



DAILY PROGRAMME

Creative Arts in the Classroom: Visual Art, Music and Movement for Learning

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–14:30 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 The arts as a way of learning, and visual art	DAY 2 Music: rhythm, voice and body percussion	DAY 3 Movement and creative dance	DAY 4 Materials, senses and making together	DAY 5 Your arts-based unit
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Day by day

Day 1

The arts as a way of learning, and visual art

- **Icebreaker:** "My name in line and colour" — each participant draws their name with one line, one shape and one colour that say something about them, and introduces themselves with the drawing
- Presentations of participants' schools and the age groups they teach
- **Why the arts in learning:** cultural awareness and expression, one of the eight key competences for lifelong learning in the 2018 Council Recommendation, and the five creative habits — imaginative, inquisitive, persistent, collaborative, disciplined (Lucas, Claxton and Spencer, OECD, 2013)
- **Process before product:** an open-ended art activity and a copy-the-model craft side by side — what each one asks of the child; the adult's role: offer materials, watch, ask, and leave the work to the child
- **Hands-on:** drawing and painting from observation and from imagination, with open materials
- **Choosing your topic:** one topic from your own curriculum to carry through the week, and a first visual art activity on it in two versions, for about 3–6 and about 6–12
- **Habit check:** which habits did today's activities call for? First lines of your observation sheet
- **Output:** your topic and your visual art activity

Day 2

Music: rhythm, voice and body percussion

- **Warm-up:** "Pass the rhythm" — each participant claps the rhythm of their name, the circle echoes it, and each new person adds one small change
- **Music without musical training:** speech, body percussion and simple instruments in the tradition of the Orff Schulwerk approach, and its sequence of imitation, exploration and improvisation
- **Speech rhythms and chants:** turning words from your topic into a chant, then into body percussion
- Singing games for younger children; layering two or three repeated rhythms for older children
- **Instruments from everyday objects, and listening games:** a sound walk, guessing sounds, playing loud and quiet, fast and slow
- **Habit check:** what does an inquisitive or a persistent child do in a music activity?
- **Output:** a music activity on your topic, in two versions

Day 3

Movement and creative dance

- **Warm-up:** "Walk the chant" — the group walks, stamps and tiptoes to one of Tuesday's chants, and each time the chant stops, everyone freezes in a new shape
- Four simple ideas for planning movement, taken from Rudolf Laban's work: the body (what moves), space (where — levels, directions, pathways), effort (how — fast or slow, strong or light) and relationships (with whom or what)
- **Creative movement tasks:** moving like something from nature, mirroring in pairs, changing level and speed on a signal
- **From story to movement:** a process or a story from your topic — a seed growing, water moving, a character's journey — turned into a short movement sequence, with Tuesday's rhythms as accompaniment
- **Running a class that is moving:** space, start and stop signals, safety, and roles for a child who does not want to join, such as playing the instrument or leading the signal
- **Habit check:** where did you see collaboration and discipline today?
- **Output:** a movement activity on your topic, in two versions

Day 4

Materials, senses and making together

- **Sensory exploration:** texture, colour, sound and weight with natural and everyday materials — free exploration for younger children; sorting, testing and choosing materials for a purpose for older children
- **Loose parts:** Simon Nicholson's idea (1971) that the more open-ended things there are to combine in a space, the more children invent; what to collect, store and offer, with little or no cost
- **Making together:** in small groups, a collage, construction or sculpture on one participant's topic, from recycled and natural materials
- **Putting art forms together:** a group adds sound and movement to what it made
- **Showing the process, not only the product:** photos of hands and work, and the children's own words, for families and colleagues — without children's faces or names unless your school's consent rules allow it

- **Planning your making activity:** a making activity on your own topic, in two versions, for about 3–6 and about 6–12
- **Habit check:** the five habits in a group making task
- **Output:** a making activity on your topic, in two versions, and a materials list for your classroom

Day 5

Your arts-based unit

- **Opening session — building your unit:** your four activities put in order as a short unit on your topic, with the habit each one builds and the version for each age group. School leaders and art or music teachers can plan it at school level instead: an arts corner, collecting materials, or a lesson shared with a class teacher
- **Trying it out:** in small groups, each participant leads one activity for ten minutes while colleagues play a class of four-year-olds or nine-year-olds, then the group names the habits it saw
- Revising your unit and finishing your observation sheet
- **Your first week back:** the activity you will start with, and what you need for it (materials, space, a colleague)
- **Selected work in plenary:** two or three participants who want to show an activity do so, by choice
- Course evaluation and feedback
- Certificate ceremony

PLEASE NOTE

Sessions run from 09:30 to 14:30, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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