

RESULT 3

TRAINING RESOURCE KIT



Access to Music and Opera – Social inclusion through Arts

2020-1-PL01-KA227-ADU-096465

The main goal of the project is to improve activities in the field
of developing parents' cultural competences

KA227 - Partnerships for creativity

Foundation Family Center – Poland



Fondazione Don Orione Onlus – Italy



ENSO Group Ltd – United Kingdom



Associació Cultural Escuela Polaca - Spain



*Partnerships for Creativity focusing on skills development
and inclusion through creativity and the arts.*

*Development of materials for educators helpful
in conducting social art projects for parents.*

*The material will allow to obtain a tool that will provide support
in solving the problem of social inclusion through art.*



Project activities are aimed at supporting parents in acquiring and developing skills. In particular, cultural competences, which consist in valuing diversity in society due to its richness and creativity. Project activities contribute to sustainable development and social inclusion through art. Sustainable Development Goal (SDG 4) - Quality education.

GOAL 4: QUALITY EDUCATION

*Ensure inclusive and equitable quality education
and promote lifelong learning opportunities for all.*

The contents of the **Training Resource Kit** are:

Module I - Participatory art

Development of a community culture

Module II - Providing parents with the necessary competences needed to create creative and innovative solutions for social integration

Module III - Parental attitudes supporting creativity

Module IV - Artistic care for society

A life-saving opera for parents today

The result is a response to Objective 3:

Providing parents with the necessary competences needed to create creative and innovative solutions in the face of social challenges.



Target groups in the project:

- adult educators who receive new solutions developed within the A.M.O.S.
- parents whose problems can be successfully solved thanks to the new solutions developed under the project.



MODULE I

PARTICIPATORY ART DEVELOPMENT OF A COMMUNITY CULTURE

Community culture allows people to **learn how to understand other people's culture**, promote engagement in contacts with others and build strong, diverse communities.

Community culture is a living expression of **the culture of everyday life** that can be learned and communicated informally from a human being to a human being.

The arts have a particular role to play in:

- Encouraging people into training and employment,
- Supporting volunteers and participants in personal development,
- Improving the image of an area,
- Social cohesion and active citizenship,
- Social music programmes and interventions¹
- Local people recognizing their own cultural identity and improving the quality.

Culture

*- unquestionably a central topic
in the contemporary social sciences.*

*Culture has no fixed habitation,
is all-pervading and impalpable in its essence.*

¹ *Music and Social Inclusion International Research and Practice in Complex Settings* ISBN 9781032037196 Published December 30, 2022 by Routledge 290 Pages 18 B/W Illustrations, Oscar Odena.

The role of the arts in community development

- * The arts are often considered to be at the ***periphery of the community*** development process.
- * Despite increasing globalization, **communities are beginning to recognize their own identity, culture, traditional** art forms and the value of working together at a local level.



The role of art in creating the image of cities

Art, as an urban phenomenon, becomes an indispensable element of experiencing the city. It is also a serious force used to promote cities, often crossing the borders of aesthetics, in the name of community development, but also consumption and business. More and more often it is an important element, or even the core of the developed development strategies.



Artists regularly find inspiration from their surroundings. While nature is often the focus, the urban environment also provides a never-ending fodder for creativity.

Art is a medium of social cohesion and gives shape to cities and spaces and sometimes makes them much more alive.²

² European Parliament, "Arts, culture, and cultural awareness in education", 2017.

Is the role of art, in the era of the development of creative cities, of special importance?

Can art be consciously used as a tool to build the identity of places and stimulate social interaction?

Today, music plays a very important role, both in the life of the whole society and the individual. It accompanies public celebrations, both secular and religious, giving them a sublime character. Performing music together also contributes to building a community.

Alan Parkhurst Merriam, in his work *The Anthropology of Music*³, pointed out numerous functions of music, such as:

- a. emotional expression,
- b. aesthetic pleasure,
- c. entertainment function,
- d. communication tool,
- e. symbolic representation,
- f. stimulating the body's physical response to music,
- g. strengthening compliance with social norms,
- h. reaffirming social institutions and religious rituals,
- i. enhancing the stability and continuity of culture,
- j. social integration.



³ *The Anthropology of Music* by Alan P. Merriam, Valerie Merriam, 1964 by Northwestern University Press.

Participatory art

Participatory art is an approach to making art which engages public participation in the creative process, letting them become co-authors, editors, and observers of the work.

This type of art is incomplete without viewers' physical interaction.



The **Curzon Cinema & Arts**⁴, in Clevedon, North Somerset, England, is one of the oldest continually running purpose-built cinemas in the world



The Role Of The Arts In Communities

- One of the indicators of a healthy community – the kind of place that is likely to be loved and endure – is good evidence of creative expression.
- Whether it's painting, photography, music, dance, sculpture, performance or something else, people like being around artists who inspire not just our rational selves but also our more intuitive, "right-side-of-the-brain" selves.

⁴"Curzon Community Cinema". Retrieved 11 August 2018. Cinema Treasure.

Venues for cultural participation:

- Nonprofit, public, and commercial arts-related organizations,
- Retail arts venues—bookstores, music stores, film theaters, craft and art supply stores,
- Non-arts venues (parks, libraries, associations, societies, and centers) with arts and cultural programming,
- Arts-focused media outlets (print and electronic, including web-based venues),
- Art schools.



Participation in arts and culture

- Amateur art-making
- Collective/community art-making
- Arts education K-12
- Arts after-school programs
- Audience participation
- Purchase of artistic goods (materials for making art as well as art products)
- Discourse about arts and culture in the media

A COMMUNITY'S ART—its creative and cultural expression in the form of music, dance, theater, visual arts, and crafts—embodies its essence and is crucial to its well-being.

Through making art—amateur and professional, formal and informal communities preserve, invent,

- and assert their identities;
- transmit heritage;
- and comment on their existence.

*Art and cultural participation
contribute to community conditions in education,
economic development, civic engagement,
and to stewardship of place.*



Support for arts and culture

- Public expenditures in support of the arts
- Foundation expenditures in support of the arts
- Volunteering and personal giving to the arts
- Presence of artists (“professional artists as well as people who are tradition bearers but may not make money from their arts practice”)
- Integration of arts and culture into other policy areas (community development, education, parks and recreation).

Social inclusion is
“... a process which ensures that
those at risk of poverty and social exclusion
gain the opportunities and resources necessary
to participate fully in economic, social, and cultural life
and to enjoy a standard of living and wellbeing
that is considered normal in the society in which they live”⁵



How can the arts facilitate inclusion?

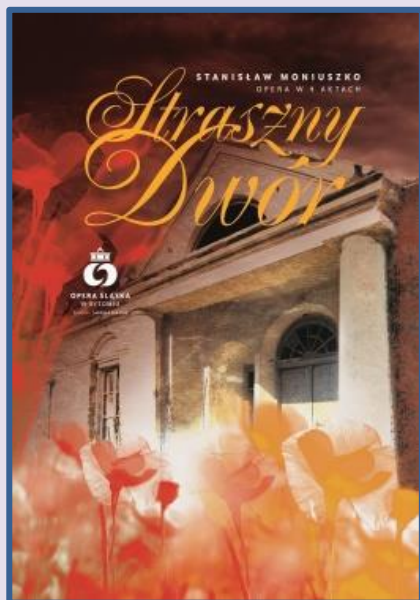
Social inclusion is the opposite of exclusion. It seeks to build a society in which everyone can participate, especially people who have been historically marginalised.

In current times, there are two main ways of looking at art. The first is the perspective that professional artists, who have acquired special skills, look inside themselves in order to create. But art does not belong solely to professional artists⁶. Everyone has the potential to apply skills and ingenuity to create something that changes how we perceive the world around us. This understanding of art is embodied by social inclusion art projects, highlighting the process of creation as a whole and its ripple effects, as well as the piece itself.

⁵ Joint report on report on social protection and social inclusion 2010, National Action Plans for social inclusion (NAPs/inclusion).

⁶ Social Inclusion through Culture and the Arts: A Handbook for Beginners, 2021, Kyushu University Joint Research Tea.

For parents, the music and opera activities, conceived within a socially just framework, is seen to provide opportunities for participatory parity, cultural justice, and social inclusion.⁷



Cultural and educational policies can contribute to the development of skills needed to cope with the complexity of contemporary multicultural societies, and to qualify for jobs in the fast-growing creative and cultural industries.

Art helps to stimulate creativity. Also allow parents to develop the creativity they need to better understand the context around them, which today demands more and more new ideas.

Opera/Arts education is a powerful tool for fostering mutual understanding and empathy as it brings people to perceive a shared values. In this sense, Opera is not only an aesthetical fact, but a true social event with an unique potential for social change.

⁷ *Music, Social Justice, and Social Inclusion*, Kathryn Marsh, 2016.

The developing music and music education activities for social cohesion

Music can enable people to participate in activities that are stimulating and personally meaningful.

It can provide a source of social cohesion and social contact, give participants a degree of empowerment and control in everyday situations and contribute to a good quality of life.

In order to be effective, approaches to encourage recipients of social care to participate in arts also have to persuade carers to have an open mind and facilitate access to arts-led activities.



Music has a wide range of functions. One of the most important functions is the role of actively making music in encouraging social bonding⁸.

Music and music-related behaviours, along with language and speech, were important for early evolution in helping to promote emotional synergy and social bonding.

Music is a good way to integrate because it does not stop when times get difficult. Art can always be a driving force for social, cultural and economic development.⁹

⁸ *Music, Inclusion and Social Cohesion*, 2022 S. Hallam & E. Himonides, CC BY-NC-ND.

⁹ *Classical Music Opens the Door to Social Inclusion*, 2022, IOM/Gema Cortes.

MODULE II

PROVIDING PARENTS WITH THE NECESSARY COMPETENCES NEEDED TO CREATE CREATIVE AND INNOVATIVE SOLUTIONS FOR SOCIAL INTEGRATION

CULTURAL COMPETENCES

Cultural competence is the ability to appreciate and interact with people from other cultures and it helps to participate ethically and effectively in personal and professional intercultural settings. Although we have always lived in an ethnically diverse society, we are all operating in an increasingly culturally diverse environment where we need to be able to interact, communicate, build relationships, and work effectively with people from diverse cultural and ethnic backgrounds.



Multicultural competence — or cultural competence — is ability to understand, appreciate, and interact with people who identify with cultures and belief systems different from your own.

This multicultural competence leads to enhanced and effective communication between people that can strengthen relationships.

Intercultural communication includes behaviors that suit the expectations of a specific culture, the characteristics of the situation, and the level of the relationship between the parties involved in the situation.

To have multicultural competence, you need:

1. A basic understanding of your own culture
2. An inclination to learn about the cultural practices and worldview of others
3. A positive attitude regarding cultural differences and a willingness to accept and respect those differences.



The main goal is the inclusion of people with disabilities in the world of art, music, and performing arts, and participation in the theater if they have never had such an experience, to entice them to change their habits and incorporate new ones.



Cultural competence is important because without it, our opportunity to build those relationships is impossible. Instead, we would live with people we don't understand, creating a higher risk for misunderstandings and hurt feelings, things that can all be avoided. Moreover, it requires knowing and understand other people's culture and values.

The aim of cultural competence is about valuing diversity for the richness and creativity It brings to society.



*Cultural competence is determined by the presence of cognitive,
affective, and behavioral abilities
that directly shape communication across cultures.*

HOW CAN WE DEVELOP CULTURAL COMPETENCES?

1. Demonstrating acceptance of difference
2. Being flexible and sensitive by the acceptance of diversity
3. Demonstrating humility through suspension of judgment and prejudice
4. Showing a spirit of adventure by demonstrating interest and seeing opportunities in different situations
5. Pursuing a positive attitude about change or action by showing a successful interaction with the identified culture



Inclusion could also involve people who come from different parts of the world, with cultures and habits different from ours, with the intention of introducing and promoting our culture and learning about the other in a genuine way.

MODULE III

PARENTAL ATTITUDES SUPPORTING CREATIVITY

Over the years working with children of different ages and nationalities I have been focusing on their undoubted ability to imagine, connect, relate, observe and above all create elements that an adult would never think of. From a very young age I have always been told that I am a very creative person. So am I a creative parent too?

Some studies explain that 98% of children up to the age of 5 can be considered geniuses; they are curious, creative, and have divergent thinking, an open mind.

When they reach the age of 15, only 10% of these children still maintain these abilities. This is due to the barriers that hinder creativity.

And how about the adults-parents of my students? Well, they're usually so busy working so they aren't able to take advantage of the moments or to observe everything that surrounds them with attention. The adults' way of resting from work is watching TV, using internet, or having a drink with some friends and complain about how bad it is at work and life in general and how stressed they are.

That I think is because everything we do in life, we appreciate when we are little. As an adult we are on our way to success, thinking that success is studying hard and getting a good job and it creates our happiness. Really? Happiness?



Creativity

Etymologically speaking, CREATIVITY original comes from the Latin verb "creare".

It provides the definition: "Creation, or ability to create, inventive and imaginative"

Creativity can be found in the discoveries over the years of time, as the technique for making fire, the invention of the wheel, of the printing press, or more recently, from the computer and internet. The creativity has always been a part of human history.

Today, there is no exactly any closed definition of creativity but ...

there are two fundamental elements :

1. Everyone has the ability to create.
2. Creativity can be developed and become a learning skill.

Creativity is the ability to reorganize the elements of the field of perception in a original way. **Abraham Moles 1948**

Creativity originates in an unconscious conflict. A Creative energy is seen as a derivation of the sublimated child sexuality. **Freud 1963**

Creativity is the human ability to produce new ones mental contents of any kind. **Drevdahl 1964**

Creativity is the process of being sensitive to problems, to deficiencies. **Torrance 1976**

Process that compromises the entirety of the psychological behavior of a subject and his conclusion with the world, to conclude in a certain product. **Bianchi 1997**

The creative imagination probably **doesn't create anything**, is content to discover relationships of which the man had not yet become aware. **Henri Laborit 1950**

Ability to represent, anticipate and produce ideas, to convert known items to something new, thanks to a **powerful imagination**. **Osborn 1953**

It is a **process of forming ideas** or hypotheses, verifying and communicate the results, assuming the product created is something new.. **Thurstone 1952**

Creativity is demonstrated by inventing or **discovering a solution to a problem** and in demonstrating exceptional qualities. **Flangan 1958**

Ability of the brain to draw conclusions and solve problems in an original way. A brain? **Grinberg 1997**

Ability and attitude to generate new ideas and communicate them. **De la Torre 1992**

Creativity is the ability of human beings to carry something new to its existence. **Barron 1969**

Creativity is a complex mental process, which supposes: attitudes, experiences, combinatorial, originality and play, to achieve a new product. **Esquivias 1997**

*CREATIVITY
an object, idea or a person!*

creative brain

Where a creativity is? Creativity is born of the imagination that our brain produces. This allows us to create what we are thinking.

Genetics can grant creative potential greater or worse in our brain, but it depends on our personality, our experiences if we determine the final creative abilities of our brain. The whole human race is creative.

A person with creative (genetic) potential brain who does not develop its own abilities, will not be able to use his/her creativity effectively.



Creative people are people with a lot of curiosity. They ask why of things and want to know everything. They respond with originality and imagination, adopting various ways of doing things.

CURIOSITY



killed a cat?

OBSERVE

They are observant, they capture every detail and they have great intuition.

CREATIVE PERSON



They are critical of themselves and need to be motivated to get things done.

BE MOTIVATED



BEST BE ORIGINAL

They bring enthusiasm, desire, confidence and perseverance, they have a very lively mind. They are always having ideas and going beyond conventionalisms.

*They dream awake. **WHAT CREATIVE CHILDREN ARE USUALLY LIKE?***

They come out of their own minds to connect the elements.

They make their own work schedules. They see opportunities everywhere.

They are optimistic and don't let a failure turn into defeat.

They know how to take advantage of the problems that life poses to them.

They look at the small details of the people.

They find time to meditate but also for new experiences.

They ask a lot of questions. They follow their true passions.

They like to have a few moments of solitude. They lose track of time.

They consider everything in life to be an opportunity to express themselves.

They are surrounded by a beauty.

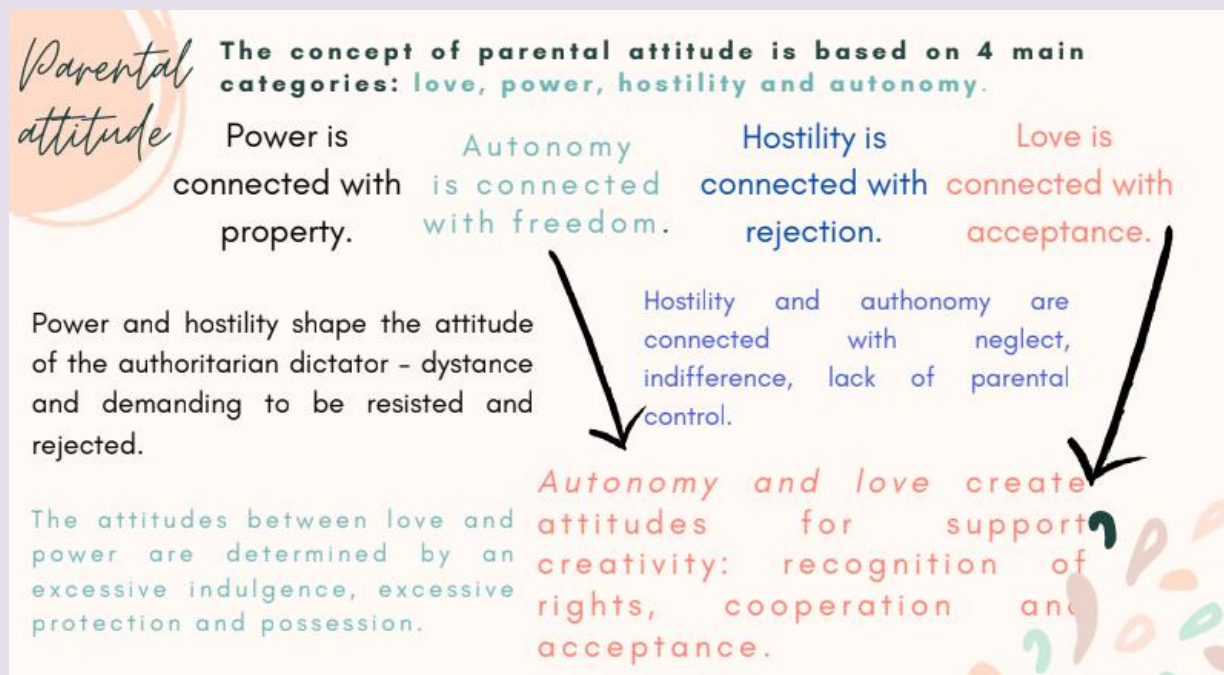


Attitudes are emotional and evaluative beliefs about the nature, properties, and behavior of an object. Each attitude has three components: emotional-evaluating, cognitive, and executive.

The attitude is expressed:

- in a mental form (e.g. in verbal form - view of the child)
- in active behavior towards a child (e.g. hugging, disciplining)
- in an emotional form (visible in statements and actions).

The emotional (often verbal) factor expresses the parents' attitudes towards the child, a constant way of relating to and thinking about the child.



Positive and desirable attitudes shape proper contact with children

The attitude of acceptance is associated with the affection for the child, recognition of his needs and rights related to it, forbearance, and a response to feelings.

This approach is based on the **child's autonomy**, not conducting, controlling the child, also not passive and not submissive, but constant, consistent, supporting the child.



Mutual free exchange of feelings and reading is possible and responding appropriately to the child's needs. Parents with the right attitudes are caring, noticing and meeting the needs of the child, patient, ready to translating, explaining and understanding it.



Contact with the child is free, not tense and not too loose: even weighted, aimed at the child and his needs.

Proper parental attitudes: acceptance, cooperation, giving proper freedom, recognition of rights are helping with creativity.

Family rules, routines, and resources shape children's creativity.

Parental style and activities are related to children's social skills as well as personal and social well-being, to relationship and children's cognitive abilities and to intentional effort to support children's creativity.

Parents who believe in their ability to deal with creative challenges put more effort into creating a children's creative development in a lifestyle.

Some parents treat creativity as an essential part of their identity and that's why their parenthood lets them fulfill their own creative needs and organize their family duties, personal and professional life in an unusual way full of challenges with the efficiency of solving problems in an unusual way.

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MODULE IV

ARTISTIC CARE FOR SOCIETY

A LIFE-SAVING OPERA FOR PARENTS TODAY

Art and Creativity in History

- From the earliest cave paintings to contemporary works, man tried to express himself through art and he had a need for creativity to communicate ideas, tell stories, create beauty, and forge new identities.
- Art, in its many forms, is practised by almost all human cultures and can be regarded as one of the defining characteristics of the human species.
- Art and creativity are among the most important things in our lives.
- We create art because it's an essential part of our survival.
- Art is important to represent different cultures, retrace history, evolve as a society, and shape the future of humanity and can serve to develop a sense of self-identity.

First artists on Earth

More than 65,000 years ago, a Neanderthal made strokes in red ochre, a naturally occurring pigment on the wall of a cave, and in doing so, became the first known artist on Earth.

A 2018 study claimed an age of 64,000 years for the oldest examples of non-figurative cave art in the Iberian Peninsula.



Photo: AFP. Indonesia - World's oldest known cave painting and example of figurative art painting is believed to be made at least 45,500 years ago.

Early Dance

Through images, writing, music, and dance, these early societies expressed their hopes, dreams, and fears – everything they needed to communicate with each other.



Magura Cave, Bulgaria.

Dancing depicted in prehistoric wall paintings of

Prehistoric Music



The 60,000-year-old Divje Babe flute
- known as the Neanderthal flute, found in Slovenia in 1995.

Our ancestors may have developed music about 50,000 years ago/the time period when humans began creating art, jewelry, ceremonially burying the dead.



Photo source: Wikimedia Commons.

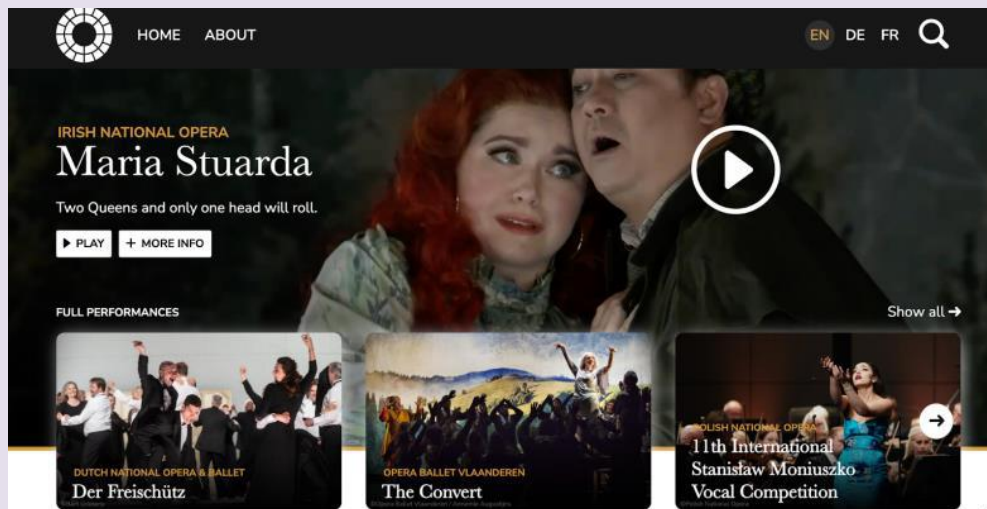
Geisenklösterle Cave, Blaubeuren, Germany.

Earth without Art?

- Without art and creative work, there would be no laughter, no music, no imagination, and no stories.
- There would be no way to escape reality and imagine a world other than the one we live in now.
- No possibility of expression through art - all humans have a natural desire for creative expression in all its forms: Music, dance, singing, writing stories.

Supporting parents in the UK by Opera.

OperaVision is an online freeview opera streaming platform, supported by the European Union's Creative Europe programme that was created as a place to enjoy a variety of shows - including opera, operetta, musical theatre, dance, ballet and concerts - all for free, live and on demand - there is something for everyone including parents.



Some Opera Houses that participate:

Poznań Opera- Teatr Wielki - Poland.

Polish National Opera - Warsaw, Poland.

Teatro Real - Madrid, Spain.

Palau de les Arts Reina Sofia - Valencia, Spain.

Royal Opera House - London, UK.

Opera North - Leeds, UK.

Garsington Opera - Buckinghamshire, UK.

Teatro dell'Opera di Roma - Italy.

Rossini Opera Festival - Pesaro, Italy.

Teatro Regio di Parma - Italy.

„Opera Aid’

Opera can be a medicinal,
and not just because there are sometimes “doctors” onstage!

Called “Opera Aid”, the idea was devised by British artist Joshua Sofaer.

If you feel lonely or miss a loved one? Just place a call to a Stockholm opera and a singer will make a house call with an aria specially chosen to fit your state of mind.

Swedish opera singers make ‘house calls’ for the soul

Singers from a Stockholm opera house are using the power of their voices during private "house calls" designed to help lift people's spirits.

More than the music, the singers had to prepare for the psychological side of the visit: how to act, listen, ask certain questions and avoid others.



The English National Opera - example of good practices.

The English National Opera is an internationally celebrated opera company based in London and built on the belief that opera is made for everyone.

They strive to create new experiences with our productions that inspire, nurture creativity, and make a difference.

The ENO put efforts to make opera accessible and attractive for everyone. They strongly believe in the ability for art to connect people from all parts of society.



ENO Engage - English National Opera

ENO Engage programme has been created to open up new possibilities for opera in people's lives.



Programs for schools and individuals, families and communities

Community Membership Scheme

One of the main goals of the English National is to make opera accessible to all.

It is open to all community groups and organisations across the country, it is totally free and gives adult community groups (including parents) the opportunity to enjoy the following benefits:

- free tickets to ENO performances,
- free tickets to exclusive pre-show talks,
- access to backstage tours of the Coliseum,
- access to creative workshops,
- access to free Dress Rehearsal ticket.



Community Partnerships

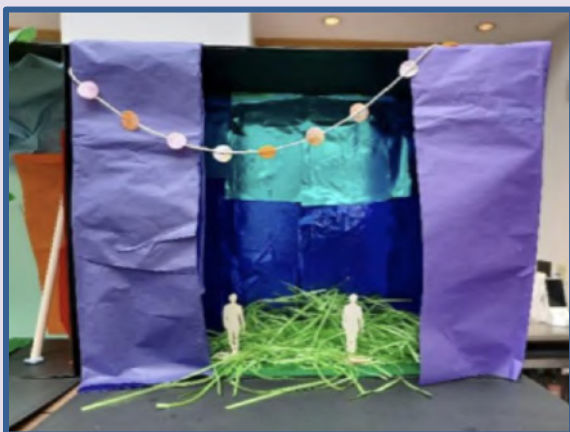
Community Partner Organisations integrate this partnership within their aims and objectives, and take part in regular meetings to shape the partnership. Together, they co-design a partnership project that responds to the needs of the group, opening up new possibilities for opera in people's lives and re-inventing it as a tool for social change.

"I Am Festival"

"I Am Festival" - it's a programme to empower D/deaf, disabled and neurodivergent young people to explore their creativity.

It's an initiative dedicated to support 80 young people and to introduce them to opera in creative, multisensory ways in Spring and Summer 2022 through a series of workshops that explored music-making, design, and storytelling.

The organisers appointed Cultural Ambassadors (young people aged 19-23) who co-develop the activity with festival partner organisations.



ROYAL OPERA HOUSE - London, UK

Workshops and Activities - good practice for Families.

Family Sundays are a regular event for families to come and discover ballet and explore the Royal Opera House, its artists and the world of opera and ballet with fun-packed creative activities for all the family.

Every Family Sunday is full of creative and practical activities for the whole family, leaving room for relaxation and listening to live music in an informal atmosphere, including:

- the opportunity to join in fun, interactive singing or dance
- informal performances from Royal Ballet dancers, Jette Parker Young Artists and musicians
- live theatrecraft or stage combat demonstrations
- design activities led by professional set designers



Royal Opera House's Pride celebration for families.

Royal Opera House – they welcome families of all ages to a festival packed with pride to take part, and explore what Pride means to them.

That includes performances of specially commissioned works, together with lots of singing, dancing and making to continue the festivities and celebrate the triumphs of the LGBTQ+ community (on the day after the Pride in London parade).

Families of all ages are invited to join to discover the worlds of opera and ballet.

Welsh National Opera

One of the goals of the Welsh National Opera are to inspire the next generation by sharing a passion and love of opera with children and families who would not normally have access to it. To do so, they organise Family Days and Family Concerts, complete with free and accessible family activities which is the the perfect way to introduce all ages to opera and orchestral music.

In an afternoon that's suitable for all ages, meet members of WNO Orchestra, learn fun facts and enjoy great music in a relaxed setting.

If parents are looking for fun, learning and engaging activities to do with their children, WNO is a perfect place. All the activities are available at no cost and are free to print and share.



WNO - Come & Sing

The roots of the Welsh National Opera are in members of the community that shares a love of singing. WNO encourage everyone to meet and sing with them in many different venues as they are on tour with operas and concerts, usually (but not only) in the foyer of the venues before the show. Everybody can join, no previous singing experience is required - just come, sing and enjoy.



Digital Projects

Welsh National Opera seeks to push the boundaries of digital and conventional storytelling, with a modern vision to discover the future of opera by providing innovative experiences combining music, theatre, drama, technology and art.

In Summer 2017 they used Virtual Reality technology to take audiences inside two popular productions, Madam Butterfly and The Magic Flute.

Magic Butterfly was a co-creation by Welsh National Opera and REWIND VR.

“It was INCREDIBLE! Truly fantastic!”

“What a fantastic way to introduce opera”



Known for its pioneering digital programmes, Welsh National Opera continues to co-create new exciting work that seeks to push the boundaries of digital and conventional storytelling, with a bold vision to discover the future of opera.

Through our award winning projects we invite audiences to join us as we explore and encounter new innovative experiences combining music, theatre, drama, technology and art.

Community chorus

WNO currently runs two Community Chorus programmes, in Cardiff (Wales Millennium Centre) and Llandudno (Venue Cymru), made up of amateur singers (including parents) of all ages and backgrounds.

Each WNO Community Chorus is brought together especially for a specific performance and is completely open to new and returning singers, you just need to sign up. Community choirs furnish the primary musical setting for adult amateur singers wishing to continue their choral experiences¹⁰.

¹⁰ Toward a definition of a community choir, May 2008, International Journal of Community Music 1(2):229-241.

Youth Opera

Youth Opera is an award-winning training programme for young people, aged from 8 - 25 years, who love to sing and perform.



There is a growing body of neurological, cognitive, and social psychological research to suggest the possibility of positive transfer effects from structured musical engagement.¹¹

In particular, there is evidence to suggest that engagement in musical activities may impact on social inclusion (sense of self and of being socially integrated).

Tackling social exclusion and promoting social inclusion are common concerns internationally.

¹¹ *Singing and social inclusion. Department of Culture, Communication and Media, International Music Education Research Centre, Institute of Education, University of London.*

English Touring Opera - London

Parents and children can learn skills and techniques from Spring 2020 opera singers during this series of singing lessons. Each week a different opera singer will teach you a new technique and set homework so tune in and get singing.

Recorded online lesson of opera singing for children:

- 6 for adults
- 6 for children

Each lesson given by a different opera singer.

A New Hub For Opera Makers

Opera UK aims to represent Britain's opera companies, directors, designers, conductors, singers, instrumentalists and technicians.

It is for professional in the opera industry.

Opera UK hub, where members can connect with each other and find useful material, such as example documents, factsheets, case studies and links to existing information.

Specialist networking groups are also planned, bringing together, for example, arts administrators, fight directors, chorus masters and wig makers to discuss their individual concerns.

And it aims to form what it calls 'meaningful relationships' with government, audiences and funders.



Partnership for Creativity in the field of adult education

*Creative Partnerships provide the tools
to help nurture and develop both the adults
and the parents creative skills,
making a positive impact on their capacity to learn
and grow
... and keep learning throughout life.*



Access to Music and Opera – Social inclusion through Arts

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The main goal of the project is to improve activities in the field
of developing parents' cultural competences



Partnership for Creativity in the field of adult education

Fundacja Family Center – www.familycenter.edu.pl POLAND

ENSO Group Ltd www.ensoeu.com UNITED KINGDOM

Associació Cultural Escuela Polaca www.szkolapolska.blogspot.com SPAIN

Fondazione Don Orione Onlus - www.fondazionedonorione.org ITALY



ENSO



ACEP



FDO

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