

THE FACE BEHIND THE MASK

Educational activities on Reinforcing the development of key competences

TOPIC: Creativity and culture

Intercultural/intergenerational education and (lifelong)learning

New innovative curricula/educational methods/development of training courses

**Target group:
4° GRADE OF PRIMARY SCHOOL
AGED PUPILS
MULTICULTURAL E
MULTIETHNIC CLASS/ SCHOOL**

Subject(s): Primary Art, Italian and Social Sciences, History, music theater

Topic: Creativity and culture

Duration: 25 hours

Material: Worksheet “ ((please prepare necessary documents))

Goal(s): to acquire skills and competencies that reinforce creativity in education

**Content areas (acc. to Curricula) /
Main key areas:**

creativity, imagination, art, theater, drama,

Description: (motivation of the didactic choice, context ...)

In a multiethnic and multicultural school like ours is extremely important to prepare educational paths, developed according to an intercultural approach. In this framework, theatrical laboratory can be one among other useful tools in order to create spaces of participation, through which promote the intercultural dialogue.

We took our cue from the analysis of training needs that emerged from the results of the questionnaire administered to the students, in which they asked that subjects such as history, geography, science, mathematics be "more artistic".

For this reason we have created an interdisciplinary didactic learning unit, in which the subject of history has been addressed according to an artistic approach.

Learning requirements: ((What competences do the learners need to have before the lesson?))

The learners

-The ability to work together:

- 1. Accept and listen to the ideas of others;
- 2. Actively work in pairs.

- Learning to learn:

- 1. Apply different strategies;

Learning objectives / Expected competences: ((connections with school curricula in your countries; if possible including curricula references))

National curriculum

1. Skills development goals at the end of primary school

- Organize information and knowledge by theming and using relevant conceptualizations.
- Includes events, facts and phenomena of societies and civilizations that have characterized the history of humanity

2. Apply knowledge to different contexts.

2. Learning objectives at the end of the fifth grade of primary school:

Use of sources

- Produce information with sources of different nature useful for the reconstruction of a historical phenomenon.

Organization of information

- Compare the historical pictures of the civilizations faced.

Conceptual tools

- To elaborate synthetic representations of the studied societies, highlighting the relationships between the characterizing elements.

Written and oral production

Obtain and produce information

- To elaborate in oral and written texts the topics studied, also using digital resources.

SKILLS THAT ARE INTENDED TO DEVELOP:

- the learner tells the facts studied and knows how to produce simple historical texts.

KNOWLEDGE THAT ARE INTENDED TO PROMOTE:

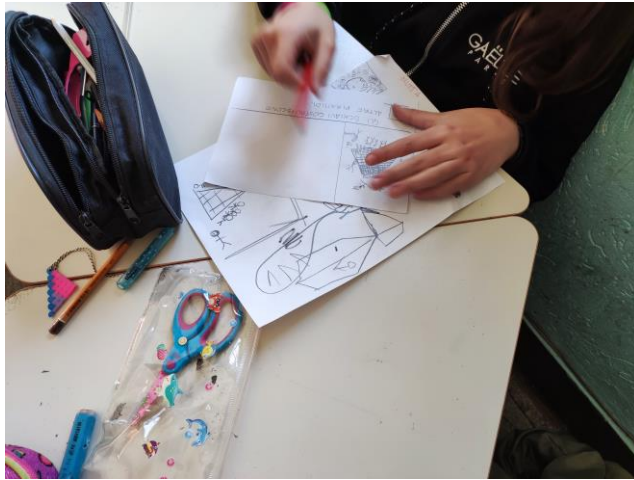
- Know the characterizing aspects of the civilization of the Egyptians;
- Symbolic representations aimed at a better exposition of the topics;
- Study and memorization strategies.

Lesson plan - Module 1: THE EGYPTIANS... WHAT A STORY!				
Sequencing & phase objective	Action steps and impulses	Methodology	Concretized competence expectations	Learning materials ((Please make sure that we get the rights for publishing materials on the project website.))
Phase 1: SENSE SHARING PHASE	Presentation of the project to the pupils	<ul style="list-style-type: none"> - Explanation of planned activities. - Brainstorming 	<p><u>Personal, social competence of learning to learn</u></p> <p>The learners can</p> <ul style="list-style-type: none"> - document their results - present and discuss their result - apply the knowledge and skills they have acquired in everyday life - Apply knowledge to different contexts. - apply different strategies. - Interacting / communicating with others - Listen and respect the ideas of others 	
Phase 2: SKILL DEVELOPMENT - KNOWLEDGE – ATTITUDES	<ul style="list-style-type: none"> - Various activities of understanding, synthesis, enrichment of the civilization studied, use of colors for keywords, games on the IWB, construction of maps, geographical representations of the territory. - Creation of a storyboard through the use of recycled materials and graphic tables concerning the narration of some aspects of Egyptian civilization 	<ul style="list-style-type: none"> - Workshops with individual and couple courses. - Dialogical questions. - Use of the IWB - Art workshop. - Individual, collective and couple work 	<p><u>Functional alphabetical</u></p> <ul style="list-style-type: none"> - Use communication codes appropriate to the contexts. - Process information for different purposes. - Awareness and cultural expression - Expressing and interpreting emotional experiences through the various forms of art: use images for communicate experiences and feelings. 	

Phase 3: PHASE OF THE IMPLEMENTATION OF REALITY TASKS	<ul style="list-style-type: none"> - - Create a theatrical text "IL FARAONE TUTTOMIEN", starting from the study of various sources, - - Realization of the sets and costumes for the show 	<ul style="list-style-type: none"> - Artistic and linguistic workshops with individual, collective and couple paths - outdoor education 	
Phase 4: REFLECTION PHASE	<ul style="list-style-type: none"> - - Reflection activities on individual and class work. - - Self-evaluation of the works produced and final evaluation of the teachers on the communicative and artistic skills acquired by the pupils. 	Oral sharing of the course and results.	
<p>Additional hints, media, useful links</p> <p><i>Dal testo al copione. Come realizzare una rappresentazione teatrale nella scuola primaria</i>, di Elisabetta Totaro (ed. Erickson) Comic book notes 7 - The storyboard https://www.youtube.com/watch?v=TmDWqOrEo9M&ab_channel=Scuoladicreativit%C3%A0 THE LOOH OF THE ANCIENT EGYPTIANS https://www.youtube.com/watch?v=llkNp9MmT40&ab_channel=maestraPaola-Brindisi</p>			

Impressions

- Creation of the storyboard



- Activities in outdoor - Realization of the sets and costumes for the show

