contain learned geometric shapes;
 - demonstrate the ability to use a computer competently to produce posters, banners, signs, invitation cards, using simple software;
 - retrieve information by navigating, searching and selecting information from the Internet and the World Wide Web;
 - respond to the questions in a Quiz;
-

4.2. *Understanding of connections between the technology of information or the computer's usage and society and their adaption to the dynamics of changes determined by these connections;*

- illustrating a story through a fixed number of images;
 - the portrait of a colleague;
 - exercises of correspondence between image and word;
 - illustrating a text by drawing;
 - understand and communicate with computers online, with sources of information, as well as with other people;
 - playing a computer game in order to find the right answers for number words and the numerals (ex. Kahoot);
 - using of YouTube videos and songs to learn new language;
-

4.3. *Knowing how to use some computing environments of work;*

- the usage of Open Office Draw - using various spherical geometric shapes (rectangle, circle, ellipse , etc.) ; students can create new objects;
 - students will create a collage containing animals, using collage-maker application on the web;
 - create an Android application which can be used for teaching the names of body parts (MIT app Inventor);
-

LOWER-SECONDARY LEVEL

SPECIFIC COMPETENCES AND EXAMPLES OF LEARNING ACTIVITIES

1 Integrating European competences in different learning contexts through innovative approaches:

1.1. Valorizing the experience students have acquired in formal, informal and non-formal educational contexts;

- expressing personal opinion on given texts/ works of art/ musical compositions etc. related to a given topic („I like/ dislike ... because ...");
- use of prior knowledge and life experience in new learning contexts (i.e. interviews and free talks about family, feelings, senses; role play on family, feelings; brainstorming; content-related games on given topics);
- analyzing common life experiences of students connected with given topics (i.e. "What did you feel when...?", "When did you last use numbers for a specific reason and what was this reason?", "How can you describe yourself according to the following criteria:...?", "What is your favourite smell/ colour/ sound/ taste?", "How much time do you usually spend on ...?", "What do you do to contribute to environment protection?", "How could you describe your family?", "Family life on Christmas/ Easter/ other religious festivals/ holidays/ weekends/ workdays");
- identifying elements connected to given topics in familiar contexts and in the natural environment (i.e. shapes around us, respectful attitudes towards close environment, "Numbers, elements of natural environment/ feelings/ senses/ family and human relations in a toys' party");
- analyzing the consequences of some actions and simple phenomena on family relations, emotional life, human health, environment (i.e. "What do you think it could happen if all the members of group would be angry/sad/ scared?", "How could you live in a black-white/ soundless environment?", "How would a regular day of your life be without clocks and any other devices which could give you information about time?");
- selecting/ grouping elements connected with given topics according to specific criteria (creating posters about elements of natural environment which can highlight the connection between plants and senses, feelings, seasons or animals and numbers, human health, family or group relations, feelings; making drawings/ paintings/ collages/ 3D objects to display facial expressions/ animals/ family members/ clocks);
- playing games for better language acquisitions in a multidisciplinary context ensured by the given topics ("Pass the card!", "Ball game", "Silent floor", "Something similar, something different", "Broken telephone/ whispers down the lane/ Chinese whispers");

1.2. Providing a complex and unitary approach to given input;

- accomplishing a diversified range of tasks and activities on given input from a multidisciplinary perspective ("How do you feel when spending free time in your family?", "Time management/ specific smells/ sounds/ tastes/ colours of seasons/ Christmas/ Easter/ other religious festivals/ holidays/ weekends", "Numbers, elements of natural environment/ feelings/ senses/ family and human relations in an ordinary day/ life experience", "Colours, shapes, numbers, age levels, feelings, hobbies, food preferences and human body");
- collaborating with peers from own school or from partner schools for accomplishing common tasks and activities during transnational meetings or at local level;
- associating elements of given topics in new contexts or in real-life situations ("What do you feel when seeing/ smelling/ tasting/ hearing ...?", "Find given words/ images in famous phrases/ songs/ videos/ works of art and rearrange/ adapt/ combine them into new products");
- creating useful objects from recyclable materials;

1.3. . Developing transversal skills through facilitating knowledge transfer;

- involving students in games and simulations for a better understanding of concepts, key points and new contents;
- identifying unusual aspects of seemingly common things/ contexts for creative thinking ("Find the hidden shapes/ numbers/ animals/ plants in spontaneous forms", "Find as many usages as possible for given 3D shapes");
- communicating the meaning of specific information to others according to their ability to understand and interpret the information they had been presented (making comparisons between different aspects of life, making connections to real-life situations for identifying patterns and rules, making classifications and categorising things according to specific criteria, brainstorming, i.e. "Look at the images and write the emotions they depict", "Interpret the emotion written on the card", "Name the effect of the given colors/ images/ sounds on you", "What is the meaning of the saying/ idiom...?");
- asking questions about taken-for-granted-assumptions (symbolic colors for feelings, usual connections between sounds/ colors and emotional states, widely spread pictograms for senses/ feelings/ elements of natural environment/ numbers/ time/ family);
- identifying ways of distinguishing between reliable and non-reliable sources of information;
- teaching something they learnt by individual or group study to others;
- creating something new from common materials and objects;

1.4. Facilitating divergent thinking through innovative combining of given input;

- expressing opinion/ point of view on given topics;
- finding creative solutions in different contexts (brainstorming, problem solving exercises, group discussions, project work using art, i.e.: finding the hidden shapes/ numbers/ animals/ plants in spontaneous forms; using the given shapes to create a 3D object; searching for different ways of looking at things);
- connecting given topics in new ways –"Time management/ specific smells/ sounds/ tastes/ colours of seasons/ Christmas/ Easter/ other festivals/ holidays/ weekends", "Numbers, elements of natural environment/ feelings/ senses/ family and human relations in an ordinary day/ life experience", colours, shapes, numbers, age levels, feelings, hobbies, food preferences and human body);

2 Interacting in real communication contexts according to one's personal needs:

2.1. Responding to received messages, in either oral or written form (receptive skills: Listening Comprehension & Reading Comprehension);

- listening to recorded texts filling in missing information, labeling, matching, sequencing, choosing the right title or picture and discussing what could happen next;
- story telling;
- creating posters for a story;
- actively participating and engaging in the narration of a story;
- listen and draw, listen and circle activities;
- putting images of the story in the right order;
- putting mixed up sentences in the right order to create the story (jumbled sentences/ paragraphs);
- filling in gapped lyrics;
- putting mixed up lyrics in the right order;
- storytelling at an appropriate level and with appropriate images with the active participation of children;
- completing a table or a chart based on a story;
- drawing based on the story;

- drawing their favourite hero of the story;
- dialogue reading in groups;
- reading for sound recording of advertisements, dialogues and passages e.g. for a PowerPoint presentation,
- Voice Thread and voki.com;
- acting out a dialogue, playing a small scene of a story;
- using recipes to cook something simple;
- play hidden treasure game following instructions in classroom or in schoolyard;

2.2. *Producing messages in either oral or written form (productive skills: speaking and writing skills);*

- board games, bingo games, mini-whiteboards games;
- songs, action songs;
- presentation of their day or imaginary day or ideal day;
- role play;
- miming games;
- information-gap activities;
- true or false games, guessing games, memory games;
- find the secret object;
- survey and presentation on class birthdates, families, etc.;
- writing short paragraphs about themselves and send them to e-pals;
- description of their daily routine;
- writing a paragraph for a description of an animal or an imaginary monster;
- writing a paragraph based on given pictures/words;
- writing a poem based on a model e.g. alphabet poem, list poem, persona poem;
- filling in a simple form.(e.g. application form.);
- cooperative writing of a story in cooperation with children from other schools e.g. Erasmus+, e-pals, e-Twinning;

2.3. *Interacting in target language, managing self and relating to others;*

- express information and views effectively in writing and comment on those of others;
- combine or summarize information from different sources in his/her own texts;
- share and explain their reactions to texts commenting on important aspects and making imaginative links to their own experiences;
- speak with clarity and use appropriate intonation, animation and expression when reading and reciting texts or conveying information;
- explain their own behaviour and views;
- in group discussions and interaction students take different views into account and give reasons for opinions and actions;
- students create and sustain roles individually and when working with others when participating in a range of drama activities;
- students comprehend details/ specific info in paragraphs and passages of information or explanation given orally and they follow up others' points and show whether they agree or disagree in whole class discussion.(overall spoken interaction, comprehension in interaction, understanding a native speaker interlocutor, free conversation, formal discussion, goal-oriented co-operation, obtaining required info, information exchange, interviewing & being interviewed, • overall written interaction, correspondence, notes, messages & forms);

3 Exploring the meaning of messages rendered through different forms of expression:

3.1. *Identifying the significance of artistic messages within different contexts;*

- discussing about the message some artistic messages could convey and ways of expressing personal points of view: "In my opinion...", "I think/believe that this drawing/painting/sculpture/melody etc. expresses ...";
- comparing different ways of expressing similar feelings, ideas, thoughts (e.g.: by visual arts: the image of an eye could be simply a part of a portrait, a symbol of (in)sight/vigilance/surveillance, an organ of the sensory system etc.; by performing arts: e.g.: ways of expressing feelings and emotions by dance, music, in theatre, film; by literature; by interactive media etc.);
- matching games (visual or musical message with written message or with their linguistic symbol – "lamb – the symbol of innocence", a bird as a symbol of freedom etc., written messages with graphic symbols; "Match the artworks which make you think of family/environment/feelings and emotions/time etc.");
- presenting different ways of expressing feelings, thoughts, ideas by means of ideograms/pictograms/phonograms/hieroglyphs and trying to "guess" the message some of these icons can convey;
- identifying from a sequence of visual/musical messages which reveals a certain element (abstract/reality-like forms; life forms: plants, animals, human beings; exact sciences – numbers; expressions of feelings and emotions; environmental elements; time references; family members; expressions of senses; references to the human body etc.);
- telling a story by means of visual or musical messages;
- games: (words, images, sounds) puzzle, "Find who's/what's missing!", "Find the differences/ the intruder!", "Plain or spatial (2D, 3D)?", "Simple visual or artistic messages?", "Simple sequence of sounds, beats or melody?", "Find a suitable title/motto for this artistic message!";

3.2. *Using basic visual and/or musical concepts in creative ways of expression;*

- games: "Find the lines/dots/lights/shadows/textures/colours and nuances/shapes in a picture/painting/drawing of a forest/field/cityscape/seascape, in a decorative object or in the natural environment!", "Group the elements!" (according to specific visual or musical criteria, such as: colours, shapes, textures and/ or pitch, duration, beat etc.);
- identifying art concepts (visual: dots, lines, stains, colours and nuances, shapes, relief, volumes, textures, lights and shadows, surfaces, holes, spaces or musical: pitch, duration, beat, rhythm, melody, harmony) in artworks or in the familiar/ natural environment;
- game: "Find unusual/creative connections between the given elements!" (visual/ musical and real life elements: aggressive/ friendly/ distant/ cold/ close/ warm shapes/ colours/ sounds; between letters of the alphabet/ numbers and life forms or objects around us etc.);
- matching games: "Match the composition (visual or musical) with the most suitable word in the list!";
- - transforming a spontaneous form into an artistic one by using creativity and imagination;

3.3. *Expressing personal opinion and interest in various artistic messages (visual, musical or of any other artistic form);*

- searching for information about famous artists (painters, sculptors, photographers, illustrators, writers, musicians, architects, actors, designers etc.) and presenting them briefly;
- observing and analyzing various works of art (visual or musical) and artifacts;
- comparing different works of art to find similarities and differences in the conveyed messages, in the elements/tools/

- materials/techniques used; (i.e. <http://www.artsology.com/emotion-in-art.php>)
 - planning and using variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art;
 - using the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded;
 - using appropriate vocabulary of art to describe the successful use of an element of art in a work of art;
-

3.4. *Expressing personal feelings, ideas, thoughts in simple artistic products;*

- describing how different materials, techniques, and processes cause different responses when used to make works of art;
 - using the elements of art to create an image that communicates something according to the subject of discussion (see the learning units);
 - asking and answering questions about what a colleague's work of art conveys in order to clarify comprehension, gather information, or deepen understanding of a topic or issue;
 - telling/creating a story or recounting an experience with appropriate and relevant facts for the given topic or issue, descriptive details, speaking in coherent sentences;
 - using simple musical instruments and body percussion to produce sounds, beats, rhythms or simple melodies;
 - modeling or associating the spontaneous forms (dots, lines) into meaningful and creative compositions on a given subject (see the learning contents);
 - exploring ways of expressing own feelings, thoughts, ideas by using various tools, instruments, materials and techniques;
 - creating short poems on a given subject (see the learning units) and illustrating them by drawings/paintings/ simple melodies/movements;
 - creating a series of drawings (cartoons) to illustrate a story, an event by individual or team work
 - perceiving and discussing differences in mood created by warm and cool colors, high and low sounds, slow or alert succession of sounds, etc.;
 - creating simple works of art using accessible computer applications – ICT;
-

3.5. *Creating artistic products to express personal feelings, ideas, thoughts;*

- using different techniques and materials (cutting, crumpling, tearing paper/threads, modeling clay) to obtain different elements which can be used in collages or other art works on a given topic;
 - using recyclable materials to create aesthetic or functional objects;
 - creating masks which depict expressions of human emotions;
 - using group work to make an artistic product which should mix as many ways of artistic expression (drawing/ painting, modeling, architecture, music, dance, theatre, literature, film);
-

4 Connecting different fields of knowledge through digital means:

4.1. *Developing of modern user skills;*

- educational computer games with simple geometric elements;
 - painting some objects using Paint application;
 - opening an application, recognising and setting some objects on the desktop(drag &drop);
 - educational computer games of grammar and puzzle;
 - creation of some files which contain learned geometric shapes;
 - demonstrate the ability to use a computer competently to produce posters, banners, signs, invitation cards, using simple software;
 - retrieve information by navigating, searching and selecting information from the Internet and the World Wide Web;
 - respond to the questions in a Quiz;
-

4.2. *Understanding of connections between the technology of information or the computer's usage and society and their adaption to the dynamics of changes determined by these connections;*

- illustrating a story through a fixed number of images;
 - the portrait of a colleague;
 - exercises of correspondence between image and word;
 - illustrating a text by drawing;
 - understand and communicate with computers online, with sources of information, as well as with other people;
 - playing a computer game in order to find the right answers for number words and the numerals (ex. Kahoot);
 - using of YouTube videos and songs to learn new language;
-

4.3. *Knowing how to use some computing environments of work;*

- the usage of Open Office Draw - using various spherical geometric shapes (rectangle, circle, ellipse , etc.) ; students can create new objects;
 - students will create a collage containing animals, using collage-maker application on the web;
 - create an Android application which can be used for teaching the names of body parts (MIT app Inventor);
-

SPECIFIC COMPETENCES AND EXAMPLES OF LEARNING ACTIVITIES

1 Integrating European competences in different learning contexts through innovative approaches:

1.1. Valorizing the experience students have acquired in formal, informal and non-formal educational contexts;

- expressing personal opinion on given texts/ works of art/ musical compositions etc. related to a given topic and supporting point of view with relevant arguments and examples;
- discovering connection between learning and their personal life experience (creating routine situations and similar environment in class);
- using prior knowledge and life experience in new learning contexts, underlining innovation and creativity (i.e. interviews and free talks about family, feelings, senses; role play on family, feelings, etc.);
- finding similarities/ relating responses to literary/ fictional characters;
- sharing emotions/ feelings/ attitudes; interacting with feelings, such as acceptance, tolerance or sympathy;
- identifying and transferring new content connected with given topics in new contexts, real or imaginary (i.e. shapes around us, respectful attitudes towards close environment, numbers, elements of natural environment/ feelings/ senses/ family and human relations in an ordinary day/ life experience");
- sharing cognitive and affective experience and analyzing the consequences of actions and phenomena on family relations, emotional life, human health, environment through debating upon given statements;
- selecting/ grouping / creating elements connected with given topics according to specific criteria (creating posters about elements of natural environment which can highlight the connection between i.e. plants and senses, feelings, seasons or animals and numbers, human health, family or group relations, feelings; making drawings/ paintings/ collages/ 3D objects to display facial expressions/ animals/ family members/ clocks);

1.2. Providing a complex and unitary approach to given input;

- collaborating with peers from own school or from partner schools for accomplishing common tasks and activities during transnational meetings or at local level: identifying needs and required resources, setting goals and identifying courses of action, gathering relevant information and evaluating results, analyzing, interpreting and disseminating information, contributing and encouraging the ideas of others, respecting other opinions, modifying communication to suit the situation, managing time and organizing priorities;

1.3. . Developing transversal skills through facilitating knowledge transfer;

- learning by doing;
- identifying unusual aspects of seemingly common things/ contexts for creative thinking ("Find the hidden shapes/ numbers/ animals/ plants in spontaneous forms", "Find as many usages as possible for given 3D shapes");
- adapting and communicating the meaning of specific information to others according to their ability to understand

- and interpret the information they had been presented (making connections between different aspects of life, comparing/ analyzing real-life situations for identifying patterns and rules, making classifications and categorizing things according to specific criteria, brainstorming, etc.);
- responding to collaborative tasks, which involve negotiating and sharing information;
- speaking effectively and writing concisely;
- listening carefully and providing feedback;
- expressing ideas and feelings constructively;
- negotiating and persuading others;
- developing rapport with others;

1.4. Facilitating divergent thinking through innovative combining of given input;

- identifying advantages and disadvantages/ for and against arguments or viewpoints;
- expressing opinion/ point of view on given topics (expressing opinion, support it with relevant arguments and examples from immediate reality);
- engaging students in well-structured debates on given topics;
- finding creative solutions in different contexts (brainstorming, problem solving exercises, group discussions, project work using art, i.e.: finding the hidden shapes/ numbers/ animals/ plants in spontaneous forms; using the given shapes to create a 3D object; searching for different ways of looking at things);
- generating different ideas on given topic in a short period of time;
- drawing unexpected connections between ideas generated in a spontaneous manner;
- encouraging nonconformity, curiosity, willingness to take risks, and persistence;
- looking for combinations of ideas that might work together;
- creating a tolerant environment;
- encouraging autonomy;

2 Interacting in real communication contexts according to one’s personal needs:

2.1. Responding to received messages, in either oral or written form (receptive skills: Listening Comprehension & Reading Comprehension);

- listening actively to discussions or debates and responding to them in an appropriate manner
- listening to a variety of poems, drama, etc. from different countries;
- listening to and appreciating age appropriate stories, poems and plays;
- performed by peers;
- understanding live or recorded, clearly structured standard dialect in all situations in social, academic and vocational life (including formal discussions and animated conversations between native speakers);
- combining complex and detailed information from extended discussions or presentations in order to complete demanding tasks;
- inferring implicit attitudes and sociocultural implications and critically assess what he/she has heard;
- understand unfamiliar speakers and language forms, with considerable background noise, linguistic humor and low-frequency idioms and cultural allusions;
- reading independently for a specific purpose;
- reading novels, short stories, etc.;

- reading challenging texts in which language is used imaginatively to create new meanings and effects;
- understanding lengthy and complex texts from a variety of fields in detail;
- adapting his/her style of reading as appropriate;
- reading critically, assessing stylistic nuances, and identify the writer's attitudes and implicit meanings of the text;
- locating and combining several abstract details in complex texts, summarizing these and drawing demanding conclusions from these;

2.2. *Producing messages in either oral or written form (productive skills: speaking and writing skills);*

- generating and harnessing new ideas and developing them in their writing;
- adopting style and language appropriately for a range of forums, purposes and readers;
- structuring their writing to support the purpose of the task and guide the reader;
- using clearly demarcated paragraphs to organize meanings;
- presenting a topic logically;
- discussing a wide variety of topics relevant to age, interest and themes;
- broadening vocabulary for using it in writing in inventive ways;
- using a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen;
- accurately describing a variety of topics within his/her sphere of experience, talk about impressions and highlight the personal significance of events and experiences;
- summarizing and taking notes;
- maintaining points of view in fiction and non-fiction writing by using imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects;
- using complex sentences to extend, link and develop ideas;
- developing logical arguments and using persuasive techniques;

2.3. *Interacting in target language, managing self and relating to others;*

- developing critical understanding when they examine uses of language and forms of media and communication, including literary texts, information texts and the spoken world;
- using of various technical devices to encourage students to use multimedia as a tool of learning;
- developing ICT skills across a range of programmes and contexts, considering appropriate design and layout;
- taking varied roles in groups giving them opportunities to contribute to situations with different demands;
- responding appropriately to others, thinking about what has been said and the language used;
- using vocabulary and syntax that enables them to communicate more complex meanings;
- identifying the gist of an account or key points in a discussion, and evaluation of what they hear;
- asking relevant questions, to clarify, extend and follow up ideas;
- in group discussions and interaction, dealing politely with opposing points of view;
- progressing to higher levels of understanding and becoming independent in their use of language;
- playing an active role in the majority of practical and social situations and in fairly formal discussions;
- interacting regularly with native speakers;
- using a range of ways to structure and organizing their speech to support their purposes and guide the listener;
- making different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions;
- taking different roles in organizing, planning and sustaining talk in groups;

3 Exploring the meaning of messages rendered through different forms of expression:

3.1. *Using art to support the assessment of some general concepts and human values;*

- exploring the meaning and dimensions of concepts such as time, numbers, family, feelings, senses, environment, shapes and volumes, human body from different perspectives (i.e.: time or numbers in physics, math, philosophy, history, human life, chronology, astronomy, natural sciences, music, visual arts, literature etc; family, feelings, senses or human body in philosophy, psychology, history, biology, literature, art etc.);
- identifying the above-mentioned concepts in different works of art (drawings, painting, sculptures, photos, musical compositions, literary works, architecture, film, theatre, dance, visual computer program etc.);
- generating arguments or viewpoints on different aspects of the world connected with the major themes of the course curricula (Time, Numbers, Family, Feelings, Senses, Environment, Shapes and volumes, Human body);
- using different means of communication and techniques to render personal viewpoints on the above-mentioned concepts;
- understanding and critically assessing the ethical and moral dimensions of some issues of contemporary society such as: time management and its implications of physical, mental, social and emotional life; environmental protection; family nowadays; aspects of modern life-style (emotional problems);
- exploring the nature of technology and its implications for human life – ICT;
- identifying ways of expressing the faith in basic values of life in various works of art (i.e. life, happiness, love, nature, freedom, human health, empathy, respect, tolerance, beauty etc.);
- distinguishing between real values and non-values;
- generating arguments or viewpoints on different aspects of the modern society which has mainly a materialistic outlook and, thus, an inclination for non-values (i.e. time and human body vs. the obsession of eternal youth and its consequences on physical, mental and emotional health, on family relations; feelings, senses, shapes, volumes vs. the proclivity for ease and comfort and its consequences on human relations and natural environment; numbers vs. money mindedness and numerology as guidelines of some modern people's life etc.);
- using different means of communication and techniques to render personal viewpoints on basic human values;

3.2. *Identifying the diversity of artistic messages, the variety of the forms of expression and their aesthetic, emotional, spiritual or social significance;*

- discussing about the message some artistic messages could convey and ways of expressing personal points of view: "In my opinion...", "I think/believe that this drawing/painting/sculpture/melody etc. expresses ...";
- understanding art as a common language which can connect people no matter of age, sex, ethnic, religious, cultural or social background;
- comparing different ways of expressing similar feelings, ideas, thoughts (e.g.: by visual arts: the image of an eye could be simply a part of a portrait, a symbol of (in)sight/vigilance/surveillance, an organ of the sensory system etc.; by performing arts: e.g.: ways of expressing feelings and emotions by dance, music, in theatre, film; by literature; by interactive media etc.);
- distinguishing between natural artistic products (geological formations, natural sounds) and those created by humans by means of art (music, drawing/ painting, modelling, film, literature, body movement, theatre, architecture), between folk and academic art;
- matching games (visual or musical message with written message or with their linguistic symbol – "lamb – the symbol of innocence", a bird as a symbol of freedom etc., written messages with graphic symbols; "Match the artworks which make you think of family/environment/feelings and emotions/time etc.");
- presenting different ways of expressing feelings, thoughts, ideas by means of ideograms/pictograms/phonograms/ hieroglyphs and trying to "guess" the message some of these icons can convey;
- identifying from a sequence of visual/musical messages which reveals a certain element (abstract/reality-like forms; life forms: plants, animals, human beings; exact sciences – numbers; expressions of feelings and emotions; environmental elements; time references; family members; expressions of senses; references to the human body etc.);

3.3. *Expressing personal point of view and interest in artistic messages;*

- recognizing complex significances of various works of art whose artistic messages are connected with the general subjects of discussion (see the learning contents);
- observing, analysing and making a critical evaluation of recommended works of art by articulated arguments or viewpoints;
- comparing different works of art to find similarities and differences in the conveyed messages, in the elements/tools/ materials/techniques used (i.e. <http://www.artsology.com/emotion-in-art.php>);
- planning and using variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art ;

3.4. *Creating artistic products to express personal feelings, ideas, thoughts;*

- using the elements of art to create an image that communicates something according to the subject of discussion (see the learning units);
- modelling or associating the spontaneous forms (dots, lines) into meaningful and creative compositions on a given subject (see the learning contents);
- exploring ways of expressing own feelings, thoughts, ideas by using various tools, instruments, materials and techniques;
- creating simple works of art using accessible computer applications – ICT;
- creating original products starting from the above-mentioned general subjects of discussion using various materials, techniques and means of expression (i.e.: paintings, drawings, sculptures and other 3D objects, short videos, video games, songs, photos etc.);
- creating a scenery and/or a simple soundtrack for a show starting from a story they listened to or they had previously written;
- using group work to make an artistic product which should mix as many ways of artistic expression (drawing/painting, modelling, architecture, music, dance, theatre, literature, film);

4 Connecting different fields of knowledge through digital means:

4.1. *Developing of modern user skills;*

- creating posters, banners, signs, invitation cards;
- retrieve information by navigating, searching and selecting information from the Internet and the World Wide Web;
- mport drawings/images from other sources and create with them a new image;

4.2. *Understanding of connections between the technology of information or the computer's usage and society and their adaption to the dynamics of changes determined by these connections;*

- using of PowerPoint for the presentation of fractals and using the C++ program for calculating their area and their perimeter
- recreate a fragment of a painting using a graphical processing program;

4.3. *Knowing how to use some computing environments of work;*

- using of Geogebra in order to represent some shapes formed by the rotation of a function around the ox axis and using calculus for mobile phones;
- using the program p5.js by writing some code lines which determine the drawing and the motion of some shapes;
- use graphics software to draw and animate drawings from other sources;

LEARNING CONTENTS

Domains	Details
Environment	<ul style="list-style-type: none">• using forms of artistic expression to connect elements of natural environment (plants, animals) with other topics of the given input;
Family	<ul style="list-style-type: none">• family (members, relations, types of families) in different communication contexts with different levels of complexity according to the age of students;• using art to describe family, family relations and feelings which can be experienced in family;
Feelings	<ul style="list-style-type: none">• identifying basic emotions in different texts (literary/ non-literary) and works of art;• rendering basic emotions through art, i.e. drawings, paintings, models of clay, collages, 3D objects made of (recyclable) materials, body movement, body sculpture, music etc.;
Human body	<ul style="list-style-type: none">• using forms of artistic expression to “talk” about human body;• human body – an extraordinary “device”;• so many similarities, but also so many differences!• connections between topics of given input (i.e. human body-numbers-shapes and vol-umes; time and its effects on human body; feelings-senses-human body);
Numbers	<ul style="list-style-type: none">• using numbers in various communication contexts with different levels of complexity according to the age of students;• using numbers in complex and unitary contexts for a multidisciplinary approach of the given input (i.e. numbers to talk about family members, about elements of the natural environment – plants, animals – from a picture/ short text, about time, when describing the human body);• using numbers to convey a message through artistic forms of expression;

Senses	<ul style="list-style-type: none">identifying the five senses and the related part of the body in various works of art (drawings, paintings, 3D objects, songs, short videos etc.);using different forms of artistic expression to convey a message about the immediate reality as it comes to us by means of the five senses;
Shapes and volumes	<ul style="list-style-type: none">using basic shapes to create new (3D) objects through art;shapes and volumes of immediate reality;
Time	<ul style="list-style-type: none">using time to make connections between given topics (i.e. seasons and environment-related issues, age and human body, numbers and ways of expressing time, family and free time);time and ways of expressing it through art;

EVALUATION

It is a fact that evaluation may be conducted for a wide range of reasons in every part of our life. It can be stated that the main purpose of any form of evaluation is to obtain information about student and teacher’s performance along with classroom interaction. In the same way, the aims might also include to identify strengths and weaknesses of particular activities in a programme.

In the following, some types of assessment will be mentioned which are suggested for most of the stages.

1. Project and Portfolio Evaluation (Student-Teacher Corporation)

If you believe that students should take a more active role in the learning process, then portfolio assessment is an idea worth exploring.

The most effective portfolios contain a reflective element where the student has contemplated in some form her or his strengths and weaknesses as a learner.

Sample Portfolio Evaluation

To the student: I have reviewed the items in your portfolio and want to share with you my reactions to the work.

Teacher Signature _____ Date _____

____4: Excellent to very good

____3: Good to average

____2: Fair to poor

____1: Very poor

____0: Not enough to evaluate

	0	1	2	3	4
1. Your portfolio contains all the required items.					
2. Your portfolio provides evidence of your progress in speaking in the foreign language.					
3. Your portfolio provides evidence of your progress in writing in the foreign language.					
4. Your portfolio demonstrates accurate use of foreign language.					
5. The items in your portfolio demonstrate the use of a wide variety of the vocabulary in the foreign language.					
6. When creating items in your portfolio you have tried to use what you have learned in new ways.					
7. The items in your portfolio provide an accurate picture of your skills and abilities in the foreign language.					

2. Self –Assessment

Self –assessment is the vital part of language learning process as it promotes the idea of learner autonomy which provides the learners to take responsibility of their own learning. With this aim, encourage your students to assess themselves at the end of each unit.

Here is an example of self-assessment:

Color The Stars

★☆☆ Satisfactory!

★★★☆☆ Good!

★★★★★ Excellent!



- I can recognise the names of animals.
- I can ask and answer questions about the animals I like and I don’t like.
- I can ask and answer questions about the number of the animals I see.
- I can ask and answer questions about the colors of animals

Encourage your students to read the statements and color the stars and according to their own evaluation of their performance. If they have difficulty in understanding what the statements refer to, provide examples.

3. Peer-Evaluation Form

Peer evaluation is another type of assessment as important as self –assessment. In this form of assessment students have the opportunity to think critically about the performance of their peers in pair and group work.

It is one of the ways in which students internalize the characteristics of quality work by evaluating the work of their peers. The students must have a clear understanding of what they are to look for in their peers’ work if they are expected to give helpful feedback. The instructor must explain expectations clearly to them before they begin.

One way to make sure students understand this type of evaluation is to give students a practice session with it. Students can also benefit from using rubrics or checklists to guide their assessment.

For peer evaluation to work effectively, the learning environment in the classroom must be supportive, students must feel comfortable and trust one another in order to provide honest and constructive feedback.

A sample peer evaluation form is the following:

Peer Evaluation Form

Dear Students,

This form has been given to you to assess your friends in pair and group work. Please put a tick under the correct choice for your friends.

Your name/Surname:
Your friend’s name / Surname:

My friend	Always	Sometimes	Never
takes an active part in pair/group works			
appreciates and respects his/her friend’s opinions.			
is fair to all his /her friends			
shows sharing and cooperation in pair/group work.			
is organized and tidy			

4. Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. Questionnaires assess personal behavioral preferences, that is, how you like to work. They are not concerned with your abilities, but how you see yourself in the way you relate to others, your approach to problems, and how you deal with feelings and emotions. With this type of assessment, there are no right or wrong answers.

The questions that follow are examples of the type of questions you may come across in personality questionnaires. There are two common formats to personality questionnaires. In one format, you are asked to rate yourself. In the other format, you are asked to choose between different statements that look at different aspects of personality.

Some examples for questionnaires are in the following:

Rating Statements:

You may be asked to rate yourself on a number of phrases or statements. After reading each statement, you would mark your answer as follows:

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. I enjoy meeting new people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. I like helping people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I sometimes make mistakes.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I’m easily disappointed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I enjoy repairing things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Making Choices

This is the second format widely used with personality questionnaires. You are given a block of statements. Your task is to choose one statement that mostly illustrates your behaviour in work situations and one statement that is least like your behaviour. You should indicate your choices by clicking the appropriate button in the columns marked "M" for most and "L" for least.

The first statement below has been completed; the person has indicated that he or she most likes trying out new activities and least like understanding the underlying theory. Try choosing which statements are most and least like you in the following example questions. Remember there are no right and wrong answers.

I am the sort of person who...

1.

M

L

A

I try out new activities.

☒

☐

B

I consider other people's feelings.

☐

☐

C

I like to understand the underlying theory.

☐

☒

2.

M

L

A

I have highly original ideas.

☐

☐

B

I am prepared to tell people if they are mistaken.

☐

☐

C

I am modest about what I have achieved.

☐

☐

3.

M

L

A

I conceal my feelings.

☐

☐

B

I am nervous before big events.

☐

☐

C

I review work critically.

☐

☐

CHAPTER 2

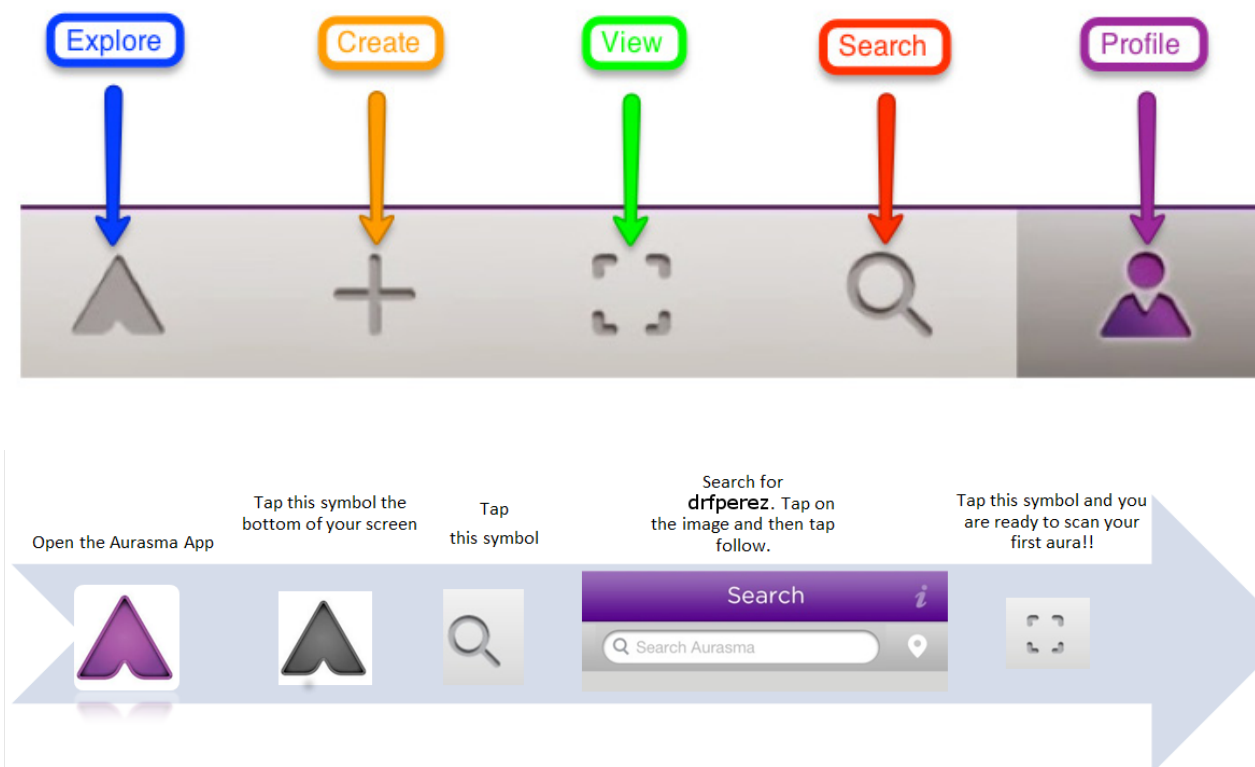


AUGMENTED REALITY
RESOURCES

AUGMENTED REALITY RESOURCES

HOW TO USE THEM?

- 1 Download Aurasma in your mobile operative system (Play Store or Apple Store) and create an account at <http://www.aurasma.com>;
- 2 Open Aurasma App and click on the Explore symbol when the App is flashing;
- 3 Click on Search symbol and follow drfperez's public auras;
- 4 Click View symbol to scan the images in the next 3 pages.



Scanning the above logo with Aurasma you will automatically visit <http://arteducation.eu>.

In this website you will find many project resources. If you scan the images in the next three pages you will find some more examples of resources created in this project.

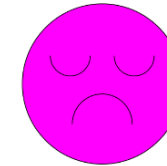


ENVIRONMENT RESOURCES

Real time pollution online

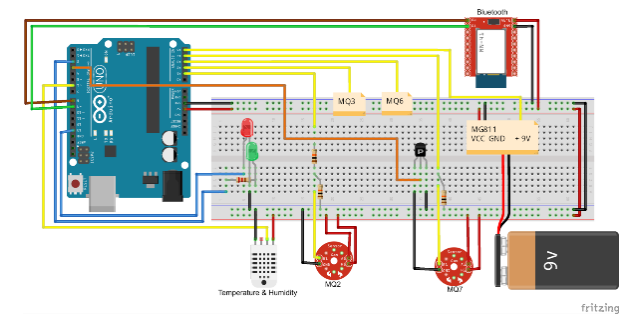
If the real-time pollution in Barcelona is lower than $120\mu\text{g}/\text{m}^3$ I will be happy, otherwise I will be sad

pollution: $224.9\mu\text{g}/\text{m}^3$



<http://arteducation.eu/pollution>

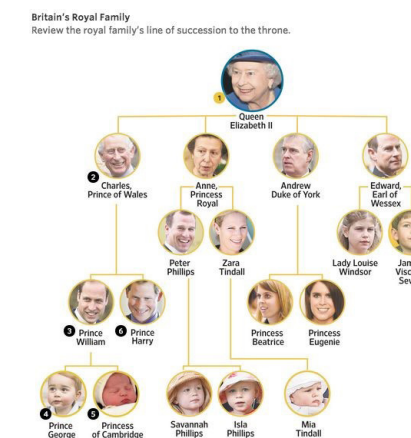
Real time pollution measurement video



<https://youtu.be/WzXjr05mrQg>

FAMILY RESOURCES

British royal family image map



<http://arteducation.eu/family>

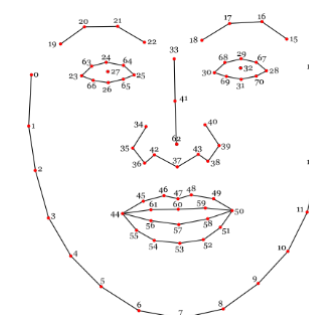
Family guy mobile app



<http://arteducation.eu/family.apk>

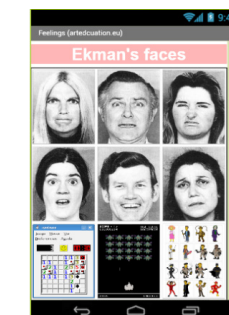
FEELINGS RESOURCES

Face feelings detection



<http://arteducation.eu/face>

Feelings mobile app



<http://arteducation.eu/feelings.apk>

HUMAN BODY RESOURCES

Skeleton image map



http://arteducation.eu/skeleton

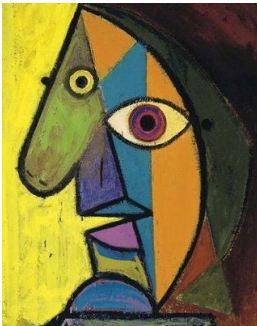
Skeleton video



https://youtu.be/liiYwxuOWl

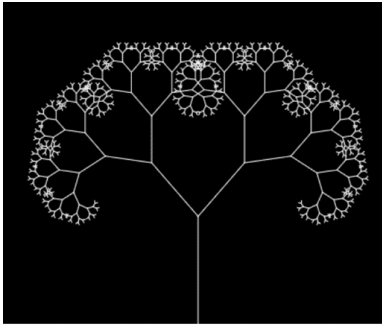
SHAPES RESOURCES

Coding a cubist portrait



http://arteducation.eu/resources/shapes/cubist-portrait

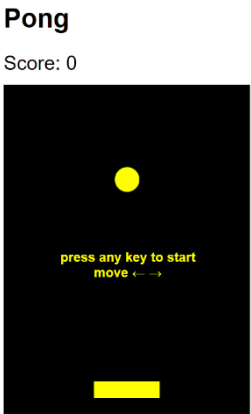
Coding an interactive fractal tree



http://arteducation.eu/resources/shapes/tree

NUMBERS RESOURCES

Pong game



http://arteducation.eu/pong

Flappy bird game



http://arteducation.eu/flappybirds

TIME RESOURCES

Coding clock activities

It's now about ten past two in the afternoon.
Today is Friday, April 14th, 2017.
Today is the anniversary of the election of Henry III
There are 255 days until Christmas!

April 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

http://arteducation.eu/clock

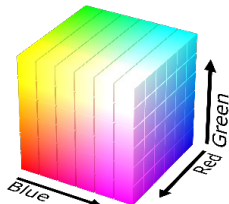
Coding an art clock



http://arteducation.eu/artclock

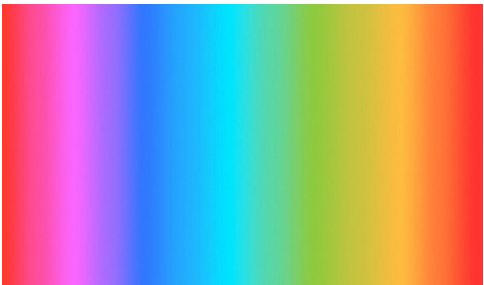
SENSES RESOURCES

RGB Cube



http://arteducation.eu/resources/senses/rgb-cube

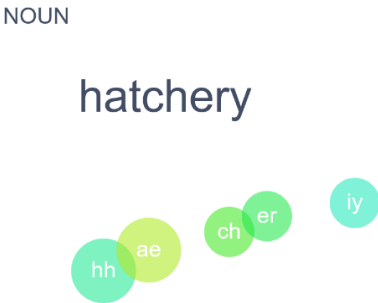
Hue



http://arteducation.eu/resources/senses/hue

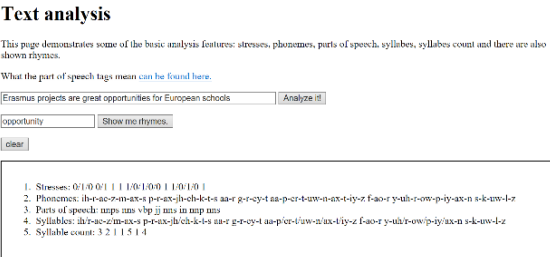
OTHER RESOURCES

Coding phonetics art



http://arteducation.eu/phoneticsart

Coding text analysis



http://arteducation.eu/textanalysis

CHAPTER 3



OUR APPROACH TO THE NEW CURRICULUM

- LESSON DESCRIPTIONS -

ELEMENTARY LEVEL

TOPIC: ENVIRONMENT
TITLE OF THE LESSON: Animals (Lesson 1)
LEVEL: Elementary Level
AGE OF STUDENTS: 6 and 7 years old
TEACHER'S NAME: Niki Papaefstathiou
SCHOOL: Dimotiko Scholeio Daliou 2
COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of the lesson is to enable the students to learn the names of nine animals (cat, sheep, bird, duck, dog, horse, frog, fish and bear) and to revise the colours and numbers.
- Teddy is having his birthday party. Presenting his guests, children come into contact with the new vocabulary, while revising colours and numbers.
- Students are involved in three activities in order to practice the new vocabulary. They find which animal disappears each time, they help Teddy to find the envelope for each invitation he has to send and they play an animals' Bingo game. The lesson ends with the "Goodbye" song.



TOPIC: ENVIRONMENT
TITLE OF THE LESSON: Animals (Lesson 2)
LEVEL: Elementary Level
AGE OF STUDENTS: 6 and 7 years old
TEACHER'S NAME: Niki Papaefstathiou
SCHOOL: Dimotiko Scholeio Daliou 2
COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of the lesson is to revise the names of the nine animals (cat, sheep, bird, duck, dog, horse, frog, fish, bear) and to revise the colours and numbers.
- Teddy presents his birthday photo album. His guests are hiding. Children help him to recognize his guests mentioning also their colour.
- Students sit in a circle and play the game "Pass the card". They are given cards and they pass them to one another. When the music stops they name the animal. The teacher reads the "Brown bear, brown bear, what do you see?" story. Children are involved in the story telling guessing which animal will be mentioned. Then, they play a memory game. They put into order the animals mentioned in the story. They sing the Brown bear song and they play a game with dice. Finally, they create animal collages on PC and on paper.



TOPIC: ENVIRONMENT
TITLE OF THE LESSON: Fruits (Lesson 1)
LEVEL: Elementary Level
AGE OF STUDENTS: 6 and 7 years old
TEACHER'S NAME: Niki Papaefstathiou
SCHOOL: Dimotiko Scholeio Daliou 2
COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of the lesson is to enable the students to learn the names of five fruits (apples, bananas, pears, oranges, strawberries) and to revise the colours and numbers.
- Erasmulis and Erasmula want to make a fruit salad. The two children go to a fruit market and choose the fruits they want. They buy apples, bananas, pears, oranges, strawberries for their fruit salad, thus presenting the new vocabulary to the students, while revising colours and numbers.
- Students are involved in four activities in order to practice the new vocabulary. They follow a fruit recipe to make their fruit salad and they play the "Hide and seek" and "Pump up the volume" game searching for the hidden fruits. They sit on their cushions in a circle and play with fruit dice using the phrase "I like _____ (apples, bananas, pears, oranges, strawberries)". They end the lesson with the creation of a fruit song made of their phrases about their fruit preferences.



TOPIC: ENVIRONMENT
TITLE OF THE LESSON: Fruits (Lesson 2)
LEVEL: Elementary Level
AGE OF STUDENTS: 6 and 7 years old
TEACHER'S NAME: Niki Papaefstathiou
SCHOOL: Dimotiko Scholeio Daliou 2
COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of the lesson is to revise the names of five fruits (apples, bananas, pears, oranges, strawberries) and to revise the colours and numbers.
- Children sing the fruit song "I like fruits". Erasmulis and Erasmula inform the students that the fruit salad recipe was destroyed. The children mention again the ingredients of the fruit salad thus revising the fruits, the numbers and the colours.
- Students sit in a circle and play the game "Pass the card". They are given cards and they pass them to one another. When the music stops, they name the fruit. The teacher reads a story about fruits (created with children's rhymes). Children are involved in the story telling by guessing which fruits will be mentioned. They are given envelopes and they are asked to match each hero with the fruit he/she likes. They play a True/False game using the happy/sad faces figures.



TOPIC: FAMILY

TITLE OF THE LESSON: Family Members (Lesson 1)

LEVEL: Elementary Level

AGE OF STUDENTS: 9-10 Years Old

TEACHER'S NAME: Mert Balli

SCHOOL: Bahcelievler Primary School

COUNTRY: Turkey

SUMMARY OF THE LESSON:

- Each teacher can choose a different warm-up activity according to their view. After a short warm-up activity, family members are introduced with colorful masks. Two different songs about family members are sung. (<https://www.youtube.com/watch?v=FXqPs1lvtNsThen>). The students draw their own fingers on a piece of paper in order to create finger family members. After that they prepare finger puppets by coloring and cutting the pictures. They roll the papers around their fingers and sing the Finger Family song. Next they make conversations with each other using the finger puppets. The teacher shows the pictures of the Monster Family and reads the story. The students answer the questions of the story. A tutorial video is shown about 'How to make finger puppets' by using kitchen gloves then it is given as homework to the kids.



TOPIC: FAMILY

TITLE OF THE LESSON: Family Members (Lesson 2)

LEVEL: Elementary Level

AGE OF STUDENTS: 9-10 Years Old

TEACHER'S NAME: Hacer Bahadir

SCHOOL: Bahcelievler Primary School

COUNTRY: Turkey

SUMMARY OF THE LESSON:

- First of all the teacher chooses 5 students in order to sing the finger family song(<https://www.youtube.com/watch?v=mjFcrv6Lfx8>).
- The students hold the sticks which represent family members and come to the board and sing the song. The teacher shows PowerPoint presentation game. In this game, the students look at the family tree and complete the sentences using the correct family members. The students cut the pictures of different family members and paste them on the family tree and color them. After finishing the family trees volunteer students introduce their family members to their friends. By using 'Plickers' application a technological activity is used to revise family members. The teacher prepares a web classroom before the lesson and questions about the topic. Before the start of the activity, a half size paper is given to students. On these papers there are codes. The students look at the questions on the screen and show the code according to the correct answer. The teacher scans their answers via a mobile application. The results are shown on the screen.



TOPIC: FAMILY

TITLE OF THE LESSON: The Likes and Dislikes of Family Members

LEVEL: Elementary Level

AGE OF STUDENTS: 9-10 Years Old

TEACHER'S NAME: Müyesser Pariltan

SCHOOL: Bahcelievler Primary School

COUNTRY: Turkey

SUMMARY OF THE LESSON:

- PART – 1 - At first, the teacher presents a video 'The Simpsons Family' as an ice breaker. In the video they can see all the family members. Then she shows the pictures of family members and asks 'Who is s/he?' After doing this activity the students make a family tree by putting each family member on the board one by one. As a role play activity, one of the students comes to the board and talks about the family members. Those family members come and say their likes and dislikes by acting out. Sometimes they play their roles in a fun way.
- PART - 2 - Next, she shows a tutorial video about making finger puppets and the students try to make finger puppets by watching it. When they finish their puppets, they come to the board and sing the 'Finger Family Song' by using their finger puppets. And finally three students come to the board and sing the song 'Who is this?' Each family member acts out their roles.



TOPIC: FEELINGS

TITLE OF THE LESSON: Basic Emotions in Our Life

LEVEL: 2nd grade

AGE OF STUDENTS: 8-year old students

TEACHER'S NAME: Iulia Ionescu

SCHOOL: "Carmen Sylva" Art High School, Ploiești

COUNTRY: Romania

SUMMARY OF THE LESSON:

- Students are asked to read a literary text about emotions and discover the characters, the place and time of action, the message of the text which leads us to understanding that inside us there is always a fight between different emotions when we have to face some unexpected or challenging situations. By means of a guided conversation, they are led to the conclusion that we should identify these emotions in order to find solutions for helping the pleasant ones "to win" and controlling the unpleasant ones. The students improve their English vocabulary with new words and idioms about basic emotions.
- Students are asked to make a mask to depict one of the emotions from the text. The images used in annex 1 are some of the masks made by the students when the lesson was tried out. The drawings used in annex 2 were made by 5th graders in our school.



TOPIC: FEELINGS

TITLE OF THE LESSON: Basic Emotions

LEVEL: 2nd grade

AGE OF STUDENTS: 8-year old students

TEACHER'S NAME: Hortensia Bogdan; portraits drawn by Liliana Marin, teacher of visual arts; drawings from Annex 2 drawn by Iulia Ignat, teacher of visual arts;

SCHOOL: "Carmen Sylva" Art High School, Ploiești

COUNTRY: Romania

SUMMARY OF THE LESSON:

- Starting from Paul Ekman's theory according to which there are six basic emotions (happiness, sadness, fear, anger, disgust, surprise) which can be identified in facial expressions of people from all cultures, the students are encouraged to recognize basic emotions in themselves and in other people by „reading” facial and body expressions and to express basic emotions by means of language, paintings/ drawings, body movements. They are also helped to become aware of their emotional state and to improve their English vocabulary with new words and expressions connected with feelings. Using the portraits made by Mrs. Liliana Marin, teacher of visual arts, we created some riddles which were also used by Dr. Francisco Perez to create the computer puzzle game. All the drawings used in annexes 5 and 6 were made by students, while those in annex 2 by Iulia Ignat, teacher of visual arts.



TOPIC: FEELINGS

TITLE OF THE LESSON: Emotions through the Arts

LEVEL: 3rd grade

AGE OF STUDENTS: 9-10 years old

TEACHER'S NAME: Maxim Florentina, Iulia Ignat, Cristi Duca

SCHOOL: "Carmen Sylva" Art High School, Ploiești

COUNTRY: Romania

SUMMARY OF THE LESSON:

- The lesson is aimed to develop some linguistic and conversational competences in English by combining English with the arts: at the end of the class, students are able to identify and assign the English words to basic emotions and facial expressions; they also draw feeling faces and they are capable of expressing their feelings, ideas, thoughts, points of view by various means; they identify the significance of simple artistic messages within familiar contexts.
- The most enjoyable activities for students were drawing feeling faces and acting out emotions as well as an activity which combined music and some cardboard faces that they had previously made with the class teacher. The faces contained detachable face parts that students could attach in accordance to a feeling they wanted to express.
- The English teacher played 6 musical pieces, each suggesting the main emotions and the students associated a cardboard face with the facial expressions that the music itself conveyed.



TOPIC: FEELINGS
TITLE OF THE LESSON: Feelings & Emotions
LEVEL: Primary School
AGE OF STUDENTS: 9 - 10 years old
TEACHER'S NAME: Irimescu Laura
SCHOOL: "Carmen Sylva" Art High School, Ploiești
COUNTRY: Romania

SUMMARY OF THE LESSON:

- Children will have to recognize the expressed feature in a literary passage: joy, sadness, amazement, fear, love. They play "Feelings cluster" in Romanian and English. After that they must recognize the emotions produced by movies made with musical interpretation of their colleagues.
- ("The wheel of emotions" and "Paired statues")
- You need three children: one spins the "The wheel of emotions" with the needle rotating on the disk. When the needle stops, he names two colleagues to mime the pointed feeling.
- Suitable song – a song created with the text made by children and music composed by teacher Gabriela Juravle, music and theory specialist.
- Drawing – feelings and emotions expressed in children's drawings.



TOPIC: HUMAN BODY
TITLE OF THE LESSON: Body Parts (Block Lesson)
LEVEL: Primary
AGE OF STUDENTS: 10 - 11 years old
TEACHER'S NAME: Ivan Fremec, Mirna Prusina
SCHOOL: Primary School Bilje, Bilje
COUNTRY: Croatia

SUMMARY OF THE LESSON:

- The primary task of the lesson was to develop body parts related vocabulary. As a part of the lesson, we decided to develop an Android app which can be used for teaching body parts in a fun and interactive way. In the first part of the lesson we decided to focus on 26 English names for body parts. In the beginning students had to write as many English names for body parts as they can think of. Some of the students were asked to stand in front of the class and read from their list along with pointing at body parts as they read. The students were then shown a picture of a human body along with the English names of body parts. They had to stand up and repeat the names of body parts, while touching or moving body parts at the same time. They were then divided into four groups. Each group had to choose a so-called Christmas tree, a student on which the others will stick post-it notes with names of body parts in English. We then moved on to creating an Android app that can be used for teaching and practicing the body-related vocabulary. The students were instructed to find an image of a human body which will be used in the application and to open MIT App Inventor on their computers. The students were then given step-by-step instructions on how to create the app.
- When the students finished their apps, they were instructed to go to Google Play and to download MIT Companion to their Android phones. Then, they created QR codes for their apps and scanned them with phone cameras, which started the apps on their smartphones.
- In the end students played a quiz on Kahoot, which contained questions from the language part of the lesson.



TOPIC: HUMAN BODY

TITLE OF THE LESSON: Describing Physical Appearance (Block Lesson)

LEVEL: Primary Level

AGE OF STUDENTS: 10 - 11 years old

TEACHER'S NAME: Tea Liović Holas, Mirna Prusina

SCHOOL: Primary School Bilje, Bilje

COUNTRY: Croatia

SUMMARY OF THE LESSON:

- In the lesson we talked about expressions we can use when we talk about physical appearance, and when we want to describe how someone looks. As an introduction, students played a game Simon says to revise body parts. After that they had to do an exercise created with linoit. On the white board they had different mixed up expressions about physical appearance, and they had to come and put the expressions in the right place. Their task was to decide if the expressions belong to describing body, hair or face. Students had to do the crossword puzzle that was already on their computers. As clues in the crossword they had the translation of the words from the board. In the next activity students had to memorize how one person looks. Then they had to write the description of that person. Students read their descriptions and others had to guess who they are describing. After this, they had to draw a body, but they exchanged papers, finishing each other's drawings, but without seeing what other drew by folding the paper. That way the result was some funny looking drawings. In the end they had to describe one drawing. After that students watched and listened to a song called „What do you look like?“ (<https://www.youtube.com/watch?v=qhWV4fzchq4>), and they had to elicit all the questions they heard dealing with physical appearance. In the next activity students had on the projector pictures of different looking people. One student chooses one person from the picture, and the other students ask him questions to try to guess which person he/she chose. Students could ask only yes/no questions. Last activity combined given descriptions in English and drawing with Easy Gif Animator. On their computers students had some sentences that described how somebody looks like, and they had to draw them with Easy Gif Animator.



TOPIC: NUMBERS

TITLE OF THE LESSON: Numbers in Different Patterns

LEVEL: Elementary Level

AGE OF STUDENTS: 9 - 10 Years Old

TEACHER'S NAME: Mert Balli

SCHOOL: Bahcelievler Primary School

COUNTRY: Turkey

SUMMARY OF THE LESSON:

- In the beginning of the lesson the teacher revises the numbers and reflects on odd- even numbers. He goes on to twenty, thirty, forty, fifty and so on. Then he uses a video, numbers song. Students sing the song and do the motions as in the video. (<https://www.youtube.com/watch?v=SxgCA1qOW20>). The teacher asks questions about a booklet with "How Many". It can be done like a game. Eight students, organised in two groups, make puzzles. In these puzzles there are numbers with different concepts. The first group to finish is the winner. After that each student chooses a number and tries to draw and show different ways to make that number. The students sit in a circle and share the number cards and play 'I have.... Who hasgame'. In the end, they play BINGO game.



TOPIC: NUMBERS
TITLE OF THE LESSON: Numbers up to 100
LEVEL: Elementary Level
AGE OF STUDENTS: 9 - 10 Years Old
TEACHER'S NAME: Kübra Kiliç
SCHOOL: Bahcelievler Primary School
COUNTRY: Turkey

SUMMARY OF THE LESSON:

- Firstly, the teacher asks pupils some questions and reflects on what numbers they have learnt. Then teacher uses a video, numbers song. Students sing the song and do the motions as in the video. (<https://www.youtube.com/watch?v=SxgCA1qOW20>). Before the lesson teacher prepares the MATRIS for each group. It's a picture with numbers and their written forms. During the activity students are divided into two groups. The teacher gives each group a box. She wants students to combine the pieces and get the whole picture. The group putting the pieces together and getting the picture first wins the game. She gives same puzzle to each group. But the pieces of the puzzle are mixed. Then the teacher gives each group member a number to answer the questions from the box. There is one box and each group members take questions from the same box. If the students answer the questions correctly, they take pieces from the puzzle and place them into the correct position. Pupils should read the questions and answers loudly and the group which finishes the puzzle first wins the game.



TOPIC: NUMBERS
TITLE OF THE LESSON: Ordinal Numbers
LEVEL: Elementary Level
AGE OF STUDENTS: 9 - 10 Years Old
TEACHER'S NAME: Hacer Bahadir
SCHOOL: Bahcelievler Primary School
COUNTRY: Turkey

SUMMARY OF THE LESSON:

- PART – 1 - Firstly the teacher revises the numbers by counting and answering the questions. (<https://www.youtube.com/watch?v=SxgCA1qOW20>). Then the students listen to the numbers song and do the actions. To practice even more, the students make the wheel of numbers. They cut and color the wheel. After that they write the questions related to the numbers, spin the wheel and answer the questions. The teacher then introduces Ordinal Numbers by posters. The students watch a video about Ordinal Numbers and sing the song. (<https://www.youtube.com/watch?v=0CWWNzprEQ4>). The teacher shows a video about Ordinal numbers and asks questions. (https://www.youtube.com/watch?v=h_3AI-qNBIE&t=1s)
- PART – 2 - The teacher hands out worksheets. The students cut the ordinal numbers and paste them into the given gaps from 1 to 20. They should work in pairs. After that the students prepare birthday cards and invite their friends to the party. As a final activity they play a technological game called 'KAHOOT'. In this game they have to download the application on their mobiles or tablets. The teacher gives the password and they should sign in in order to join the platform. Then they use nicknames whatever they want. The most important point is that answering the questions correctly in the quickest time. The site of the platform is (<https://getkahoot.com/>).



TOPIC: SENSES

TITLE OF THE LESSON: Cold and Warm Colours

LEVEL: Elementary Level

AGE OF STUDENTS: 6 and 7 years old

TEACHER'S NAME: Mihaela Janc

SCHOOL: Primary School Beltinci

COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students revise the vocabulary for colours using an interactive colour spinner and learn which colours are cold / warm. They watch some famous works of art with warm / cold colours on the PowerPoint presentation. They learn why some colours are called warm or cold. During the revision state of the lesson students create a meadow with flowers and butterflies on a green surface, by following the teacher's instructions e.g. the red butterfly on the yellow flower.
- In the final stage of the lesson the students describe the work by using the new vocabulary.



TOPIC: SENSES

TITLE OF THE LESSON: Senses in Nature

LEVEL: Elementary Level

AGE OF STUDENTS: 8 – 10 years old

TEACHER'S NAME: Janja Horvat

SCHOOL: Primary School Beltinci

COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students learn vocabulary for sounds from nature (e.g. a car, a plane, a train, the dog is barking, an ambulance, a bird) and senses. Then they decide if something from the nature can be felt/heard/tasted/seen. Students practice listening skills and vocabulary for senses and sounds from nature.
- They are also acquainted with some basic body parts of a bird, such as feathers, a beak, legs, wings etc. In the end they draw a scratch art picture of a bird, joining English to senses and art. Students present their picture and talk about the bird, naming its body parts, but most of all how they can be sensed, for example: you can feel the bird's feathers. A bird uses a beak for singing and you can hear that.



TOPIC: SENSES
TITLE OF THE LESSON: Solutions
LEVEL: Elementary Level
AGE OF STUDENTS: 10 years old
TEACHER'S NAME: Nataša Belec
SCHOOL: Primary School Beltinci
COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students learn basic words for tastes (sweet, sour, bitter...). They are also taught about solutes, solvents and solutions. They learn that the sea is the largest solution on the planet, that sea water is a solute and salt is the solvent. Then they make experiments. They put some household substances (sugar, citric acid, salt, pepper, oil...) in a glass of water and see if they can make a solution and what it tastes like. They report about the experiment results and say for example. Oil is not soluble. You cannot make a solution. It does not have a taste.
- In the end they create a salt art painting. They use water colours and soak the paper with a colour. Then they sprinkle salt on the painting and the salt will create different designs on the paper.



TOPIC: SENSES
TITLE OF THE LESSON: Senses and Calligraphy
LEVEL: Elementary Level
AGE OF STUDENTS: 10 years old
TEACHER'S NAME: Andreja Žalik Kranjec
SCHOOL: Primary School Beltinci
COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students revise vocabulary for senses, food and tastes and learn words for describing food (aromatic, sticky, smooth, etc.). They learn what ingredients are used for gingerbread biscuits and they use all their senses to describe the ingredients (e.g. they smell, taste, see and feel cinnamon/flour/honey, etc., and say what it is like). For example: Honey is sticky and sweet. It has a mild aroma. It is golden brown.
- Then they learn some basic facts about calligraphy. They are shown examples of calligraphy around the world and what utensils are used. They can see the difference between some types of font and many examples of words for senses written in calligraphy. In the end they select one word, practice writing it in calligraphy and later they write on the gingerbread biscuit.



TOPIC: SHAPES AND VOLUMES

TITLE OF THE LESSON: Representing Animals with 2D Shapes

LEVEL: Elementary Level

AGE OF STUDENTS: 10/11 years old

TEACHER'S NAME: Maria José Diogo and Lina Bolas

SCHOOL: Escola Básica de André de Resende, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- This lesson is about 2D shapes. Students listen to a song and sing it to learn the English words for 2D shapes (circle, square, triangle, rectangle, oval, diamond, pentagon, hexagon, star, heart). They label the shapes in a handout and, in pairs, draw shapes in the air for the partner to guess. Then they try to identify 2D shapes around them and brainstorm about the shapes of common things and animals.
- The children draw animals in squared paper, using the shapes in the song. Then, on cardboards, they paint and cut the pieces. They get colourful puzzles to form animals (a cat, a dog, an ostrich, etc.).
- Finally the students display their animals and describe them in terms of colour and shape.



TOPIC: SHAPES AND VOLUMES

TITLE OF THE LESSON: Creating Compositions with 3D Shapes

LEVEL: Elementary Level

AGE OF STUDENTS: 10/11 years old

TEACHER'S NAME: Maria José Diogo and Lina Bolas

SCHOOL: Escola Básica de André de Resende, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- This lesson is about 3D shapes. Students watch trash to recycle, find 3D shapes (sphere, cylinder, cone, pyramid, cube, cuboid, prism...) and learn the words. Then they identify them by watching and touching. They learn the words face, edge and vertex/vertices and participate in a "stand up and walk around" exercise to associate ideas and describe a 3D object. In groups they show the outcome to the class.
- They make some sketches of 3D shapes and change cartons into 2D shapes and back.
- Individually or in pairs, students create compositions with 3D shapes and give them a name. Finally they show their compositions to the class.



TOPIC: SHAPES AND VOLUMES

TITLE OF THE LESSON: The Line (a basic element of art)

LEVEL: Elementary Level

AGE OF STUDENTS: 10 years old

TEACHER'S NAME: Rita David and Lina Bolas

SCHOOL: Escola Básica de André de Resende – Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- This lesson is about the line. The students sing a song about the line (the tune of a traditional Portuguese song with lyrics made by the teacher for this lesson). They learn that the line is one of the elements of art and that there are many types of lines. They watch several kinds of lines and reproduce them.
- In this lesson students also learn how to say some musical instruments in English and draw them using the line, not to contour the object but to give shape and volume through different directions and thicknesses.
- Finally they display their drawing on the board and vote for the best ones to offer to the Regional Music Conservatory (EboraeMvsica), where some of them are studying Music.



TOPIC: SHAPES AND VOLUMES

TITLE OF THE LESSON: Listen and Draw

LEVEL: Elementary Level

AGE OF STUDENTS: 10 years old

TEACHER'S NAME: Rita David and Lina Bolas

SCHOOL: Escola Básica de André de Resende – Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- This lesson is about how the same directions and inspirations can lead to unique works of abstract art. Students use their knowledge of shapes and lines to make a Listen and Draw activity.
- Some students are learning to play musical instruments – the guitar, the violin, the bass, the organ, the piano – and the Regional Music Conservatory gently let us film parts of lessons to use as inspiration in the activity.
- With directions given by the teacher and short videos of Music lessons as inspiration, students draw what they hear and feel. They display their drawings on the board and discuss the differences and the similarities they can find.



TOPIC: TIME

TITLE OF THE LESSON: Telling the Time

LEVEL: Elementary Level

AGE OF STUDENTS: 9 - 10 years old

TEACHER'S NAME: Mert Balli

SCHOOL: Bahcelievler Primary School

COUNTRY: Turkey

SUMMARY OF THE LESSON:

- In the beginning of the lesson, as an ice breaker, the teacher asks the students about the concept of 'One Minute 'and what it means to them? Is one minute long or short? This activity shows how quickly a minute can pass however a minute can pass slowly in a P.E test. Then the teacher shows the clock and revises the numbers up to twelve and starts to teach the Time, O'clock, quarter past, half past etc. After that, he shows the song "What Time Is It?" and acts out with the students. (https://www.youtube.com/watch?v=0Yq_rztquuU).The teacher then shows the video about how to make a "Clock" by using some materials and the students try to prepare a paper clock. By using the song Rock Around The Clock, the students draw analog clocks and write digital forms of them. As another activity, the students try to match the cards with the clothespin according to the pictures of clocks. At the end of the lesson, the teacher gives a paper which is about a watch and it shows the time in a very practical way and the students will try to draw it at home.



TOPIC: TIME

TITLE OF THE LESSON: Daily Routines

LEVEL: Elementary Level

AGE OF STUDENTS: 9 - 10 years old

TEACHER'S NAME: Mert Balli

SCHOOL: Bahcelievler Primary School

COUNTRY: Turkey

SUMMARY OF THE LESSON:

- First of all the teacher comes to the class with an alarm clock, a tooth brush and a tube of toothpaste and mimes the activities by using them. Then he shows a funny video about daily routines. (<https://www.youtube.com/watch?v=YwmIDHm3kOk>)
- After that he hangs up the flash cards on the board and teaches the most common daily routines. The students then play "Fly Swatter Game". In the game both groups have a swatter to hit the words first and correctly. Another activity is the ICT Treasure Hunt, when the members of each group try to find out the papers around the school and answer the questions via their mobile phones. They need to have a QR Code reader. The first group to finish and write the answers correctly win the game.



TOPIC: TIME

TITLE OF THE LESSON: Days-Months –Seasons and School Subjects

LEVEL: Elementary Level

AGE OF STUDENTS: 9 - 10 years old

TEACHER'S NAME: Mert Balli

SCHOOL: Bahcelievler Primary School

COUNTRY: Turkey

SUMMARY OF THE LESSON:

- The lesson has two parts(Block Lesson).
- PART 1: Firstly the teacher shows a short fragment of a movie about the topic (https://www.youtube.com/watch?v=fdadZ_KrZVw).The teacher shows the clock and teaches telling the time. Then the teacher asks the students to tell the time and to count the days. One student tries to count the days. After that the teacher teaches days of the week through the Days Song. (<https://www.youtube.com/watch?v=36n93jvkDs>).He gives the wheel of days. The students cut and color the wheel .After preparing the wheel they spin it and answer the questions about the days. The students play the “Battleship Game”. Each student has a paper and there is a chart on it. Days and time are written on that chart. The students try to hit the ships by telling the time and days.
- PART 2: The students revise the school subjects via the application “Aurasma”. By using this application the students are able to watch the videos of school subjects in an enjoyable way. The school subjects Song is sung. A weekly lesson schedule is prepared by the students. The teacher teaches Months by using song. (<https://www.youtube.com/watch?v=v608v42dKel>).An interactive song activity about seasons is done. The song consists of some interactive questions; the students listen to the song and answer the questions.



LOWER SECONDARY LEVEL

TOPIC: ENVIRONMENT
TITLE OF THE LESSON: Insects (Block Lesson)
LEVEL: Lower Secondary
AGE OF STUDENTS: 13 - 14 years old
TEACHER'S NAME: Ivan Fremec, Mirna Prusina
SCHOOL: Primary school Bilje, Bilje
COUNTRY: Croatia

SUMMARY OF THE LESSON:

- For this lesson we chose Insects, as they are structurally and biologically quite different from people and the largest number of animals that inhabit English textbooks and workbooks.
- As a motivation for this lesson, we use a PowerPoint slide filled with images of various insects and ask the students what they see and if they recognize any of the insects shown. The students identify some of the species of insects and we elicit names for the species they don't know. After that students open PowerPoint presentations that have already been copied to their computers. Their task is to match the English names of the species of insects and their translations with the images of insects using Internet dictionaries. After that they do one more exercise in their PowerPoint presentations. Their task is to read a short text about the anatomy of insects and to fill in the blanks with the correct names of the parts of an insect.
- After that, the students are instructed to register on glogster.com, a cloud-based platform for presentation and active learning, on which they will create multimedia posters, the so-called glogs, in teams. Once the team finishes their glog, they will give a presentation about their topic to the rest of the class.
- During the main part of the lesson, the students work on their glogs in teams.



TOPIC: ENVIRONMENT
TITLE OF THE LESSON: Animals in Kopačkirit (Block Lesson)
LEVEL: Lower Secondary
AGE OF STUDENTS: 13 - 14 years old
TEACHER'S NAME: Tea Liović Holas, Mirna Prusina
SCHOOL: Primary school Bilje, Bilje
COUNTRY: Croatia

SUMMARY OF THE LESSON:

- In the lesson students learn about the animals which live in Kopačkirit, a big nature park near Bilje. They revise some animals they know from before, and then brainstorm about the animals that live in Kopački rit. After that students do an exercise on their computers in which they have to look at the pictures of different animals.
- (file:///C:/Users/Ucitelj/Downloads/Attach%201%20(1).htm).
- After they see the name of an animal they should click on a correct picture. Animals in the exercise are: duck, goose, deer, boar, turtle, snake, eagle, stork and pheasant. Students then have to recognize the sounds that different animals produce. On their computers they have an exercise in which they hear a sound of an animal, and they have to guess which animal that is. Using the program Audacity on their computers they have to make their own composition with the animal sounds they have heard. They put different animal sounds in the program, and try to make some kind of music or composition. In the last activity students have to combine their knowledge of programming and drawing. They have to use the program LOGO to draw the animals we were talking about. They can choose one of the animals we were talking about and draw it.



TOPIC: FAMILY
TITLE OF THE LESSON: Family Relations (Lesson 1)
LEVEL: Lower Secondary
AGE OF STUDENTS: 11 - 12 years old
TEACHER'S NAME: Salome Panayiotou
SCHOOL: Dimotiko Scholeio Daliou 2
COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of the lesson is to enable pupils to identify family relations, name members of a family, express family relationships and express possession. As for the intercultural aspect of the lesson, pupils should become aware of the variety of families in their country and around the world.
- Through pictures and paintings they relate information to personal experiences related to family members and cooperate with others to complete tasks from a song.
- Presenting a figure of a family tree we ask students to make sentences using possessive adjectives. In the same manner, they play the game "Naughts (o) and crosses(x)". Afterwards they perform a vocabulary activity and they end up by playing the game "Hangman".



TOPIC: FAMILY
TITLE OF THE LESSON: Family Relations (Lesson 2)
LEVEL: Lower Secondary
AGE OF STUDENTS: 11 - 12 years old
TEACHER'S NAME: Salome Panayiotou
SCHOOL: Dimotiko Scholeio Daliou 2
COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The lessons are developed on the basis of the Content and Language Integrated Learning (CLIL), methodological approach combining the subjects of Health Education and English.
- The aim is to define the concept of the family through its various forms. Pupils get in a circle and they start with a warm up activity. A revision activity of family vocabulary follows. Then, they give a definition of a family on a sticky note and they play the game "Silent floor". Afterwards children watch the story "All kinds of families" and they discuss the different kinds of families and the different activities that families participate in.
- They end up with a song and as a concluding activity they are asked to make a Family Photo/ Drawing Album.



TOPIC: FAMILY

TITLE OF THE LESSON: Our storytelling boxes ... our stories
The power of group work and friendship

LEVEL: Lower Secondary

AGE OF STUDENTS: 11 - 12 years old

TEACHER'S NAME: Marina Michael

SCHOOL: Dali B' Primary School

COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of this lesson is to help students tell their own story by changing the "The Enormous Turnip" story (i.e. change the narrative elements).
- During the previous lesson the students were asked to consider the changes they wanted to make to the story and draft their stories on film strips. Then, they were shown the idea of a storytelling bag and they were informed that they could be creative with the idea of a "bag" (i.e. they could use boxes, baskets, etc.).
- On the day of the current lesson, students work in groups to create graffiti of the narrative elements of the "The Enormous Turnip", so as to refresh the known storyline. Then, they present their own stories using their own storytelling boxes or bags (individually, or in pairs).



TOPIC: FEELINGS

TITLE OF THE LESSON: Feelings 1

LEVEL: Lower Secondary

AGE OF STUDENTS: 12 – 14 years old

TEACHER'S NAME: Andreja Žalik Kranjec

SCHOOL: Primary School Beltinci

COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students learn vocabulary for feelings. They use a thesaurus and a computer programme Hot Potatoes to practice vocabulary. Then they are shown some famous works of art and first they say how they feel while watching the painting and then how the character(s) in the painting feel(s). The teacher briefly presents the works: P.Picasso: Guernica, Matija Jama: Ples, Gustav Klimt: Kiss, Ivana Kobilica: Kofetarica, Munch: Krik, Rockwell: Thanksgiving day.
- Later they try to act out the scene in the painting and say how that makes them feel. In the end they write a poem using vocabulary for feelings and read it for the class.



TOPIC: FEELINGS
TITLE OF THE LESSON: Feelings 2
LEVEL: Lower Secondary
AGE OF STUDENTS: 12 – 14 years old
TEACHER'S NAME: Andreja Žalik Kranjec
SCHOOL: Primary School Beltinci
COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students watch videos and listen to audio recordings describing works of art. They practice vocabulary for feelings and develop listening skills. They listen to an interactive story, highlighting emotions where they need to listen and respond or decide what they think the next step in the story is. The story namely stops every now and then and gives the students three options.
- Students decide and respond (raise their hand / stand up / put a finger on the nose). This makes the students active and anticipating the answers although they do not know the story or the characters. It is irrelevant if they guess the answer correctly. In the end they create a symbol for a certain emotion.



TOPIC: FEELINGS
TITLE OF THE LESSON: Ghost Story
LEVEL: Lower Secondary
AGE OF STUDENTS: 12 – 14 years old
TEACHER'S NAME: Janja Horvat
SCHOOL: Primary School Beltinci
COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students listen and later read a Ghost story. They talk about their feelings during the listening part of the story and during certain situations presented in the story (storm).
- They find vocabulary for scary events and feelings and practice vocabulary on an interactive handout. Then they are given instructions to draw a haunted castle and are shown some examples. They also talk about possible themes/characters they could include in their artistic expression. They draw a picture of a haunted castle and say how the characters in the picture or the observer can feel



TOPIC: FEELINGS

TITLE OF THE LESSON: Feelings through Architecture

LEVEL: Lower Secondary

AGE OF STUDENTS: 12 – 14 years old

TEACHER'S NAME: Simona Vusič

SCHOOL: Primary School Beltinci

COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students learn about some worldwide known buildings or sites, such as the Notre Dame Cathedral, The Eiffel Tower, Petra, New York, slums in South Africa, Sydney Opera House...
- Students will watch pictures, animations or videos that should evoke some feelings or emotions regarding the building. They name the feeling and label it with a certain colour and draw a computer graphics of the building using the colour that best represents the emotion they felt.



TOPIC: THE HUMAN BODY

TITLE OF THE LESSON: Understanding and Representing the Human Body through Art

LEVEL: Lower Secondary

AGE OF STUDENTS: 14 years old

TEACHER'S NAME: Maria João Machado; Susana Parente

SCHOOL: Escola Básica de André de Resende, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- Bearing in mind that Art gives us access to the way people at different moments in history have understood the world around them, a visit to the museum of Évora was an excellent opportunity to see and describe different representations of the human figure through time. Eight pieces of Art were chosen and described- from different periods - Classical Antiquity, the Middle Ages, Renaissance, Baroque, Romanticism and the nineteenth century. The paintings and sculptures described were represented by the students through drawing techniques, according to their own interpretation.



TOPIC: THE HUMAN BODY

TITLE OF THE LESSON: Storytelling and Drawing-Creating Human Figures

LEVEL: Lower Secondary

AGE OF STUDENTS: 14 years old

TEACHER'S NAME: Maria João Machado; Susana Parente

SCHOOL: Escola Básica de André de Resende, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- Setting the context of the lesson by telling a story which happened in the museum of Évora, where one sculpture went missing and the two eyewitnesses to the robbery must be found.
- Brainstorm about the physical traits represented in the sculpture A Luta by António Teixeira Lopes (1866-1942).
- Listening to the description of a boy and a girl (eyewitnesses)- physical features and clothes.
- Illustrating their version of the two human figures described, using drawing materials and techniques.
- Exhibiting and comparing the final representations of the eyewitnesses.



TOPIC: THE HUMAN BODY

TITLE OF THE LESSON: "I and my body, what am I like?
What makes us unique?"

LEVEL: Lower Secondary

AGE OF STUDENTS: 13 years old

TEACHER'S NAME: Maria João Machado; Helena Cavalheiro

SCHOOL: Escola Básica de André de Resende, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- We started by watching a film about "The incredible human machine" in which the most complex existing machine is analysed. We found out about this light, flexible and very strong machine that laughs, cries and blushes. We travelled through the inside of the human body.
- Firstly, we produce texts and later on students try to turn these thoughts into reality by illustrating them - in drawings, thus, acknowledging the possibility of expressing feelings and thoughts through art.
- The students create and produce illustrations on analysing the sentence "I and my body, what am I like? What makes us unique?". With all this graphic material each of the students has to introduce himself or herself, creating as a final product a film where similarities and differences of feeling the human body and of being human are shown.



TOPIC: THE HUMAN BODY

TITLE OF THE LESSON: Dancing on the Waves

LEVEL: Lower Secondary

AGE OF STUDENTS: 13 years old

TEACHER'S NAME: Maria Manuela Góis, M. Isabel Carreira

SCHOOL: Escola Básica de André de Resende, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- For centuries, Portugal was in search of other lands beyond the sea, and that gives us a collective way of feeling and being that shapes our souls. In Modern Age, our spirit and will made the discoveries of unknown worlds possible and therefore, it is the sea that defines our greatness. The blissful sea of hope and dream made possible to reach new worlds, abundance, beauty, freedom and mysticism ... but also the heavy sea, the feeling of departure, farewell, tears and homesickness.
- The students use dance in all its extent and potential, using movement and liveliness as a language, transmitting feelings and emotions. The body speaks, defines itself and shows its potential.
- In this dance we gave emphasis to the waves and the mythical figure of the mermaids. The waves as the more obvious movement of the sea, express the gloom of the missing ones, the nostalgia of those who remained. Mermaids as personification of the mysterious unknown, but also of the beauty and the passion for the sea, just like the soul of the Portuguese...



TOPIC: NUMBERS

TITLE OF THE LESSON: Numbers up to 100 by ten's

LEVEL: Lower Secondary

AGE OF STUDENTS: 10 years old

TEACHER'S NAME: Rena Megalemou Pita

SCHOOL: Dimotiko Scholeio Daliou 2

COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of the lesson is to enable the children to count and write in English numbers by ten's up to a hundred (10,20, ...,100).
- An adapted version of the story "The very hungry caterpillar" by Eric Carle is used to fit in the lessons objectives. "The caterpillar was very, very, very hungry", so the numbers up to 100 by 10s. (10 apples, 20 oranges...100eggs) are introduced. The children sing a song in order to make the caterpillar feel better, because he eats all the food. Then, flashcards with the numbers and the fruit/food mentioned in the story are used and the children have to retell the story. They pretend that they are the caterpillar wearing a hat and according to how it feels e.g. sad. The children read the numbers together e.g. in a sad manner. The teacher pretends to be the caterpillar and the children answer if the sentence is true or false according to the story. Children are given a caterpillar slider and, using their imagination, they decorate it by using their coloring pencils. At the end of the lesson, "Plickers" is used so as to check whether the objectives of the lesson have been achieved.



TOPIC: NUMBERS

TITLE OF THE LESSON: Numbers up to 100

LEVEL: Lower Secondary

AGE OF STUDENTS: 10 years old

TEACHER'S NAME: Rena Megalemou Pita

SCHOOL: Dimotiko Scholeio Daliou 2

COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of the lesson is to enable the children to identify and use numbers up to 100.
- At beginning, the pupils try to remember and reflect on the numbers they learnt and which numbers they want to learn, to count up to hundred. The teacher writes numbers from twenty one, to twenty nine and the children are able to identify a pattern and understand how we pronounce the rest.
- Next the children solve problems with numbers up to hundred and write the answers on their personal board. Then they write their own problems and give them to another pupil to solve. Later we play a game where each pupil passes the card to the next pupil, listening to a song. When the music stops, the pupil who is holding the flashcard is identified and says the number on the flashcard. After that they have to make their mystery picture by using the 100's chart by writing the numbers needed. Another child reads the numbers and finds the hidden picture.
- Finally we play Kahoot. It was an enjoyable game where children answered on their own devices multiple choice questions.



TOPIC: NUMBERS

TITLE OF THE LESSON: Numbers up to 100 by tens

LEVEL: Lower Secondary

AGE OF STUDENTS: 10 - 11 years old

TEACHER'S NAME: Andri Christofi

SCHOOL: Dimotiko Scholeio Daliou 2

COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of the lesson is to enable the students to use numbers up to one hundred by tens. At the same time the students revise the known numbers from 1-20.
- This is done through the Spider Web Game. Pupils stand in a circle, while tossing a ball of yarn to create a spider web. Each one holds onto the yarn-end and tosses the ball to the other by counting up to twenty. After that, the aim of the activities that follow is to practice on counting by tens: "The Genie and the magic lamp", "The Crazy Match", the "What's missing?" game, "The Jazz Chant".
- In the end, the teacher discusses with the pupils what they can do, if they need to work more with numbers. Suggested ideas could be to solve (or create) more puzzles /crosswords with numbers on the "paper wall". Pupils work individually or in groups to make their own poster/crossword/bingo with numbers with the motive that in the next lesson they will give their creation to another child to solve it.



TOPIC: NUMBERS

TITLE OF THE LESSON: Music and Numbers (up to 999)

LEVEL: Lower Secondary

AGE OF STUDENTS: 10 - 11 years old

TEACHER'S NAME: Petros Solomou

SCHOOL: Dimotiko Scholeio Daliou 2

COUNTRY: Cyprus

SUMMARY OF THE LESSON:

- The aim of the lesson is to enable students to use numbers from 101 to 999. At the same time they revise the known numbers from 1 to 100, as well as some very simple fractions. This is done through the use of numbers that are obvious in the rhythm, the time signature and the tempo of various musical pieces.
- Students follow the teacher, singing the "Rhythm" song and realize that the rhythmic values are related to numbers (fractions). After that, students conduct some basic time signatures and count some more complex ones, while listening to famous musical pieces from the international repertoire. As we move up to bigger numbers, students observe some really unusual time signatures from the contemporary repertoire.
- The teacher demonstrates how we write numbers greater than one hundred and then the students work in groups to find out the tempo of certain musical pieces, using a virtual metronome and their "tempo-meter". After that, they are asked to complete the lyrics of their own song, based on the music of the song "The little elephant", by filling-in the missing words of the text on their worksheets. Closing the lesson the students rehearse, perform and record their creation, called "My rhino friend".



TOPIC: SENSES

TITLE OF THE LESSON: Senses Vocabulary

LEVEL: Lower Secondary

AGE OF STUDENTS: 12 – 14 years old

TEACHER'S NAME: Aleksander Verač

SCHOOL: Primary School Beltinci

COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students learn vocabulary to describe materials from everyday life. The vocabulary can be categorised (temperature, size, weight, texture...). The students use audio and spelling practice to memorise the vocabulary (listen to the word and write it into padlet). Then the students are shown a mystery box filled with things like a blunt knife, a grapefruit, chocolate, salty sticks, a piece of rigid metal, stuffed animal, a feather... Each student goes to the mystery box with his eyes covered and touches one thing in the box and describes it in detail. The others try to guess what it is. Then the things are displayed on a table in still-life manner.
- The teacher introduces the students to the still-life technique and shows them some examples (PowerPoint). The students try to describe the paintings with the vocabulary they have just covered. In the end they use things from the mystery box to prepare their own still-life and paint it.



TOPIC: SENSES

TITLE OF THE LESSON: Patterns

LEVEL: Lower Secondary

AGE OF STUDENTS: 12 – 14 years old

TEACHER'S NAME: Polonca Kolbl Ivajnšič

SCHOOL: Primary School Beltinci

COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- In the introductory part students listen to a dialogue in a Vera Wang salon and discover the topic of the lesson. Then they learn vocabulary for patterns, such as spiral, polka dot, zigzag... watching a PowerPoint presentation. They listen to and repeat the vocabulary and the teacher corrects possible mistakes. Then the teacher gives instructions how to prepare a T-shirt design in computer graphics. In the end they present their T-shirt design in front of the class using the new vocabulary.



TOPIC: SENSES

TITLE OF THE LESSON: Sounds We Make with Speech Organs

LEVEL: Lower Secondary

AGE OF STUDENTS: 12 – 14 years old

TEACHER'S NAME: Iris Vičar

SCHOOL: Primary School Beltinci

COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students learn vocabulary for speech organs (such as lips, teeth, tongue, alveolar ridge, hard palate, velum (soft palate), nasal cavity, uvula and glottis) and sounds we make with speech organs (to speak, to whisper, to shout, to cry (weep), to laugh, to giggle, to whistle, to sing, to snore, to scream, to roar, to mumble). They do vocabulary practice, listening and online practice to memorise the new vocabulary. In the end they prepare a rap song using the acquired vocabulary.



TOPIC: SENSES

TITLE OF THE LESSON: Science through Art

LEVEL: Lower Secondary

AGE OF STUDENTS: 12 – 14 years old

TEACHER'S NAME: Tadeja Halas

SCHOOL: Primary School Beltinci

COUNTRY: Slovenia

SUMMARY OF THE LESSON:

- Students revise vocabulary for patterns and draw different patterns on a sheet of paper covered with a natural indicator (red cabbage colour). For painting they use water solutions of various substances from everyday life, such a baking powder, toothpaste, lemon juice, fruit tea... The substances are acidic, neutral or alkaline. The students observe how the colour of the pattern they draw changes and what that means.
- Through art and experimental work the students learn about the chemical nature of substances.



TOPIC: SHAPES AND VOLUMES

TITLE OF THE LESSON: "Let's Play Hide and Seek with Shapes"

LEVEL: Lower Secondary

AGE OF STUDENTS: 11 - 12 years old

TEACHER'S NAME: Adriana Brăileanu, Camelia Profirescu

SCHOOL: "Carmen Sylva" Art High School, Ploiești

COUNTRY: Romania

SUMMARY OF THE LESSON:

- SUMMARY OF THE LESSON:
- Shapes are described by light, shadow, contour, lines, edges, textures, color and most of all the meaning we know or we project on each of them. In order to stimulate our imagination and creativity, we can play a game of "Hide and Seek" with the shapes. We can use a painted surface (or we can paint it ourselves) with all kind of mixed colors, in abstract ways, we can stamp different texture on it, blow the colors when are liquid, spray it, than we let it dry and after that, using a marker or a pen with a strong color we should try to find resemblance in resulted forms. If we look carefully we may have lovely surprises and discover animals, flowers, leaves, dragons, princesses or dolphins!
- Another game we can play from the other side: we write a word (it may be your name) and then we can try to hide it covering it with all kind of lines. Those lines can describe abstract forms, or flowers, leaves, trees or birds!
- Playing "Hide-and-Seek" with shapes can give you a lot of joy and put your imagination to work!



TOPIC: SHAPES AND VOLUMES
TITLE OF THE LESSON: "Metamorphosis"
LEVEL: Lower Secondary
AGE OF STUDENTS: 11 - 12 years old
TEACHER'S NAME: Adriana Brăileanu
SCHOOL: "Carmen Sylva" Art High School, Ploiești
COUNTRY: Romania

SUMMARY OF THE LESSON:

- This lesson is about ways of reinterpreting shapes and volumes. We learn that shapes are not fix and unchangeable, with rigid meaning. We can take a shape with a certain representation, which in our mind represents something very clear and unmistakable, and transform in other things, with a different meaning.
- How do we do it?
- We may choose a human body shape which is by far one of the most identifiable shapes. We use magazines and papers with people and cut out shapes, after drawing the contour with a pen. After cutting the shapes, we may use them in a collage to reconstruct a new shape with a new meaning. We may turn the previously cut shapes upside-down or transfer them to another colored paper in order to make them unrecognizable. With the new shapes we can create a collage composition describing whatever inspires us! Thus, we provoke our imagination and creativity to reinterpret the shapes in a different manner than their original meaning.



TOPIC: SHAPES AND VOLUMES
TITLE OF THE LESSON: Shaping Characters
LEVEL: Lower Secondary
AGE OF STUDENTS: 8 - 12 years old
TEACHER'S NAME: Iulia Ignat
SCHOOL: "Carmen Sylva" Art High School, Ploiești
COUNTRY: Romania

SUMMARY OF THE LESSON:

- Our lesson presents an exercise that facilitates the creative process.
- Students use irregular shapes in order to create their own characters. Starting from abstract images, they compose some figurative shapes. Every shape can be considered as a puzzle piece that you move and try to fit with another piece. This is the creative process, when students try to put together various elements in order to find the combination of shapes that pleases them.
- At the end of the activity, each student presents their character. They describe the type of character, its function, whether it is a hero, or a villain, if it has special powers. Students can create also stories around their characters. After all presentations are over, students can create relations between characters, might create a story that fits more characters, and so continues the creative process.



TOPIC: SHAPES AND VOLUMES

TITLE OF THE LESSON: “Shaping” Music into Bi and Three Dimensional Forms”

LEVEL: Lower Secondary

AGE OF STUDENTS: 10 - 13 years old

TEACHER’S NAME: Liliana Marin, Rodica Rădulescu

SCHOOL: “Carmen Sylva” Art High School, Ploiești

COUNTRY: Romania

SUMMARY OF THE LESSON:

- Music and visual arts are different at a first sight. Visual art is an art which can be touched and admired. Music is an art which is perceived while it is playing. We have to listen carefully to a song until the end, so that we are able to make a general impression about it.
- This lesson shows the differences between the two forms of art:
 - visual arts and music are based on structures and elements;
 - the masterpiece results from mixing the basic elements, lines and dots; music is also a result of combining different sounds and tones; e.g. “Bolero” - Maurice Ravel
 - the same musical topic is exposed to more instruments at a time, and in the end, they get together as a whole orchestra.
 - both arts wake up feelings inside the soul of each person, underlining the way in which a musical audition can inspire a visual art creation.



TOPIC: TIME

TITLE OF THE LESSON: Telling the Time and Prepositions (Block Lesson)

LEVEL: Lower Secondary

AGE OF STUDENTS: 13 - 14 years old

TEACHER’S NAME: Ivan Fremec, Mirna Prusina

SCHOOL: Primary School Bilje, Bilje,

COUNTRY: Croatia

SUMMARY OF THE LESSON:

- In the lesson we decided to focus on the correct ways of telling precise time with the preposition at, when to use past and to when telling precise time, when to use the prepositions on and in. The first part of the lesson is a theoretical language overview in which we explain the students how to tell precise time in English language, and when to use the expressions past, quarter past, half past, to, and quarter to. We also explain when to use prepositions in, on, and at. In the exercise they have to write the exact time that the each clock is showing. After that, we move on to explaining the prepositions of time to the students.
- Students are then given an exercise in which they have to choose the correct preposition.
- We then move on to the main part of our lesson: programming. Since our 8th graders are quite skilled in Python programming language, the main part of the lesson consists of programming in Python in four teams, each with a specific task related to time.
- Students are divided into four teams, each with one team leader. Each team is assigned one task regarding the usage of prepositions of time and telling the precise time. They also install QPython app which allows for the code to be read and executed on Android smartphones, and which can be found on Google Play. The teams are then given the instructions and the programming starts. After the groups finish coding, they present their work to the rest of the class and copy the code to the QPython webpage to see if the code works on Android phones. The page translates the code into QR code, which is then scanned by the camera on the smartphone and can be executed on any Android ph. At the end of the lesson, the students play a quiz on Kahoot.



TOPIC: TIME
TITLE OF THE LESSON: Days/ Months/ Seasons/ Festivals (block lesson)
LEVEL: Lower Secondary
AGE OF STUDENTS: 13 - 14 years old
TEACHER'S NAME: Tea Liović Holas, Mirna Prusina
SCHOOL: Primary School Bilje, Bilje,
COUNTRY: Croatia

SUMMARY OF THE LESSON:

- In the two lessons, we talked about different concepts that we connect with time-days, months, seasons, festivals, special days, parts of the day and other words connected to that-daily routines. As an introduction, we talk about different concepts of time- days, months, seasons, decades. After that they are projected a spidergram on the board, with different subtopics of time- days/months/seasons/ festivals/ special days and parts of the day. Students are given different words like: Wednesday, evening, autumn, May, Mother's day, Christmas, and they have to come to the board and put the words in the correct place, together with the right preposition. Then they revise days of the week and months of the year by doing word search that they already have on their computers. Word search was made in puzzle-maker. Next step is talking about seasons. Students have to name all the seasons and then say which month belongs to which season. After that they deal with a handout about seasons. We also mention some festivals and special days in different seasons. Students first watch a song "Good Morning, Afternoon, Evening, Night". Then they have to say which parts of the day they hear and which activities are mentioned for each part of the day. In the exercise that was created in Hot Potatoes they have to connect a part of the day with its definition. In the last activity students combine art, ICT and English. They have to register on Toondoo, and then they make a comic about their daily routines. They have to make pictures, and add some text to describe what they are doing in each picture.



UPPER SECONDARY LEVEL

TOPIC: ENVIRONMENT
TITLE OF THE LESSON: Dragons Den
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 to 19 years old
TEACHER'S NAME: Sophie Crawford and Steve Keeling
SCHOOL: Stockton Sixth Form College
COUNTRY: England

SUMMARY OF THE LESSON:

- In this lesson, learners will see if they have the create skills and entrepreneurial skills to enter the Dragons Den. Learners will work in small teams and create a catchy team name and create a concept product that is environmentally friendly and is inspired by the environment.
- Learners will then use English and Art skills to create a mood board, answering questions that they would be asked in the Dragons Den. Each team will then produce a verbal pitch and deliver this to the rest of the group who are the Dragons.
- This lesson allows for the embedding of English, Art and communication techniques. Would you invest in their business idea?



TOPIC: ENVIRONMENT
TITLE OF THE LESSON: Animals (Lesson 1)
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 to 19 years old
TEACHER'S NAME: Sophie Crawford and Steve Keeling
SCHOOL: Stockton Sixth Form College
COUNTRY: England

SUMMARY OF THE LESSON:

- We throw away so much trash each year, but hiding in amongst the rubbish, there might be hidden treasures. Artists such as Michelle Reader, Tim Noble and Sue Webster are currently making exciting sculptures and art installations, using other people trash and turning it into their treasure.
- In this lesson learners will get the opportunity to collect recycled trash and create a sculpture in small groups, using their artistic and creative skills. Once they have done this they can show these sculptures in a class art exhibition.
- Will they be the next famous trash to treasure artist?



TOPIC: ENVIRONMENT
TITLE OF THE LESSON: TV Commercial
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 to 19 years old
TEACHER'S NAME: Sophie Crawford and Steve Keeling
SCHOOL: Stockton Sixth Form College
COUNTRY: England

SUMMARY OF THE LESSON:

- This lesson follows on from the Dragon's Den activity, in which learners designed their own products and then pitched them to the rest of the class.
- This lesson allows learners to create their own TV Commercial lasting 30 seconds to 1 minute long for their products.
- They will learn what makes a great TV commercial and they will try and implement these things in their own commercial. Learners will use iPads or Camera Phones to film the commercials, embedding Art and ICT into the lesson.



TOPIC: ENVIRONMENT
TITLE OF THE LESSON: Environment Poetry
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 to 19 years old
TEACHER'S NAME: Sophie Crawford and Steve Keeling
SCHOOL: Stockton Sixth Form College
COUNTRY: England

SUMMARY OF THE LESSON:

- 'I wandered lonely as a cloud
• That floats on high o'er vales and hills,
• When all at once I saw a crowd,
• A host, of golden daffodils'
• This is part of the famous poem by William Wordsworth, which is inspired by the environment.
- In this lesson learners get the opportunity to write their own poetry about the environment with a collection of buzz words they can use to inspire them. Once they have completed their poetry they can perform it to the rest of the class.
- Will they be the next Wordsworth?



TOPIC: FAMILY

TITLE OF THE LESSON: Family Types

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 to 19 years old

TEACHER'S NAME: Sophie Crawford and Steve Keeling

SCHOOL: Stockton Sixth Form College

COUNTRY: England

SUMMARY OF THE LESSON:

- Families are made up by all different people and personalities. These could be: Mothers, Fathers, Aunties and Uncles, Sisters and Brothers and lots of other family members who all work together to make an effective family dynamic.
- Family types allow learners to research different types of families and then write down as many as possible types of families. Learners will then create a piece of poetry inspired by their own families and what they mean for the learners.
- What does your family mean to you?



TOPIC: FAMILY

TITLE OF THE LESSON: The Royal Family

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 to 19 years old

TEACHER'S NAME: Sophie Crawford and Steve Keeling

SCHOOL: Stockton Sixth Form College

COUNTRY: England

SUMMARY OF THE LESSON:

- The Kings and Queens of England in times gone by have played a major role in the shaping of our History. Have Kings, Queens and Political powers played a role in shaping your history to? This is an adaptable lesson depending on who is using it. The lesson allows learners to think about their countries rich history and then also challenge other learners' knowledge. The lesson includes a research section, a quiz in which learners create the questions and then an activity where they draw and design a family tree for their own Royal or for a Political Family from their country.



TOPIC: FAMILY

TITLE OF THE LESSON: The Soap Opera

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 to 19 years old

TEACHER'S NAME: Sophie Crawford and Steve Keeling

SCHOOL: Stockton Sixth Form College

COUNTRY: England

SUMMARY OF THE LESSON:

- Every evening in the UK there will be a Soap Opera on TV. A Soap Opera is a serial drama, where the viewers watch the trials and tribulations of the characters. Soap Operas deal with issues that families face on a day to day basis. These issues can either bring a family closer together or pull them apart.
- This lesson focuses on family dynamics and allows the learner to participate in creative script writing, which will help to build English skills through creative text. The students will write the opening scene for a Soap Opera with a set theme, linking to family dynamics and situations.
- Once the students have written their Soap Opera's they perform them to the rest of the class, and be the stars of their very own Soap Opera!



TOPIC: FAMILY

TITLE OF THE LESSON: Your Family Tree

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 to 19 years old

TEACHER'S NAME: Sophie Crawford and Steve Keeling

SCHOOL: Stockton Sixth Form College

COUNTRY: England

SUMMARY OF THE LESSON:

- Families and friends can play a major part in someone's life. This could be a mother, father, sister, brother or best friend. In the UK we have lots of different names for the same family member.
- This lesson allows the learner to analyse all the possible roles in a family and all the possible names one family member can be called. This lesson allows the learner to enhance their spelling and pronunciation of words. Learners will also get the opportunity to create a visual image, whether computer generated or draw of their own family tree.
- The family tree helps us identify exactly who we are.



TOPIC: FEELINGS
TITLE OF THE LESSON: Feelings and molecules
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 - 17 years old
TEACHER'S NAME: Francisco Pérez García
SCHOOL: Institut Pompeu Fabra
COUNTRY: Spain

SUMMARY OF THE LESSON:

- The objectives of the lesson are: a) to use the main primary sources of scientific information to find information on neurotransmitters and feelings; b) to understand the relationship between feelings and molecules, c) to understand and analyse the United Nations Happiness Index (UNHI) factors: GDP per capita, social support, healthy life expectancy, freedom to make life choices, generosity, perception of corruption, dystopia; d) to learn the vocabulary and the concepts measured with Minnesota Multiphasic Personality Inventory for adolescents (MMPI-A test) and perform the test; e) to design by using HTML5, CSS and Javascript libraries in order to create an online PANAS questionnaire; g) to understand programming conditional statement to show their images at different scores of a questionnaire at www.arteducation.eu/panas; h) to make use of statistical methods to compare results of psychological tests; k) to express feelings/emotions, ideas, thoughts, points of view by using art approach: molecules found in protein data bank.



TOPIC: FEELINGS
TITLE OF THE LESSON: Feel the Color, Feel the Light (Part 1)
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 - 17 years old
TEACHER'S NAME: Pere Navarro Carrascosa
SCHOOL: Institut Pompeu Fabra
COUNTRY: Spain

SUMMARY OF THE LESSON:

- As an art teacher, my intention was developing a lesson for teenagers, seeking the relationship between art, color and feelings.
- 1st. Question: How can we relate color to feelings? How has it been made before?
- 2nd. Question: How can we obtain art works and what does color offer us in order to accomplish this in a traditional art language?
- 3rd. Question: Is the use of color related to feelings a good language to express emotions?
- Concerning color and feelings, we have a very important tool: A color sheet explaining color theory and their relation to sensations, emotions and their meaning in psychology and art history.
- Conclusions:
 - Colors have a direct relation with what we want to express.
 - Not only can we create art with light, but lightning is an art itself.
 - Some artists (especially painters, designers and publicists) use color to express different feelings and accomplish different objectives.
- I propose making a series of paintings using color mixtures and combinations to interpret a concrete list of topics. We need: A5 paper, acrylic paints. The final product will be a series of paintings reproducing the previously chosen topics.



TOPIC: FEELINGS

TITLE OF THE LESSON: Feel the Light, Feel the Colour (Part 2)

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16-17 years old

TEACHER'S NAME: Pere Navarro Carrascosa

SCHOOL: Institut Pompeu Fabra

COUNTRY: Spain

SUMMARY OF THE LESSON:

- As an art teacher, my intention was to develop a lesson for teenagers, seeking the relation between art and technology.
- 1st. Question: How can we relate art to technology?
- 2nd. Question: How can we obtain art works and what does technology offer us in order to accomplish this in a traditional art language?
- 3rd. Question: Is the use and control of light conditions with technological means a good language to talk about our topic?
- Concerning technology we have some very important tools: photographic equipment and strobes, flashes, and homemade gadgets in order to control light conditions.
- Conclusions:
 - Light conditions have a direct relation with what we want to express.
 - Not only can we create art with light, but lightning is an art itself.
 - Some artists (especially painters, photographers and filmmakers) used light conditions to express different feelings in their art works.
- I proposed taking a series of photographs using different light conditions to express a concrete list of feelings. You need any kind of photographic cameras, strobes, bulbs and camera flashes, a black and white cardboard and any kind of material being capable of modifying light conditions.
- The final product will be a series of photographs reproducing the previously chosen feelings, but in an artistic way.



TOPIC: FEELINGS

TITLE OF THE LESSON: Feelings and computers

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16-17 years old

TEACHER'S NAME: Francisco Pérez García

SCHOOL: Institut Pompeu Fabra

COUNTRY: Spain

SUMMARY OF THE LESSON:

- The objectives of the lesson are: a) to learn how to make use of web design by using the latest web technologies HTML5, CSS and powerful Javascript libraries; b) to understand the possibilities of p5.js in arts, (p5js is an open source and free Javascript library allowing to interact with the keyboard, the mouse, the microphone, the webcam, external data in JSON format and internet of things/ objects created by students); c) to create a cubist portrait related to emotions using simple shapes and p5.js coding; d) to create an interactive emoticon capable of reacting with the mouth according to the microphone or registered sound; e) to create a mobile app by using MIT App Inventor with emoticons related to feelings; f) to create a HTML image map of emoticons; g) to connect software created by students with real time weather with JSON databases (pollution, temperature, wind) by using free APIs in order to create emoticons reacting to real time values of variables; h) to understand computer vision algorithms capable of recognising 70 points of the face in order to recognize feelings (<http://arteducation.eu/face>).



TOPIC: FEELINGS
TITLE OF THE LESSON: Cells & Feelings
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16-17 years old
TEACHER'S NAME: F. Xavier Joseph Benet
SCHOOL: Institut Pompeu Fabra
COUNTRY: Spain

SUMMARY OF THE LESSON:

- As a biology teacher, I was wondering how I could make a lesson for teenagers, seeking the relationship between art, cells and technology.
- 1st. Question: Are cells beautiful?
- 2nd. Question: How can I obtain real cells images and what does technology offer to scientists in order to observe cells?
- 3rd. Question: can we compare paintings to cells micrographs? Are they similar?
- Concerning technology we have a very important tool: confocal microscopy is an optical imaging technique for increasing optical resolution and contrast of a micrograph by means of adding a spatial pinhole placed at the confocal plane of the lens to eliminate out-of-focus light. It enables the reconstruction of three-dimensional structures from the obtained. The "fluorescence microscope" refers to any microscope that uses fluorescence to generate an image, although it is a more simple set up like an epifluorescence microscope.
- Conclusions:
 - Cells are really beautiful.
 - We find in science a kind of art.
 - Some artists (specially painters) are inspired by a microscopic form of life
 - What is the border between art and science?
 - Can we consider scientists as artists or vice versa?
 - Life (including microscopic forms) is a source of inspiration for artists.
- I propose making a big cell with different parts and organelles as a painting or as a collage. You need: a big card DINA 3 or similar, scissors, glue, adhesive, water colours, oil, colour pencils and organelles models. The final product has to reproduce an authentic cell, but they have to achieve it in an artistic way. We organized a competition: what is the best cell and the most artistic one?



TOPIC: THE HUMAN BODY
TITLE OF THE LESSON: Lesson 1
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 to 19 years old
TEACHER'S NAME: Sophie Crawford and Steve Keeling
SCHOOL: Stockton Sixth Form College
COUNTRY: England

SUMMARY OF THE LESSON:

- Music can be used as a way to help children learn. One of the first songs that children learn is 'Heads, shoulders, knees and toes.' They learn this song to help them identify different parts of the body, and that is what lesson 1 of the human body is all about.
- Learners will firstly participate in a chorus of 'Heads, shoulders, knees and toes', which will help them get warmed up for the rest of the lesson. Following this, the students will write their own human body song, inspired by a popular chart hit. The students will then perform their human body songs, to find out who really has the X Factor!



TOPIC: THE HUMAN BODY
TITLE OF THE LESSON: Lesson 2
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 to 19 years old
TEACHER'S NAME: Sophie Crawford and Steve Keeling
SCHOOL: Stockton Sixth Form College
COUNTRY: England

SUMMARY OF THE LESSON:

- The human body is a very interesting thing and it is important that all learners know the different parts of the body. In this lesson, the students will meet Erasmus the Skeleton who will help them learn about the human body.
- Learners will get the opportunity to use their English skills to write down all of the different parts of the human body, using a video resource to help them.
- Following this the learners will print out an example of an artist's work depicting the human body and name all the parts they have just learnt.



TOPIC: THE HUMAN BODY
TITLE OF THE LESSON: Lesson 3
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 to 19 years old
TEACHER'S NAME: Sophie Crawford and Steve Keeling
SCHOOL: Stockton Sixth Form College
COUNTRY: England

SUMMARY OF THE LESSON:

- It is now time to explore inside the human body. Learners will use a video resource and listen to students on the video say all the different internal organs and possible diseases humans could have.
- Learners will then try and spell the words that they hear, embedding English spelling skills. Following this, learners will perform and inverse operation on the Vitruvian Man by Leonardo DaVinci. They will draw the parts of the body, cut them out and stick them onto the image.
- The teacher then needs to decide who has performed the best inverse operation.



TOPIC: THE HUMAN BODY

TITLE OF THE LESSON: Lesson 4

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 to 19 years old

TEACHER'S NAME: Sophie Crawford and Steve Keeling

SCHOOL: Stockton Sixth Form College

COUNTRY: England

SUMMARY OF THE LESSON:

- Sometimes learning can be hard. Sometimes it is hard for learners to stay engaged. Sometime learners can get BORED!
- The 'Bored' game activity gives learners the opportunity to produce their own learning resources to help them remember the different parts of the human body. Learners will design and create a board game and then let other members of the group play the game, to see if it is an effective learning resource. It's time to make learning FUN!!



TOPIC: NUMBERS

TITLE OF THE LESSON: Numbers in the compositional structure

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 14 - 18 years old

TEACHER'S NAME: Rita Bădulescu, Iulia Ignat

SCHOOL: "Carmen Sylva" Art High School, Ploiești

COUNTRY: Romania

SUMMARY OF THE LESSON:

- This is a lesson dedicated to high school students and it reveals some notions about the way the painters between 14 and 18 century created their work of arts.
- This lesson teaches us the specific features of Renaissance and Baroque's paintings in composition, by creating a comparison between the two periods. It is easier because of the antithesis of styles.
- Also, the pupils get familiar with artistic terms such as: Canvas, Renaissance, Baroque, work of art, composition, palette, equilibrium, rhythm, Sfumato, value, hue, chiaroscuro, color harmony.
- It is interesting that this lesson reveals a little-known fact that art is also mathematics, something that can be created with mathematical formulas, that can be "measured", that has a specific rhythm that can be counted and so on ...



TOPIC: NUMBERS
TITLE OF THE LESSON: Can We Feel The Numbers?
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 15 - 17 years old
TEACHER'S NAME: Ileana Braşov, Adriana Brăileanu
SCHOOL: "Carmen Sylva" Art High School, Ploieşti
COUNTRY: Romania

SUMMARY OF THE LESSON:

- We start from the idea that Numbers are felt unconsciously before understanding them and their logic. Rhythm is the main instrument for feeling the number. Being an aesthetic activity, feeling the rhythm is subjective, everything can be deceiving, including feeling, imagining and drawing the numbers that describe the rhythm.
- We choose a short piece of music to play on an instrument, to be the main material of the lesson and the pupils just listen. (In our case, we played the piano a very well-known piece: "Millionaire waltz" by Queen). After that the students try to draw what they heard earlier. Drawings will describe a line fragmented by the rhythm they felt while hearing the play. Later on, we play another piece by Mikhail Ivanovici Glinka with a similar rhythm, yet different. The play is performed on two instruments, flute and piano, in order to make the rhythm more complex. Pupils don't know yet that rhythm is different. After listening to the music pieces and the students drawing, the music teacher shows them the scores; only then will they realize that their drawings are the same, but the rhythm written on the score is something else.
- The numbers of notes (or beats) heard is one thing, but the reality of subdivisions numbers of one beat written in one music score is something different. That's why it is better to combine the written information with our feelings and intuition.



TOPIC: NUMBERS
TITLE OF THE LESSON: Numbers and arts
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 15 - 17 years old
TEACHER'S NAME: Ecaterina Butac, Emanuela Profirescu
SCHOOL: "Carmen Sylva" Art High School, Ploieşti
COUNTRY: Romania

SUMMARY OF THE LESSON:

- The teacher announces the theme and objectives of the lesson. Then he divides the students into groups of 5 and assigns tasks to groups. Students perform, using the Internet, a short presentation using Prezi program, with the following topics:
- Group 1: The Gold Number in painting, architecture and sculpture
- Group 2: Numbers. Number Pi
- Group 3: Numbers and music
- Group 4: Numbers and origami
- Each group included a guest student. The teacher supervises the activity of students. Students will nominate one representative for each group. Each group presented in English the product made in the team. Students used laptops, internet and a video-projector.



TOPIC: NUMBERS

TITLE OF THE LESSON: Numbers and arts/Arts and mathematics

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 14+

TEACHER'S NAME: Leu Alexandru

SCHOOL: "Carmen Sylva" Art High School, Ploiești

COUNTRY: Romania

SUMMARY OF THE LESSON:

- Why art? Why numbers?
- From ancient times the main philosophical idea was that numbers represent the essence of things, and the universe is an ordered and harmonious system, and its rules and secrets can be discovered by using numbers and mathematical equations.
- Art is a vital part of civilization and it stands at the core of our society. If numbers are the key to understanding the universe, perhaps they can help create our own.
- Certain shapes, certain relation are based on ratios and precise measurement. Being the architects of our own world or universe would be impossible without numbers.



TOPIC: SENSES

TITLE OF THE LESSON: Exploring Senses

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 years old

TEACHER'S NAME: Niki Papaefstathiou

SCHOOL: Escola Secundária Gabriel Pereira, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- In the first part of the lesson, the exploration of space, taste, vision, touch, smell and hearing is conducted through individual and diversified plastic exercises.
- In the second part of the lesson, the previous exercises are integrated / shared on a panel. On this same panel, the silhouettes of the hands of the different participants are registered spontaneously. In the end, each participant tears a piece of the panel. In addition to bringing "togetherness" among the participants, this activity has in view to leave in each one a memory in which everyone could be part. Everything starts from the idea of individual experience diluted in the collective experience.



TOPIC: SENSES

TITLE OF THE LESSON: Senses and Advertising

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 years old

TEACHER'S NAME: Elisa Maria Verdasca; Ana Teresa Sousa

SCHOOL: Escola Secundária Gabriel Pereira, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- The lesson starts with a small warm up film about the south of Portugal (Alentejo) in order to motivate the students for the task of understanding advertising, the language used in ads and slogans.
- After doing some exercises, the students are asked to think about the most important features of their country or region, in order to make an advertisement-drawing, painting – resorting to the most significant features of their home country.
- Afterwards, they would present their work to the whole class and students would vote the best advertisement. In the end teachers present a small film about the Portuguese sea, and surfers near Nazaré, in the center of Portugal.



TOPIC: SENSES

TITLE OF THE LESSON: Senses- Poetry and its illustrations

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 years old

TEACHER'S NAME: Elisa Maria Verdasca; Ana Teresa Sousa

SCHOOL: Escola Secundária Gabriel Pereira, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- Brainstorm about poetry- identifying feelings when thinking about poetry; exploring, reading two poems by two Portuguese poets in the English version - Florbela Espanca (1854- 1930), a woman and poet ahead of her time that brought a fully fresh emotional intensity to the traditional sonnet; and Fernando Pessoa (1888-1935), one of the greatest poets of the Modern era who introduced the Modernist movement in the Literature and Arts in Portugal.
- Describing the emotions that the poets wanted to convey.
- Using the first lines of a poem by Fernando Pessoa in order to create two new lines of their own.
- Illustrating their version using graffiti techniques, highlighters and colored pencils.



TOPIC: SENSES

TITLE OF THE LESSON: Textures and Shapes

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 years old

TEACHER'S NAME: Ana Teresa Sousa

SCHOOL: Escola Secundária Gabriel Pereira, Agrupamento nº. 2 de Évora

COUNTRY: Portugal

SUMMARY OF THE LESSON:

- In this class students have to explore the concept of texture, directly connected to the senses, through different media, materials and processes, through their experimentation and manipulation, with openness to new ideas and challenges.
- In the second part of the class students are asked to create a landscape from the gallery of elaborate textures.



TOPIC: SHAPES AND VOLUMES

TITLE OF THE LESSON: Shapes And Volumes In Maths

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 - 18 years old

TEACHER'S NAME: Lorena Ezaru

SCHOOL: "Dimitrie Cantemir" Military High School

COUNTRY: Romania

SUMMARY OF THE LESSON:

- Starting from the connection between Maths and reality, the students are presented some very well-known geometrical bodies, such as the cone, the cylinder or the sphere and the way they are used in real life. Then, the teacher skillfully connects these objects and geometrical bodies to Maths by referring to volumes. Thus, the students are introduced to the application "Calculus", which helps them calculate the volumes of some rotation bodies, obtained by rotating different functions around the OX axis with the help of "Geogebra". The students are given time to exercise and learn how to use the two programs. The final part of the class gives the students the opportunity to discover a function whose graphic has the shape of a heart.
- So, the conclusion would be that, no matter whether the pupils like Maths or not, Maths certainly loves them.



TOPIC: SHAPES AND VOLUMES
TITLE OF THE LESSON: Fractals
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 - 18 years old
TEACHER'S NAME: Cornelia Bădilă
SCHOOL: "Dimitrie Cantemir" Military High School
COUNTRY: Romania

SUMMARY OF THE LESSON:

- The students are given a task which involves drawing different shapes like triangles or squares, then dividing them or erasing some parts of them and repeating the process in order to obtain a figure with the same structure at any scale. Thus, the students create fractals and discover their definition and properties. Students are then given a link to an application which generates fractals with a given number of iterations, called Illumination Fractals. With the fractal in front of them, they are asked to calculate its area and perimeter.
- The students watch a short movie which illustrates the infinite character of fractals by zooming into each sequence. Afterwards, the students are presented fractals in nature and in art, then some experiments whose results consist also in fractals. That is the pretext for a competition between the students who are asked to edit some pictures of fractals in order to create art.



TOPIC: SHAPES AND VOLUMES
TITLE OF THE LESSON: Shapes and Volumes in ICT – The Erasmus Castle
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 14 - 15 years old
TEACHER'S NAME: Sorin Mischie
SCHOOL: "Dimitrie Cantemir" Military High School
COUNTRY: Romania

SUMMARY OF THE LESSON:

- The teacher shows on the projector shapes and volumes provided by the program Open Office Draw, asks the students to identify them, how they are composed (merge, subtract, intersect, group – the example will be made with a circle and a rectangle), thus obtaining volumes by rotating and extrusion. He shortly describes the properties of an object (modifying the aspect of a surface, position, dimensions and light and exemplifying on a sphere).
- Having the contribution of all students, he draws a castle that contains: defensive wall with battlements, latticed gate and seven buildings made by cylinder, cone, pyramid, circle, rectangle, hemisphere, pentagon, block arc, trapeze. The buildings will be coloured at students' will, with windows of different dimensions, some brighter, some darker. There will be little flags on top of all buildings.



TOPIC: SHAPES AND VOLUMES
TITLE OF THE LESSON: Poetry in Shapes and Volumes
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 - 18 years old
TEACHER'S NAME: Corina Barbu
SCHOOL: "Dimitrie Cantemir" Military High School
COUNTRY: Romania

SUMMARY OF THE LESSON:

- The students are asked to discover the connection between images and words and how the shape of letters and words and the layout of a poem can emphasize or add to its message. Then, with the help of a programme (<http://www.languageisavirus.com/visual-poetry/#.WA4pgNR97Gi>), they create a visual poem (a poem whose lines and words can be arranged and coloured so as to make up an image).
- In order to add even more meaning to words, the students are given some other examples of visual poems, culminating with samples of Dada poetry. After debating upon the importance that these changes have when it comes to understanding the message of the poem, the students are asked to create their own Dada poem. They are provided with all the materials that they need. At the end of the class, they are asked to share their creations.



TOPIC: TIME
TITLE OF THE LESSON: Time In Physics
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 - 18 years old
TEACHER'S NAME: Cornelia Bădilă
SCHOOL: "Dimitrie Cantemir" Military High School
COUNTRY: Romania

SUMMARY OF THE LESSON:

- The lesson begins with a theoretical presentation of "time": how we perceive time, how scientists explain "time" and its passing and how we measure time. Time has also been the source of inspiration for countless thoughts related to its irreversibility. Quotes offer the students the chance to express themselves and comment upon those they have liked the most.
- The teacher connects the notion of "time" to Physics, by using sound and its frequency. The example is frequency and the way in which it is perceived by the human ear. Students use "Audacity" to modify the frequency of sounds: they choose a melody and then operate changes on the frequency.
- The second part of the class relates time to colours, using their frequency. Students present their views on what each colour from the light spectrum induces upon our mind, in terms of human feelings and perceptions. The class ends with a group translation (from Romanian into English) of the poem "Make Time" written by Traian Dorz. This activity and the actual message of the poem help remind students what the importance of time really is and how we should enjoy every second of time we are given.



TOPIC: TIME
TITLE OF THE LESSON: Time in History and Philosophy
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 - 18 years old
TEACHER'S NAME: Aurel Constantin Soare
SCHOOL: "Dimitrie Cantemir" Military High School
COUNTRY: Romania

SUMMARY OF THE LESSON:

- The class begins with a brain storming session, the teacher trying to elicit from students words related to the topic. They group the words into different categories: fields of knowledge, school subjects, etc. The teacher then underlines how the notion of "time" is reflected in different disciplines, such as Physics, History, Philosophy, Literature, Biology. Relating "time" to History and mythology, the students are introduced to the Greek myth of Cronus. After debating upon the significance of the myth, the conclusion is that time is irreversible and has only one direction. The students are then explained the way historians divide time into the two eras: BC and AD.
- The students are offered different visions of time, as they appear in art. The class ends with a free conversation about time efficiency and what would happen if time were a possession. The teacher uses a fragment from the movie "In Time", 2011, starring Justin Timberlake and Amanda Seyfried. The conclusion is that "time" costs money and we should live every moment of our lives.



TOPIC: TIME
TITLE OF THE LESSON: Entropy & Poetry
LEVEL: Upper Secondary Level
AGE OF STUDENTS: 16 - 17 years old
TEACHER'S NAME: Raquel Basante Fernández and Pere López Tolosana
SCHOOL: Institut Pompeu Fabra
COUNTRY: Spain

SUMMARY OF THE LESSON:

- Time cannot go backwards. The concept of entropy helps us to explain that. There are infinite processes where this relentless law appears over and over. Poetry is a way of understanding emotionally the world. That leads to several questions:
- 1st question: How do the entropic processes work?
- 2nd question: Can we grasp entropy through poetry?
- 3rd question: Can we use ITC to help us on these topics?
- Concerning technology, we have implemented a programme which produces poems according to some variables. We have been able to search the most used words in the poems whose main topic was time. We also have recorded some entropy processes that allow us to analyse them in detail thanks to the features of the video programmes.
- Conclusions:
 - Poems can express our feelings about time;
 - Lots of artists have expressed the human concerns about time;
 - Entropy explains an important aspect of time;
 - Artists take inspiration from scientists and vice versa;
- After observing several examples of entropy, poetry and paintings about time, we propose writing each student a poem about time. The students have previously selected the poems to work on and extracted the key words in those poems. We show the students how they can analyse and produce the poems with and without the help of ICT. We finally read the poems aloud, and upload the ones the students agree to do so.



TOPIC: TIME

TITLE OF THE LESSON: Time and Computers

LEVEL: Upper Secondary Level

AGE OF STUDENTS: 16 - 17 years old

TEACHER'S NAME: Francisco Pérez García

SCHOOL: Institut Pompeu Fabra

COUNTRY: Spain

SUMMARY OF THE LESSON:

- The objective of the lesson are: a) to create time related digital objects by using web design technologies: HTML5, CSS and Javascript libraries; b) to understand the different types of calendar (Julian, Gregorian, Islamic, Hebrew) and the role of standardization (ISO 8601); c) to understand the possibilities of programming an art object with a time component by using p5.js javascript library and other javascript libraries and instructions; d) to understand the drawing possibilities of programming with a canvas element in HTML5; e) to make use of the style possibilities of programming with Cascade StyleSheet (CSS); f) to comprehend the role of random numbers and variables in the generation of an art object; g) to learn how to program clocks by using mathematical functions and coding; h) to learn how to use conditional statements to tell the current date and time in natural English by using real time javascript functions; i) to create an original art clock by making use of all the previous knowledge (<http://arteducation.eu/artclock>).



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