

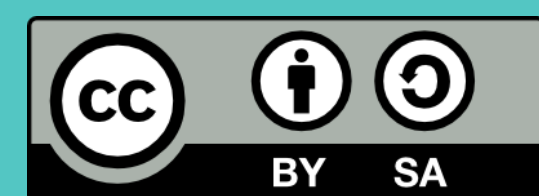
Art as a mean of social cohesion in the digital era
- Arts4all Intro



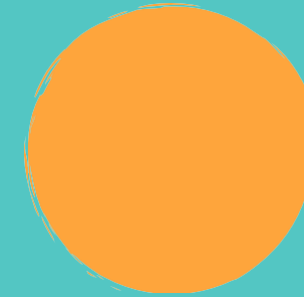
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MODULE 1: MUSIC



Description of the module

Learning Objectives

Units and Topics (with exercises)

UNIT 1: DIFFERENT MUSIC STYLES AND ORCHESTRAS



Topic 1: Meet El Sistema Greece (Greece)

Topic 2: Meet Sistema Cyprus (Cyprus)

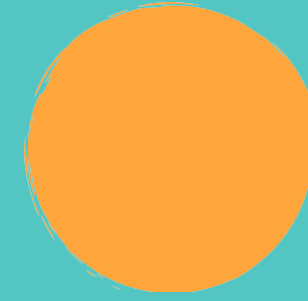
Topic 3: Meet Orquestra Geração (Portugal)

Topic 4: Meet Passeurs d'Arts (France)

Topic 5: Meet Dream Orchestra (Sweden)

Topic 6: Different Music Styles

UNIT 2: CONDUCTING SKILLS



Topic 1: Conducting in 2

Topic 2: Conducting in 3

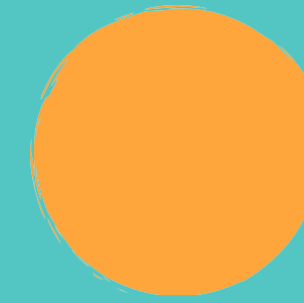
Topic 3: Conducting in 4

Topic 4: Three types of foley: movement

Topic 5: Three types of foley: objects/props

Topic 6: Try it out!

UNIT 3: SOUNDS FROM HOME - UPCYCLING INSTRUMENTS



Topic 1: Introduction

Topic 2: Low-pitched instruments

Topic 3: Middle-pitched instruments

Topic 4: Low-pitched and Middle-pitched instruments

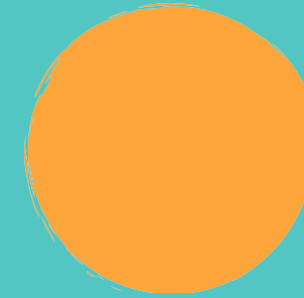
Topic 5: High-pitched instruments

Topic 6: Low-pitched and High-pitched instruments

Topic 7: Middle-pitched and high-pitched instruments

Topic 8: Play along

MODULE 2: DRAMA FILM

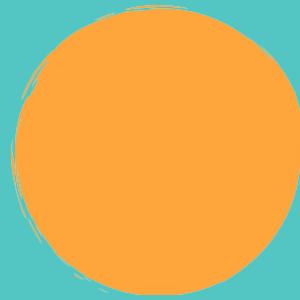


Description of the module

Learning Objectives

Units and Topics (with exercises)

UNIT 1: PLAYWRITING



Topic 1: What is theatre

Topic 2: Essential playwrighting terminology

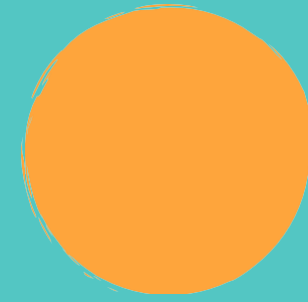
Topic 3: Narrative flow: plot

Topic 4: Narrative flow: structure

Topic 5: Creating a character

Topic 6: Writing a monologue

UNIT 2: FOLEY SOUND



Topic 1: What is foley?

Topic 2: Foley artists and what they do

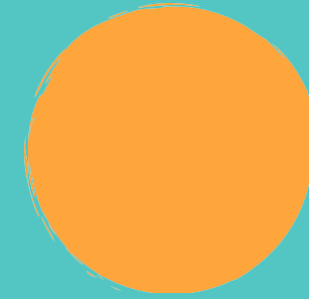
Topic 3: Three types of foley: footsteps

Topic 4: Three types of foley: movement

Topic 5: Three types of foley: objects/props

Topic 6: Try it out!

UNIT 3: PERFORMING A MONOLOGUE



Topic 1: Choosing a monologue

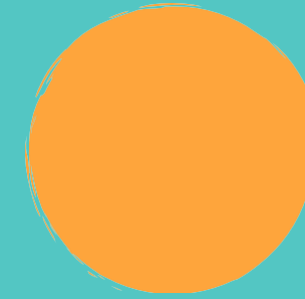
Topic 2: Understanding the content and context

Topic 3: Memorization

Topic 4: Finding your objective

Topic 5: Blocking and performing

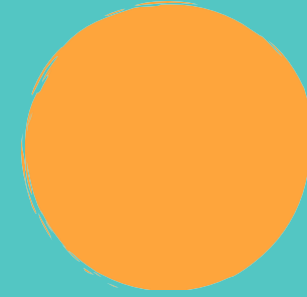
MODULE 2: DRAMA FILM



Evaluation activities

Further readings

MODULE 3: VISUAL ARTS

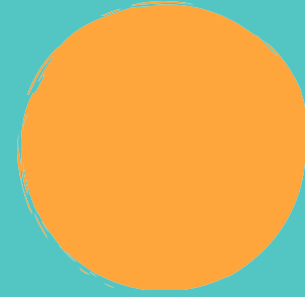


Description of the module

Learning Objectives

Units and Topics (with exercises)

UNIT 1: COLOURS

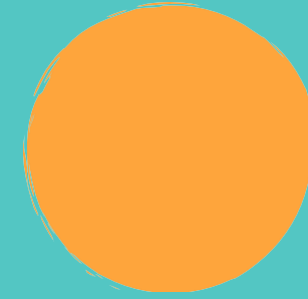


Topic 1: Basics of Colours

Topic 2: Psychology of Colours

Topic 3: Colours in marketing

UNIT 2: HOW TO DRAW A MANDALA



Topic 1: What is a mandala?

Topic 2: How to draw it?

Topic 3: Apply colour theory!

UNIT 3: DRAWING FACIAL EXPRESSIONS IN CARTOON STYLE

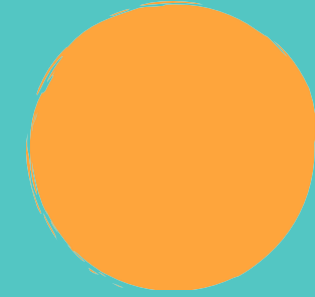


Topic 1: Basic facial expressions

Topic 2: Simplicity is key


Topic 3: Try it out!

MODULE 3: VISUAL ARTS



Evaluation activities

Further readings



WHO IS THIS CURRICULUM / MANUAL INTENDED FOR?

This Curriculum/ Manual is addressed to educators, art teachers, and youth workers for trainers, and other stakeholders related with adolescents, especially adolescents with fewer opportunities and/ migration background. More specifically, experts in music, theatre and visual arts developed courses during which the users, using cheap material easily found at home, will develop skills in music, theatre and the visual arts. The Arts4All Curriculum will be uploaded on the project's website so it would be easily accessed and freely downloaded while it will be widely disseminated to stakeholders and interested bodies.

THE PROJECT



This Curriculum/Manual has been developed under the project “Arts4All - Art as a mean of social cohesion in the digital era”, funded by the Erasmus+ Youth Education of the European Union. The Arts4All project, combines creative arts learning with distant learning, in order to promote social inclusion and integration, through an innovative mobile application. At the same time educators, art teachers, youth trainers will be trained on the application and the produced educational material so they will use them in their activities utilizing new technologies and innovative practices and methodologies in the educational process. The Arts4All project adopts an integrated art pedagogical approach to enhancing the use of arts for social inclusion, using digital means.

