



# INCLUSIVE EDUCATION THROUGH ARTS

**An experience oriented  
approach**

# GROUP DISCUSSION: THE IMPORTANCE OF THE CLASS CLIMATE

**Activity 1: INTRODUCE YOURSELF BY AN ARTWORK**

Activity 2: MY PROFESSIONAL COAT OF ARM

Activity 3: VIGNETTE



“ It **took me** four **years** to **paint** like Raphael, but a lifetime to **paint** like a **child**.

PABLO PICASSO.”

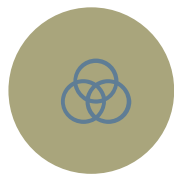


WHAT? WHY? WHEN?  
THINK PAIR SHARE

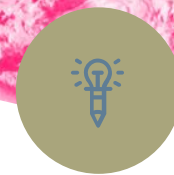
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ART



INCLUSION



CREATIVITY



An aesthetic, natural object or  
artistic creation.



It concerns a variety of arts such as  
painting, sculpture, music, poetry,  
photography, comics, cinema etc.



# Through the arts

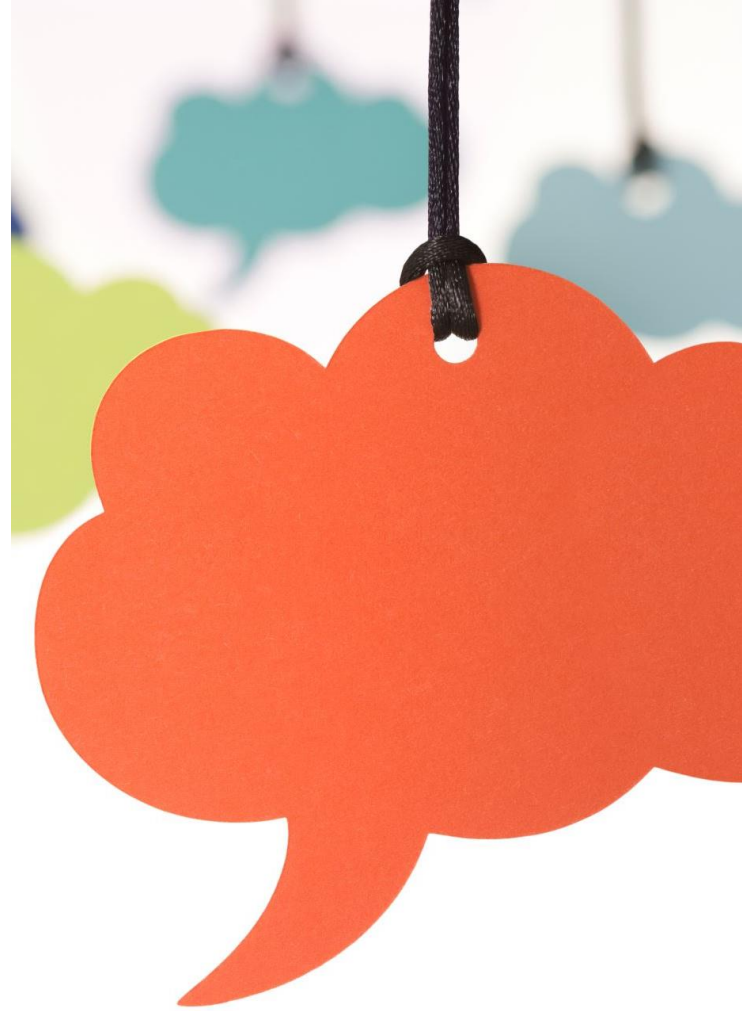
We cultivate three natural functions:

The senses (see, hear, touch, feel, taste)

Perception (I respond, I mentally process, I research, I communicate, etc.)

The action (I do, I create, I produce, etc.)

**...interconnected and intertwined with emotions, ideas, imagination, creativity, surface and deep learning and skills.**



# REGIO EMILIA

*We consider relationships to be the fundamental, organizing strategy of our educational system.*

Loris Malaguzzi, 1993, p. 10.



# REGIO EMILIA PRINCIPLES



Connecting people, to  
create Community



Connecting the  
curriculum, to create  
coherence



Connecting classrooms  
and resources to enrich  
the learning climate.



Connecting learning to  
life, to build character





# INQUIRY ART AND SPACE



# PROJECT ZERO

Founded by Nelson Goodman, Harvard Graduate School of Education, 1967

- Focus on **understanding** learning in and through the arts.
- Passion for:
  - **Big questions**
  - **Interdisciplinary**
  - **The full range of human development**
  - **The arts**



*Another Brick In The Wall, Part II (1979)*

# MUSIC AS A TOOL IN THE CLASSROOM



RESEARCH ON THE  
WORK OF ART



THOROUGH  
OBSERVATION



CONDUCTING  
QUESTIONS

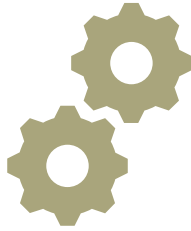


ACTIVE LISTENING



RECAST

ART & INQUIRY - museum- educational  
approach



As a tool for developing  
and guiding the discussion.



They are provided targeted  
and in moderation.

# INFORMATION ABOUT THE ARTWORK

# OBSERVATION

Space

Time

Movement

Tools such as "pedoscope,,

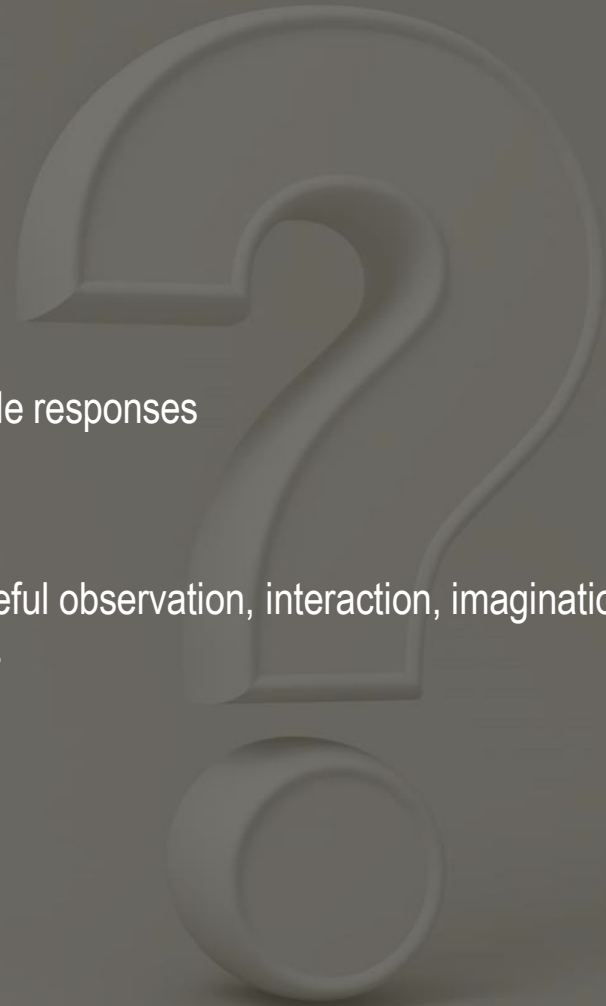
Silently or as a group



# OPEN ENDED QUESTIONS

Provoke multiple responses

Encourage careful observation, interaction, imagination and critical thinking.



## OPEN ENDED QUESTIONS

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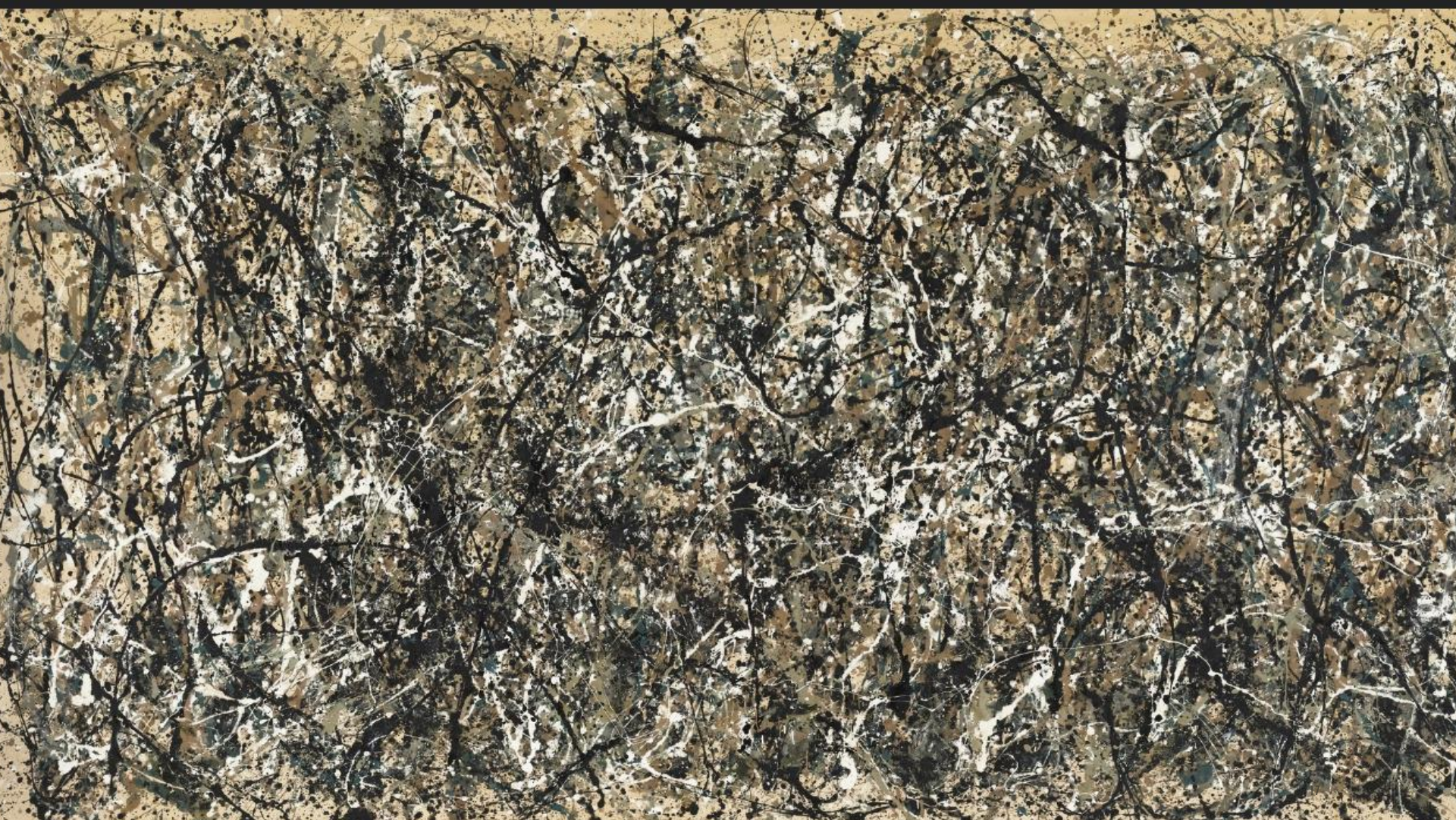
### Take a close look at *One: Number 31*, by Jackson Pollock



Jackson Pollock. *One: Number 31*. 1950

- What words would you use to describe this painting?
- How would you describe the lines in the painting?
- What kind of gestures or movements do you think Pollock made to make this painting? What do you see that makes you think that?





# OPEN ENDED QUESTION

**Introductory question:**

"What do you notice?"

**Follow- up question:**

"What do you see that makes you say that?"

**Prior Knowledge Question:**

"Does this image remind you of anything in your life?"

**Composition question:**

"What does this work of art tell us about the time and place it was created?"





# CASE STUDY

You are in the classroom and you would like to present to your students an artwork in order to provoke a discussion around it or even to connect it to a related subject.

Choose the artwork.

Make some research

Introduce it to the students and enable the discussion with them.

## **Think of:**

The way you choose to introduce it in your classroom in order to make it attractive for your students.



# WORKSHEET

# MAKE AN ABSTRACT DRAWING

Abstract Expressionist artists used gesture and color to evoke certain moods or feelings. How can you express emotion in an entirely abstract drawing?

**Consider** how you might use shape, lines, and color to express feelings such as hope, fear, confidence, frustration, and exhilaration. What kind of emotion might a curvy line represent? What feeling does the color yellow evoke? Pick two emotions—a positive one and a negative one—and create abstract drawings to represent them. Remember to avoid drawing any figurative elements, such as faces, hearts, or tears.

**Compare** the visual elements you used in these drawings. How are they similar? How are they different?

## Yayoi Kusama – Obsessed with Polka Dots

[HTTPS://WWW.YOUTUBE.COM/WATC  
H?V=RRZR3NSIIEA](https://www.youtube.com/watch?v=RRZR3NSIIEA)