

DANCING & SINGING EVERYWHERE!



INDEX

Aim	3
Students learning	3
European learning competences.....	3
Participants	4
Duration	4
Language.....	4
Tasks and timeline.....	4
1. Greeting video	4
2. Mural	4
3. Songs.....	4
4. Dance video explanation	5
5. Performance through videoconference	5
6. Assessment	5
7. Diary	5

PROJECT PLANNING

Aim

This project seeks to share different types of traditional dances from different countries around Europe in order to learn other cultures through their artistic forms. Learners will develop their understanding of music from different parts of the world, through an active involvement in listening and performing.

Students learning

- **Active learning:** students will learn by doing and being active. Activities carried out in this project demand creativity and require initiative in order to be successful in this project.
- **Meaningful learning:** learners will show part of their traditions, with which they are familiarized, and will be in contact with other students from other countries in order to learn different dances.
- **Cooperative learning:** students will learn in groups and cooperation will be completely necessary in every task.
- **Cultural Awareness:** students will learn and perform dances from other countries and will empathise with other children. In this way, our students will develop some values like: admiration, respect and tolerance.
- **Communication:** learners will must use English as the working language and will improve writing, reading, speaking and listening. It is essential to make children realize about the importance of learning languages apart from the mother tongue.

European learning competences

"Dancing Around the World" demands a competency-based learning, an approach to teaching and learning more often used in learning concrete skills than abstract learning.

- Communicating in a mother tongue: ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.
- Communicating in a foreign language: as above, but includes mediation skills (i.e. summarising, paraphrasing, interpreting or translating) and intercultural understanding.
- Mathematical, scientific and technological competence: sound mastery of numeracy, an understanding of the natural world and an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication).
- Digital competence: confident and critical usage of information and communications technology for work, leisure and communication.
- Learning to learn: ability to effectively manage one's own learning, either individually or in groups.
- Social and civic competences: ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.
- Sense of initiative and entrepreneurship: ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects.
- Cultural awareness and expression: ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts.

Participants

This project was made for 5-7 year-old students of Primary Education and involves 3 schools represented by 3 teachers:

- Mirela Manea. Scoala Gimnaziala (Buftea, Romania).
- Agnė Dovalgaitė-Trumpelė. Šiaulių lopšelis-darželis "Pupų pėdas" (Šiauliai, Lithuania).
- Juan Pablo Martínez. Colegio Madre María Rosa Molas (Zaragoza, Spain).

The mentioned teachers are the links between schools and will be in charge of carrying out the different tasks that might be share among several teachers.

Duration

From 8th of January to 31st of May.

Language

English

Tasks and timeline

1. Greeting video

First of all, student will greet one another through a video. This is the first contact in which learners say their names and tastes and receive the same information from their foreign peers.

2. Mural

Students will elaborate a mural in groups so as the other countries learn the key features about their culture:

food, monuments, celebrations, typical sports or games, information about the geographical area...

3. Songs

Teachers will share a typical song with lyrics in the mother tongue and students from other countries will learn and sing it. A video will be uploaded to show the outcome.

4. Dance video explanation

Learners will perform a traditional dance and will explain the different steps to do it. Teachers will record a video that other countries will be able to watch in order to put it into practice.

5. Performance through videoconference

After learning the traditional dance our students will perform it through a videoconference in which two countries will be in contact to show the outcomes.

6. Assessment

Every learning requires an assessment to check the improvements and correct mistakes that might have been made. There are three types of assessment we consider essential.

- a) Students assessment
- b) Students self-assessment
- c) Teachers self-assessment

7. Diary

A diary will allow teachers to show the tasks progress and how students work and enjoy while doing the activities suggested.

