



## Teaching through art in Palma de Mallorca, Spain

Teaching-methodology is not only based on passing information & knowledge, but it is especially the way to engage students in their learning-process in an active way.

To make interesting lessons is the main challenge that teachers face and tools that can be used are one of the main key-factors. Arts allows to express students' point of view, but also to stimulate creative thinking, both of them essential for an effective information-assimilation by the students, as well as to pass on the acquired information to actual skills and attitudes.

**Target:** Educational staff at any level

### **General objectives:**

ARTeaching is an innovative approach that teaches participants how they can empower their school-lessons through the use of art techniques. The goal is to make the learning experience attractive to the students and to encourage them to express their theoretical knowledge through art.

Through the use of art, students not only can express themselves in a creative way, but also have a great opportunity to discover new skills related to the learning-process.

By acquiring art-techniques teachers (participants) can integrate their capability to motivate students to cooperate in the class with others to achieve a common goal, but also how to study independently for their own educational success.

Academic researches, such as Howard Gardner's Theory of Multiple Intelligences, state that each human being possesses different kinds of intelligence which can be discovered and empowered by using art as a tool. Apart from stimulating creativity, experiencing art supports the brain development, like increasing concentration, exercising memory, expanding the ability to analyze and assess the accuracy of the work performed in relation to specific topics and tasks.

By observing students' art-works, used as an evaluation tool, teachers can determine what the students have understood about the given topic, and if it is needed to adjust their teaching goals in process, as well as to verify the level of their students' learning-process.

## Preliminary Programme

<b>1. DAY - WELCOMING &amp; INTRODUCTION</b>	
<b>PROGRAMME</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>• Welcome of participants</li> <li>• Course Introduction: program, aims and objectives</li> <li>• Brainstorming &amp; Team building activities</li> <li>• Introduction of the topics to work with (topics are an example for the TC objectives, if needed we can change them)</li> <li>• Guided Tour to Palma de Mallorca</li> </ul>	<ul style="list-style-type: none"> <li>• Participants' presentation</li> <li>• Introduction to the educational power of art</li> <li>• Team-building activities</li> <li>• Guided tour of the city</li> </ul>
<b>2. DAY - SOCIAL INTEGRATION THROUGH ART</b>	
<b>PROGRAMME</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>• Using different artistic techniques for the visual creation of a Visual Diary as practical exercise for the participants</li> <li>• Starting to use these techniques to promote social inclusion and gender equality in the classroom that will be reported onto the Visual Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the theory of social inclusion and its importance to society, and connecting the possible learning process with different acrylic techniques that motivate students to be active in their own learning process, and to express their point of view using their creative approach and potential</li> <li>• Using different acrylic techniques that can be done with commonly used items such as salt, rice, alcohol, and water</li> </ul>
<b>3. DAY - ENVIRONMENTAL RESPECT THROUGH ART</b>	
<b>PROGRAMME</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>• Through the active observation of the city of Palma, TC participants will gain the knowledge how to use artistic techniques to promote respect for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the knowledge about Spanish culture and local system of actions taken for the environment</li> <li>• Learning about the theory and practice related to the respect of the environment and connecting the possible learning process with other art-techniques, like resist dyeing, lettering, stencil, stamping, homemade linocut</li> <li>• Using recycling and other sustainable materials</li> <li>• Keep on going with the creation of the Visual Diary</li> </ul>

#### 4. DAY - STIMULATING CREATIVITY

PROGRAMME	Learning objectives
<ul style="list-style-type: none"><li>● The importance of images and visual aesthetics in the process of artistic creation</li><li>● “How to draw with the right side of the brain” theory and technique by Betty Edwards</li><li>● Free artistic-session to finalise the Visual Diary</li></ul>	<ul style="list-style-type: none"><li>● Discovering and manipulating art-plastic tools, which enhance creativity, using recycled materials, cereal cardboard, paper, acrylic, wool, and so on...</li><li>● According to the theory and technique of Betty Edwards everybody can be an artist if they use the right part of the brain. The participants will learn how to use this non-verbal and intuitive part of the brain instead of the verbal and rational one</li><li>● Stimulating teachers’ internationality and strengthening their creativity thanks to a transnational working-environment in the educational field</li><li>● Keep on going with the creation of the Visual Diary</li></ul>

#### 5. DAY - CLOSING DAY

PROGRAMME	Learning Objectives
<ul style="list-style-type: none"><li>● Small exhibition of the Virtual Diaries and evaluation</li><li>● Sharing ideas and experiences</li><li>● Course Evaluation and issuing of the certificates</li></ul>	<ul style="list-style-type: none"><li>● Presentation of the art-works &amp; open dialogue</li><li>● Sharing thoughts about the course and exchanging ideas for possible future cooperation</li><li>● Final evaluation of the course</li></ul>