

RESULT 4

COURSE FOR PARENTS: EDUCATION THROUGH THE ARTS, THROUGH CULTURE



Erasmus+

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**

Pilot course

Education through the arts, through culture

**A Course Program for parents
with low cultural competences**

**Objective: To encourage parents to participate
in culture - music and opera events.**

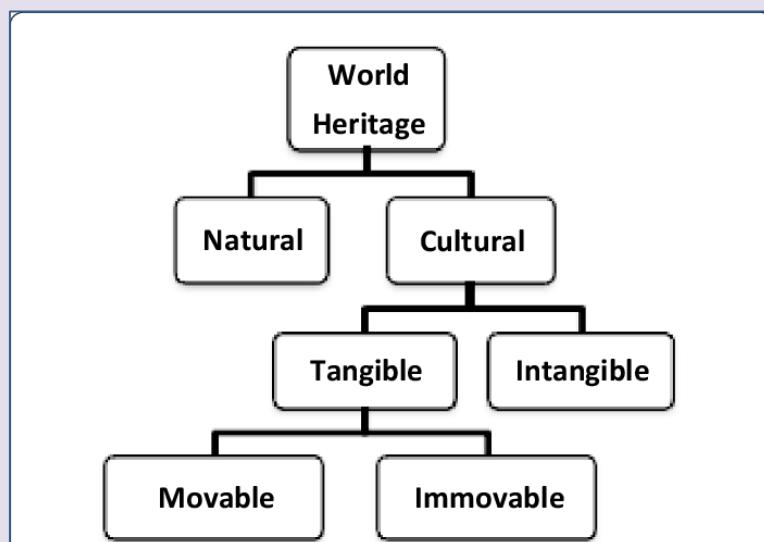
Introduction

The external context of the project is related to the COVID-19 situation, which caused the crisis in the cultural sector.

Opera is an **international language** and its stories they reflect an understanding of human nature and contribute to the values of freedom and tolerance.

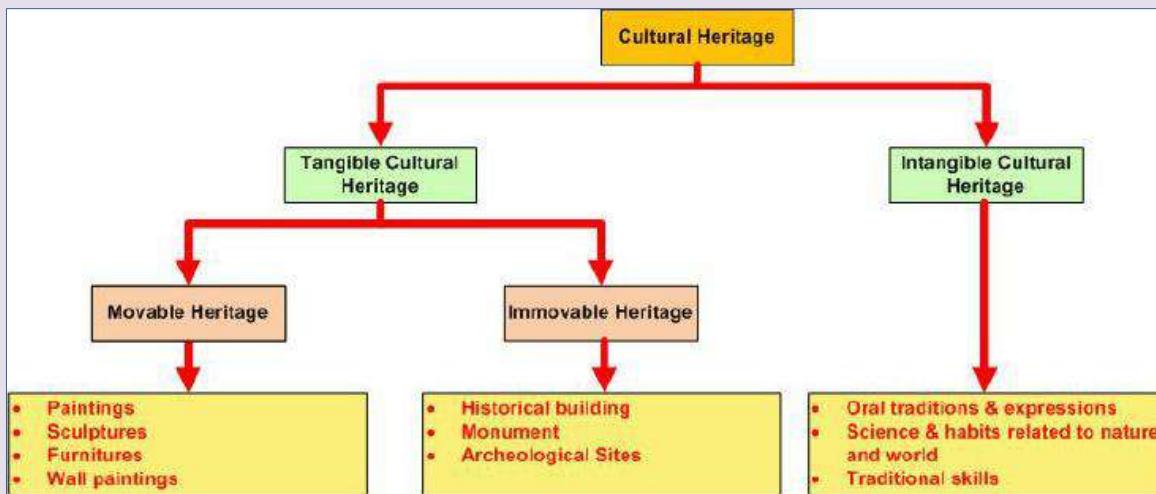
Opera is an intangible human heritage.

The main goal of the course program for parents ist the development of parents' cultural competences.



OPERA and ARTS – INTANGIBLE Cultural Heritage





Purpose of the parenting course, what we want to achieve through this program.

In a current world a range of new competences are required from parents. Among such competences a special position is occupied by intercultural communication skills.

Through the implementation of the courses, we want to increase parents' awareness of the development of cultural competences among families.

Our course is therefore aimed at making parents aware of the importance of cultural competences and ways of developing them.

- * The program is to promote key cultural competences by:
- * Providing high-quality education, training and lifelong learning for parents,
- * Experience: Opera- Arts breathing art form that grows,
- * Supporting educational staff in implementing competence-based teaching and learning approaches
- * Encouraging a variety of learning approaches and contexts for continued learning.

Defining what cultural competences are.

Cultural competence is the ability to participate ethically and effectively in personal and professional intercultural settings.

- * It requires knowing and reflecting on one's own cultural values and world view and their implications for making respectful, reflective, and reasoned choices, including the capacity to imagine and collaborate in cross cultural contexts.

How can we develop cultural competences?

- * Cultural competence is ultimately about valuing diversity for the richness and creativity it brings to society.
- * One of the key competences of lifelong learning – cultural awareness and expression – includes the ability to appreciate the creative expression of ideas, experiences and emotions, as well as active creativity in various expressions like music, arts, fine arts and literature.
- * The European Commission works with EU Member States to support and reinforce the development of key competences and basic skills for all, from an early age and throughout life.
- * Erasmus+ is the key for developing cultural awareness among the adults of European Union. Through the unique experience of living, studying, training or travelling abroad, participants discover different cultures. The role of Erasmus being the key to cultural awareness rise among the all involved in the education. “European”, in all its diversity”. *European Comission: Luxembourg: Erasmus+ annual report 2019, Publications Office of the European Union, 2020.*

A task for parents to raise their cultural competences.

- * The Cultural competence course will offer a set of skills to support parents to be more aware of other people's cultures and experiences.
- * Critical self-reflection is crucial to developing cultural competence and includes the ability to understand our own cultures, values and identities as well as our as well as our privileges and prejudices.



UNPACKING OPERA

Duration: depending of the group size, about 30-45 min

Preparation of illustrations of events - Opera in Poland, Opera in Europe, World Opera.

Required materials: About 4 boxes - presentations: Opera posters, Opera Buildings in Poland, profiles of famous composers.



What can be interesting in opera?

What the box may contain: Opera plan, opera posters, Libretto, Composers' names, Opera titles, Conductor attributes, opera costumes, Opera houses in Europe.



Activity: Unpacking Opera

Aims of this activity:

- * To develop the following skills:
- * By connecting opera to their own experiences, parents offer astounding insights into the art form,
- * Opera need not be an art form stuck in the past,
- * Sharing opinions (social skill)
- * Be able to follow the flowing of the music (concentration and experiencing emotions)
- * Respect each other, getting know other cultures music heritage, sharing and respecting different opinion; all of them are right (civic skills, social inclusion)
- * Communication among the participants and sharing feelings, emotions, opinions (soft skills, effective communication skills)

Part I:

Methodology: Group of parents, parents with low cultural competences.

Tool description: Prepared boxes for opening. Content - elements related to Opera.

Participants will be divided into groups of 3-5 people. Participants will receive boxes to be opened. Each item will have a short description. Participants read these descriptions.

Part II:

The participants will share with the other participants what has been "Unpacked" along with a short description.

The learners of all ages can confidently and joyfully engage with opera.

- * Operas tell stories that learners can relate to:
- * First love and first loss,
- * Frustration with parents and rules,
- * Cliques and the people who lead them,
- * Loneliness and the difficulty of being an outsider,
- * National and patriotic values
- * Finding your place in the world.

Kurs pilotażowy
Edukacja przez sztukę, przez kulturę

Program kursu dla rodziców
rozwijający kompetencje kulturowe

Fundacja Family Center, Bytom, POLSKA



Cel: Zachęcenie rodziców do udziału
w kulturze – wydarzenia muzyczne i operowe

Wstęp

Zewnętrzny kontekst projektu związany jest z sytuacją COVID-19, która wywołała kryzys w sektorze kultury. Opera jest językiem międzynarodowym, a jej historie odzwierciedlają zrozumienie natury ludzkiej i przyczyniają się do wartości wolności i tolerancji. Opera jest niematerialnym dziedzictwem ludzkości.

Głavnym celem programu kursu dla rodziców jest rozwijanie kompetencji kulturowych.

OPERA i SZTUKA – Dziedzictwo Niematerialne

W rozumieniu Konwencji UNESCO, której tekst został przyjęty na 32 sesji Konferencji Generalnej UNESCO w październiku 2003 r., dziedzictwo niematerialne to zwyczaje, przekaz ustny, wiedza i umiejętności oraz związane z nimi przedmioty i przestrzeń kulturowa, które są uznane za część własnego dziedzictwa przez daną wspólnotę, grupę lub jednostki.

Ten rodzaj dziedzictwa jest przekazywany z pokolenia na pokolenie i ustawicznie odtwarzany przez wspólnoty i grupy w relacji z ich środowiskiem, historią i stosunkiem do przyrody. Dla danej społeczności dziedzictwo niematerialne jest źródłem poczucia tożsamości i ciągłości.

Dziedzictwo niematerialne w rozumieniu Konwencji UNESCO obejmuje:

- tradycje i przekazy ustne, w tym język jako nośnik niematerialnego dziedzictwa kulturowego,
- sztuki widowiskowe,
- zwyczaje, rytuały i obrzędy świąteczne,
- wiedzę i praktyki dotyczące przyrody i wszechświata,
- umiejętności związane z rzemiosłem tradycyjnym.

Niematerialne dziedzictwo kulturowe to wszystkie przekazane nam

przez przodków nieuchwytnie przejawy tego,

co tworzy naszą grupową, narodową, etniczną bądź religijną tożsamość.

*Wzmacnia poczucie przynależności do społeczności lokalnej czy też narodowej,
innymi słowy określa nasz miejsce w świecie.*

Cel kursu dla rodziców. Co zamierzamy osiągnąć poprzez realizację kursów ?

We współczesnym świecie wymaga się od rodziców szeregu nowych kompetencji.

Wśród tych kompetencji szczególne miejsce zajmują umiejętności komunikacji międzykulturowej. Poprzez realizację kursów chcemy zwiększyć świadomość rodziców na temat rozwoju kompetencji kulturowych w rodzinie.

Przygotowany program kursu ma na celu uświadomienie rodzicom, jak ważne są kompetencje kulturowe i sposoby ich rozwijania.

Program kursu ma na celu promocję kluczowych kompetencji kulturowych poprzez:

- * Zapewnienie rodzicom wysokiej jakości edukacji, szkoleń i uczenia się przez całe życie,
- * Doświadczenie: Opera - oddychająca forma sztuki, której znaczenie wzrasta,
- * Wspieranie kadry edukacyjnej we wdrażaniu metod nauczania i uczenia się opartych na kompetencjach,
- * Zachęcanie do różnych podejść do uczenia się i kontekstów do dalszej nauki.

Zdefiniowanie czym są kompetencje kulturowe.

- * Kompetencje kulturowe to zdolność do etycznego i skutecznego uczestnictwa w osobistych i zawodowych środowiskach międzykulturowych.
- * Wymaga znajomości i refleksji nad własnymi wartościami kulturowymi i światopoglądem oraz ich implikacjami dla dokonywania pełnych szacunku, refleksyjnych i uzasadnionych wyborów, w tym zdolności do wyobrażania sobie i współpracy w kontekstach międzykulturowych.



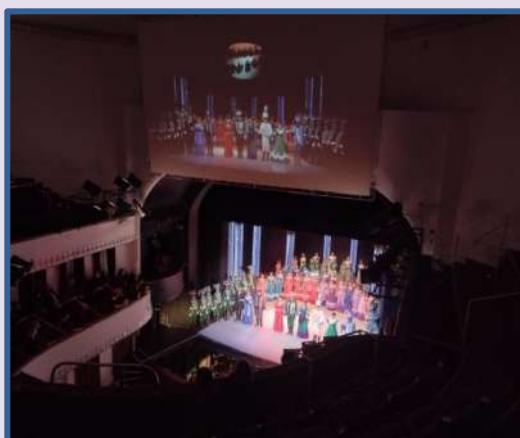
Jak możemy rozwijać kompetencje kulturowe?

- * Kompetencje kulturowe polegają ostatecznie na docenianiu różnorodności ze względu na bogactwo i kreatywność, które wnosi ona do społeczeństwa.
- * Jedna z kluczowych kompetencji uczenia się przez całe życie – świadomość i ekspresja kulturowa – obejmuje umiejętność doceniania twórczego wyrażania idei, doświadczeń i emocji, a także aktywną kreatywność w różnych formach wyrazu, takich jak muzyka, plastyka, plastyka i literatura.
- * Komisja Europejska współpracuje z państwami członkowskimi UE, aby wspierać i wzmacniać rozwój kluczowych kompetencji i podstawowych umiejętności dla wszystkich, od najmłodszych lat i przez całe życie.
- * Erasmus+ jest kluczem do rozwoju świadomości kulturowej wśród dorosłych mieszkańców Unii Europejskiej. Dzięki wyjątkowym doświadczeniom związanym z mobilnościami, uczeniem się, szkoleniem czy podróżowaniem za granicę uczestnicy odkrywają różne kultury. Rola programu Erasmus jako klucza do wzrostu świadomości kulturowej wszystkich zaangażowanych w edukację „Europa”, w całej swojej różnorodności”.

European Comission: Luxembourg: Erasmus+ annual report 2019, Publications Office of the European Union, 2020.

Zadanie dla rodziców, aby rozwijać swoje kompetencje kulturowe.

- * Kurs kompetencji kulturowych będzie oferował zestaw umiejętności, które pomogą rodzicom być bardziej świadomymi kultur i doświadczeń innych ludzi.
- * Autorefleksja ma kluczowe znaczenie dla rozwijania kompetencji kulturowych i obejmuje umiejętność rozumienia własnej kultury, wartości i tożsamości, a także naszych przywilejów i uprzedzeń.



Czas trwania: w zależności od wielkości grupy ok. 30-45 min

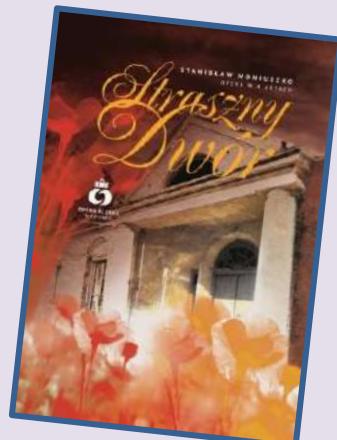
Przygotowanie ilustracji wydarzeń - Opera w Polsce, Opera w Europie, Opera na świecie.

Potrzebne materiały: Około 4 pudełek - prezentacje: Plakaty operowe, Budynki operowe w Polsce, sylwetki znanych kompozytorów.



Co może być ciekawego w operze?

Co może zawierać pudełko: Plan opery, plakaty operowe, Libretto, Nazwiska kompozytorów, Tytuły oper, Atrybuty dyrygentów, kostiumy operowe, Opery w Europie.



Aktywność: Rozpakuj Operę

Cele tej aktywności:

Działanie „Rozpakuj Operę” ma na celu zachęcić rodziców, aby rozwinać następujące umiejętności:

- * Łączenie opery z własnymi doświadczeniami, rodzice poznają zdumiewający wgląd w formę sztuki,
- * Opera nie musi być formą sztuki, która utknęła w przeszłości,
- * Dzielenie się opiniami w środowisku innych rodziców, rozwijanie umiejętności społecznych,
- * Podążanie za muzyką, koncentracja i przeżywanie emocji,
- * Szanowanie się nawzajem, poznawanie dziedzictwa muzycznego innych kultur,
- * Podzielanie i szanowanie odmiennych opinii – rozwijanie umiejętności obywatelskich, integracja społeczna,
- * Komunikacja między uczestnikami i dzielenie się uczuciami, emocjami, opiniami (umiejętności miękkie, umiejętności efektywnej komunikacji).

Część I:

Metodologia: Grupa rodziców, rodzice o niskich kompetencjach kulturowych.

Opis narzędzia: Przygotowane pudełka do otwierania. Treść - elementy związane z Operą.

Uczestnicy zostaną podzieleni na grupy 3-5 osobowe. Uczestnicy otrzymają pudełka do otwarcia. Każdy element umieszczony w pudełku posiada krótki opis. Uczestnicy oglądają przedmioty, rekwizyty oraz czytają opisy.

Część druga:

Uczestnicy podzielą się z innymi uczestnikami tym, co zostało „rozpakowane” wraz z krótkim opisem. Osoby dorosłe uczące się w każdym wieku mogą poznawać operą.

- * Przedstawienia Operowe opowiadają historie, z którymi osoby mogą się utożsamiać:
- * Pierwsza miłość i pierwsza strata,
- * Frustracja wobec rodziców i zasad,
- * Grupy i ludzie, którzy nimi kierują,
- * Samotność i trudność bycia outsiderem,
- * Wartości narodowe i patriotyczne,
- * Odnajdywanie swojego miejsca na świecie.



PARENTING COURSE: EDUCATION THROUGH THE ARTS, THROUGH CULTURE

Fondazione Don Orione Onlus, Roma, ITALY

1. INTRODUCTION

The main goal of the project “Access to Music and Opera - Social inclusion through Arts” is to improve activities in the field of developing parents’ cultural competences.

To this end, the Don Orione Onlus Foundation gives the opportunity to a group of 12 parents to actively participate in a series of cultural events in the heart of the city of Rome.

2. THE FONDAZIONE DON ORIONE ONLUS

The Don Orione Onlus Foundation carries out international cooperation projects of a social-health, educational and agricultural type based on the professional training of young people and adults, on the literacy of children, on the promotion of women and on the defense of the rights of disabled people.



3. PURPOSE OF THE PARENTING COURSE PROGRAM

Rediscovering cinema and teaching to understand and decode the images we are bombarded with today is essential for building our own mental imagery.

Culture is also transmitted through images, and since today a person intercepts on average over 600,000 artificial images per day (i.e. visual artifacts designed and created to communicate something), it is very important to be able to make an efficient selection to eliminate the superfluous and feed the own cultural background.

To succeed in this goal, cinema is an easy and effective tool, since in a film we find images, music, art but above all different themes that can deal with and produce strong social impacts.

In fact, cinema is not only entertainment but also has a social role, since it represents a means of communication towards the viewer by transmitting a message that at times leads him to reflect and ask himself questions.

This powerful media information tool is the reason why the Don Orione Onlus Foundation proposed to a group of 12 parents to participate in a series of cultural events whose main theme is social inclusion in a cinematographic context.

The program includes meetings at the Eur Social Park, a large park in the heart of the city of Rome that aims to allow people to socialize regardless of their gender, ethnicity, sexuality and religion.

Every week, the Eur Social Park sets up a big screen and seats and tables, allowing anyone to watch a good film under the stars.

The first event in which the group will participate will see the film “Tolo Tolo” by Checco Zalone as the protagonist of the evening.

The film is an Italian comedy that lightly deals with topics of fundamental importance in the contemporary world: fear of the different, immigration, tax burden, ignorance and indifference and, in particular, mainly Italian problems such as the mafia, corruption and job recommendations.

The main characters of the film are the migrants Oumar, Idjaba and the young Doudou who follows the protagonist Checco, who embodies all the stereotypes of the average Italian (strongly dependent on the family, racist, homophobic, with a low consideration of the role of women in society).

Through this film, Checco Zalone wants, with a sometimes rude, mocking and coarse irony, to underline the cultural and ideological unease that hides behind the fear of the different and the silent complicity of a political class that nourishes itself and in turn it feeds on fears and prejudices that do not even suggest long-term solutions.

4. 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.

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



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

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.

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.

5. A TASK FOR PARENTS TO RAISE THEIR CULTURAL COMPETENCES

Since to develop cultural competences it is essential to know one's own culture and have a positive attitude to change, as well as being flexible and sensitive by accepting the different, the Don Orione Onlus Foundation proposes to watch iconic films set in one's own city and subsequently visit the filming locations, paying attention to the changes the city has undergone over time.

Visiting their own city, parents can ask themselves these questions:

1. Why did you choose to live in this city?
2. What do you love about your city?
3. What is the best thing that happened in your city today?
4. What are the biggest challenges for your city?
5. Who is not assisted by your city?
6. What's the worst thing that could happen to your city?
7. What are the solutions that your city should implement?
8. How are people changing the future of your city?
9. Do you think that the changes your city has undergone over time are positive or negative? Why?

What do you hope and what do you expect your city will offer to your children in the next 20 years?



Corso genitoriale: Educazione attraverso le arti, attraverso la cultura

Fondazione Don Orione Onlus, Roma, ITALY

1. INTRODUZIONE

L'obiettivo principale del progetto "Accesso alla Musica e all'Opera - Inclusione sociale attraverso le arti" è migliorare le attività nel campo dello sviluppo delle competenze culturali dei genitori.

A tal fine, la Fondazione Don Orione Onlus dà la possibilità ad un gruppo di 12 genitori di partecipare attivamente ad una serie di eventi culturali nel cuore della città di Roma.

2. LA FONDAZIONE DON ORIONE ONLUS

La Fondazione Don Orione Onlus realizza progetti di cooperazione internazionale di tipo socio-sanitario, educativo e agricolo basati sulla formazione professionale dei giovani e degli adulti, sull'alfabetizzazione dei bambini, sulla promozione delle donne e sulla difesa dei diritti delle persone disabili.



3. SCOPO DEL PROGRAMMA DI CORSO GENITORIALE

Riscoprire il cinema e insegnare a comprendere e decodificare le immagini di cui siamo bombardati oggi è essenziale per costruire il nostro immaginario mentale.

La cultura si trasmette anche attraverso le immagini, e poiché oggi una persona intercetta in media oltre 600.000 immagini artificiali al giorno (ovvero artefatti visivi pensati e creati per comunicare qualcosa), è veramente importante poter fare una selezione efficiente per eliminare il superfluo e alimentare il proprio bagaglio culturale.

Per riuscire in questo obiettivo, il cinema è uno strumento facile ed efficace, poiché in un film troviamo immagini, musica, arte ma soprattutto temi diversi che possono affrontare e produrre forti impatti sociali.

Il cinema, infatti, non è solo intrattenimento ma ha anche un ruolo sociale, poiché rappresenta un mezzo di comunicazione verso lo spettatore trasmettendo un messaggio che a volte lo porta a riflettere e a porsi delle domande.

Questo potente strumento di informazione mediatica è il motivo per cui la Fondazione Don Orione Onlus ha proposto ad un gruppo di 12 genitori di partecipare a una serie di eventi culturali il cui tema principale è l'inclusione sociale in un contesto cinematografico.

Il programma prevede incontri presso l'Eur Social Park, un grande parco nel cuore della città di Roma che ha l'obiettivo di permettere alle persone di socializzare indipendentemente dal loro genere, etnia, sessualità e religione.

Ogni settimana, l'Eur Social Park allestisce un maxischermo e sedie e tavoli, permettendo a chiunque di vedere un bel film sotto le stelle.

Il primo evento a cui il gruppo parteciperà vedrà come protagonista della serata il film "Tolo Tolo" di Checco Zalone.

Il film è una commedia all'italiana che affronta con leggerezza temi di fondamentale importanza nel mondo contemporaneo: la paura del diverso, l'immigrazione, la pressione fiscale, l'ignoranza e l'indifferenza e, in particolare, problemi prevalentemente italiani come la mafia, la corruzione e le raccomandazioni sul lavoro.

I protagonisti del film sono i migranti Oumar, Idjaba e il giovane Doudou che segue il protagonista Checco, che incarna tutti gli stereotipi dell'italiano medio (fortemente dipendente dalla famiglia, razzista, omofobo, con una scarsa considerazione del ruolo della donna nella società).

Attraverso questo film, Checco Zalone vuole, con un'ironia a volte rude, beffarda e grossolana, sottolineare il disagio culturale e ideologico che si nasconde dietro la paura del diverso e la complicità silenziosa di una classe politica che si nutre e a sua volta nutre di paure e pregiudizi che non suggeriscono nemmeno soluzioni a lungo termine.



4. COMPETENZE CULTURALI

La competenza culturale è la capacità di apprezzare e interagire con persone di altre culture e aiuta a partecipare eticamente ed efficacemente in contesti interculturali personali e professionali.

Sebbene abbiano sempre vissuto in una società etnicamente diversificata, operiamo tutti in un ambiente culturalmente sempre più vasto in cui dobbiamo essere in grado di interagire, comunicare, costruire relazioni e lavorare efficacemente con persone di diversa estrazione culturale ed etnica.

La comunicazione interculturale comprende comportamenti che soddisfano le aspettative di una specifica cultura, le caratteristiche della situazione e il livello di relazione tra le parti coinvolte nella situazione. La competenza culturale è determinata dalla presenza di capacità cognitive, affettive e comportamentali che modellano direttamente la comunicazione attraverso le culture.

Per avere una competenza multiculturale sono necessari:

1. Una comprensione di base della propria cultura
2. Un'inclinazione a conoscere le pratiche culturali e la visione del mondo degli altri
3. Un atteggiamento positivo nei confronti delle differenze culturali e disponibilità ad accettare e rispettare tali differenze

La competenza culturale è importante perché senza di essa la nostra opportunità di costruire quelle relazioni è impossibile. Al contrario, vivremmo con persone che non capiamo, creando un rischio maggiore di incomprensioni e sentimenti feriti, cose che possono essere tutte evitate.

Inoltre, richiede la conoscenza e la comprensione della cultura e dei valori delle altre persone. L'obiettivo della competenza culturale è valorizzare la diversità per la ricchezza e la creatività che apporta alla società.

COME POSSIAMO SVILUPPARE LE COMPETENZE CULTURALI?

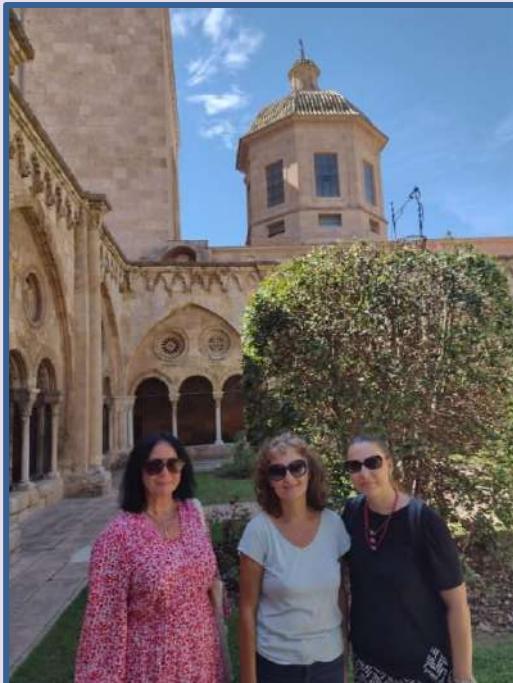
1. Dimostrando l'accettazione del diverso
2. Essendo flessibili e sensibili nell'accettazione della diversità
3. Dimostrando umiltà attraverso la sospensione del giudizio e del pregiudizio
4. Manifestando uno spirito di avventura dimostrando interesse e vedendo opportunità in diverse situazioni
5. Perseguendo un atteggiamento positivo nei confronti del cambiamento o dell'azione ottenendo un'interazione di successo con la cultura identificata

5. UN COMITO PER I GENITORI PER SVILUPPARE LE PROPRIE COMPETENZE CULTURALI

Dal momento che per sviluppare competenze culturali è fondamentale conoscere la propria cultura e avere un atteggiamento positivo nei confronti del cambiamento, nonché essere flessibili e sensibili nell'accettare il diverso, la Fondazione Don Orione Onlus propone di vedere film iconici ambientati nella propria città e successivamente visitare le location delle riprese, prestando attenzione ai cambiamenti che la città ha subito nel tempo.

Visitando la propria città, i genitori possono porsi queste domande:

1. Perché hai scelto di vivere in questa città?
2. Cosa ami della tua città?
3. Qual è la cosa migliore che è accaduta oggi nella tua città?
4. Quali sono le sfide più grandi per la tua città?
5. Chi non è assistito dalla tua città?
6. Qual è la cosa peggiore che potrebbe succedere alla tua città?
7. Quali sono le soluzioni che la tua città dovrebbe implementare?
8. In che modo le persone stanno cambiando il futuro della tua città?
9. Pensi che i cambiamenti che la tua città ha subito nel tempo siano positivi o negativi?
Come mai?
10. Cosa speri e cosa ti aspetti che la tua città possa offrire ai tuoi figli nei prossimi 20 anni?





EDUCATION THROUGH THE ARTS, THROUGH CULTURE

ASSOCIACIÓ CULTURAL ESCUELA POLACA Torredembarra, 43830 España

Artistic expressions are a reflection of past and present societies. Music constitutes a form of personal expression and a language of cultural realities. Therefore, it is essential to value the role played by music as one of the arts of the cultural heritage of different ideas and traditions.

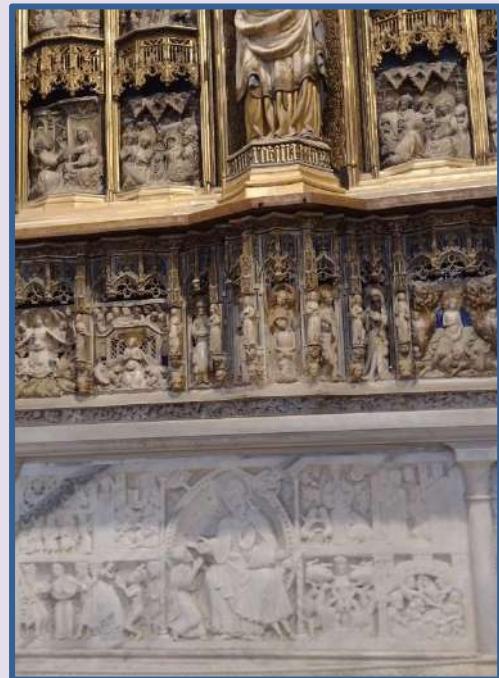
Cultural skills:

Thanks to musical languages, the improvement of attention, perception, memory, abstraction, laterality, breathing and body position, as well as fine psychomotor development, are favored. Music education encourages creativity, emotional sensitivity and control of emotions, empathy and respect for cultural diversity, which allows children to better understand what they are experiencing now and prepare them together with and through parents, better cope with the problems of the ever-changing modern world. Thanks to music, there is also a visible improvement in linguistic, verbal, emotional and personal communication in the child-parents-child line. Therefore it is important, essential that children and parents attend the meeting of the course.



Objectives to achieve for parents:

1. Learn to understand and value the functions of music, as well as to understand and express oneself through it.
2. Encourage parents to participate in cultural, musical and opera events.
3. Show parents the importance of music as an element in the parenting process, starting its implementation according to the ideas of teachers, parents and the children themselves.
4. Teaching to enjoy in the future, the stay with their own children in a cultural place and creatively experiment with different media and musical supports.
5. Recognize and appreciate the fundamental aspects of cultural and artistic heritage, understanding the differences between different cultures and the need to respect them.
6. Encourage to create an individual or group artistic product, in a collaborative and open way, assuming different functions; incorporating the use of digital technologies with an expressive intention. Express ideas, opinions, feelings and emotions in a creative way and with an open and inclusive attitude, using different artistic and cultural languages, integrating their own body, interacting with the environment and developing their affective capacities.



Develop cultural competencies - tools and activities

Activity 1.

At first, everyone listens to a brief information about the opera by G. Puccini: "O Mio Babbino Caro" from the opera "Gianni Schicchi". Gianni Schicchi is a one-act comic opera with music by Giacomo Puccini and an Italian libretto by Giovacchino Forzano, composed in 1917-18. G. Puccini - "O Mio Babbino Caro" opera "Gianni Schicchi"

<https://www.youtube.com/watch?v=FoQKcN6A6IM>

The emotional aspect that the piece brings to the father-son relationship is important here. The parents share their opinions about the piece after listening to it.

Activity 2.

A body interpretation game is created about love explained in this opera. Children, both boys and girls, try to express love with the melody interpreting emotions with the body when singing opera. «'O sole mio» - MY SUN - is a Neapolitan song from 1898 with lyrics by Giovanni Capurro and music by Eduardo di Capua. The original version is written in Neapolitan and has been translated into different languages around the world and performed by a large number of lyrical artists -mainly tenors- among which the historical Enrico Caruso, Beniamino Gigli, Giovanni Martinelli, Aureliano Pertile, Mario Lanza, Alfredo Kraus and more recently Plácido Domingo, Luciano Pavarotti and José Carreras. The version performed by Elvis Presley under the name "It's now or never" (It's now or never) 5 is the best-selling song with an estimated figure of more than 5.4 million physical copies. "O sole Mio", Pavarotti, Carreras, Domingo, Los Tres Grandes Tenores, ,Roma 1990.

"O sole Mio", Pavarotti, Carreras, Domingo, Los Tres Grandes Tenores, ,Roma 1990.

<https://www.youtube.com/watch?v=ZvLZSgP0QMY>

Elvis Presley

<https://www.youtube.com/watch?v=quosahdp8LM>

Activity 3.

Let's try to recognize the melody of the Great Tenors in history and its Polish interpretation. And can you think how the Opera connects from the big stages to the simple working society? The great Tenors also performed a song "Cielito Lindo" "Cielito Lindo" was composed in 1882 by the Mexican Quirino Mendoza y Cortés. Supposedly, the composer

was inspired by his wife, who had a mole next to her mouth and had met him in the mountains. The song talks about her face.

https://www.youtube.com/watch?v=c2_uxZrx-B0

https://www.youtube.com/watch?v=Hl8wCUq_OJo

Activity 4.

Very old Spanish opera. Thomas Breton. 1850-1923 and very little performed, but it is worth listening to and getting to know. La verbena de la Paloma.

<https://www2.march.es/bibliotecas/tme/ficha.aspx?p0=teatro-musical:423&l=1>

La Dolores (1895), the greatest success in the history of Spanish opera, where he manages to integrate popular elements into a rural drama. Aware of its novelty, Bretón premiered this opera at the Teatro de la Zarzuela, avoiding the reluctance of the operatic centers to fully integrate into the zarzuelista circuits, as it was widely performed both in Spain and in Latin America.

<https://www2.march.es/bibliotecas/tme/ficha.aspx?p0=teatro-musical:454&l=1>

Activity 5.

Don't women sing in opera? Of course they do! and how beautiful!! The two great Divas of world opera were Maria Callas and Montserrat Caballé. Maria Anna Cecilia Sofia Kalogeropoúlou (1923 – 1977), better known as Maria Callas, was an American-born soprano of Greek descent, considered the most eminent opera singer of the 20th century. She was called "La Divina" (like the famous Claudia Muzio before) for her extraordinary vocal and acting talent. Take a moment to listen to the interpretations of the two great Divas of opera:

Bizet,Carmen, Maria Callas canta Carmen (minuto 2)

<https://www.youtube.com/watch?v=EseMHR6VEM0>

Bellini, Norma,La casta Diva interpreta Maria Callas

<https://www.youtube.com/watch?v=s-TwMfgaDC8>

On a certain occasion, Maria Callas was asked which singers could succeed her, and she replied: "Only Caballé..." ("Only Caballé..."). Who was the famous Caballé? María de Montserrat Bibiana Concepción Caballé Folch (1933-2018), known as Montserrat Caballé, was a Catalan lyrical singer of Spanish opera with a soprano tessitura. Considered one of the greatest sopranos of the 20th century, she was especially admired for her vocal technique and her interpretations of the bel canto repertoire. Bellini, Norma,La casta Diva interpreta la

Montserrat Caballé. The son of the Moon, performed by Monserrat Caballé in the Special "The first of the year" of 1992 singing "Son of the moon" of the group Mecano. Between 1986 and 1988, Caballé performed the Barcelona album together with the lead singer of Queen, Freddie Mercury, with whom he forged a great friendship. In the project, its main theme, "Barcelona", was chosen by the Spanish Olympic Committee as the official anthem of the 1992 Barcelona Olympic Games.

Bellini, Norma, La casta Diva interpreta la Montserrat Caballé,

<https://www.youtube.com/watch?v=fv66qXwBqw>

The son of the Moon, performed by Monserrat Caballé in the Special "The first of the year" of 1992 singing "Son of the moon" of the group Mecano.

<https://www.youtube.com/watch?v=JRenWLIRHx4>

<https://www.youtube.com/watch?v=7iclbZYvEtk>

And for the einding

Activity 6.

At the end of the meeting, the parents, as in task 1, express their feelings with the movement of their bodies. say goodbye, for example, before school, before leaving, before leaving, but with an indication that it is not goodbye forever, but only for a certain period of time. Work on emotions. Andrea Bocelli i Sara Brightman, Time to say goodbye.

<https://www.youtube.com/watch?v=KPrf-svWUAQ>

We should remember that the contemporary perception of opera is different from that of 100 years ago, so today let's play opera and music, let's search it in the Internet world, but the most important let us feel all live experience of music in opera, operetta, and musical theater.



EDUCACIÓN A TRAVÉS DE LAS ARTES, A TRAVÉS DE LA CULTURA

ASSOCIACIÓ CULTURAL ESCUELA POLACA c Torredembarra, 43830 España

Las expresiones artísticas son un reflejo de las sociedades pasadas y presentes. La música constituye una forma de expresión personal y un lenguaje de las realidades culturales. Por tanto, es imprescindible valorar el papel que juega la música como una de las artes del patrimonio cultural de distintas ideas y tradiciones.

Las competèncias culturales:

Gracias a los lenguajes musicales se favorece la mejora de la atención, la percepción, la memoria, la abstracción, la lateralidad, la respiración y la posición corporal, así como el desarrollo psicomotriz fino.

La educación musical fomenta la creatividad, la sensibilidad emocional y el control de las emociones, la empatía y el respeto hacia la diversidad cultural lo que permite a los niños comprender mejor lo que están experimentando ahora y prepararlos conjunto con los padres y a través de ellos, enfrentar mejor los problemas del mundo moderno en constante cambio. Gracias a la música, también hay una mejora visible en la comunicación lingüística, verbal, emocional y personal en la línea hijo-padre-hijo. Por tanto es importante, imprescindible que a la reunión del curso asistan niños y padres.

Objetivos para conseguir para los padres :

1. Aprender a entender y valorar las funciones de la música, así como a comprender y a expresarse a través de ella.
2. Animar a los padres a participar en eventos culturales, musicales y de ópera.
3. Mostrar a los padres la importancia de la música como elemento en el proceso de crianza, iniciando su implementación de acuerdo a las ideas de los docentes, padres y los propios niños.

4. Enseñar a disfrutar en el futuro, de la estancia con sus propios hijos en un lugar cultural y experimentar de forma creativa con diferentes medios y soportes musicales.
5. Reconocer y apreciar los aspectos fundamentales del patrimonio cultural y artístico, comprendiendo las diferencias entre distintas culturas y la necesidad de respetarlas.
6. Animar para crear un producto artístico individual o grupal, de forma colaborativa y abierta, asumiendo diferentes funciones; incorporando el uso de las tecnologías digitales con una intención expresiva. Expresa ideas, opiniones, sentimientos y emociones de forma creativa y con una actitud abierta e inclusiva, empleando distintos lenguajes artísticos y culturales, integrando su propio cuerpo, interactuando con el entorno y desarrollando sus capacidades afectivas.



Desarrollar competencias culturales - herramientas y actividades

Actividad 1.

Al principio, todos escuchan una breve información sobre la ópera de G. Puccini: "O Mio Babbino Caro" de la ópera "Gianni Schicchi". Gianni Schicchi es una ópera cómica en un acto con música de Giacomo Puccini y libreto en italiano de Giovacchino Forzano, compuesta en 1917-18. G. Puccini - "O Mio Babbino Caro" opera "Gianni Schicchi"

<https://www.youtube.com/watch?v=FoQKcN6A6IM>

El aspecto emocional que la pieza aporta a la relación padre-hijo es importante aquí. Los padres comparten sus opiniones sobre la pieza después de escucharla.

Actividad 2.

Se crea un juego de interpretación corporal sobre el amor explicada en esta opera. Los niños, tanto chicos o chicas expresan que es el amor a escuchar la melodía interpretando con el cuerpo

emociones al cantar ópera. «'O sole mio»- MI SOL- es una canción napolitana de 1898 con letra de Giovanni Capurro y música de Eduardo di Capua. La versión original está escrita en napolitano y ha sido llevada a diferentes idiomas alrededor del mundo e interpretada por un gran número de artistas líricos -principalmente tenores- entre los que se destacan los históricos Enrico Caruso, Beniamino Gigli, Giovanni Martinelli, Aureliano Pertile, Mario Lanza, Alfredo Kraus y más modernamente Plácido Domingo, Luciano Pavarotti y José Carreras. La versión interpretada por Elvis Presley bajo el nombre de "It's now or never" (Es ahora o nunca) 5 es la más vendida del tema con una cifra estimativa de más de 5,4 millones de copias físicas.

"O sole Mio", Pavarotti, Carreras, Domingo, Los Tres Grandes Tenores, ,Roma 1990.

<https://www.youtube.com/watch?v=ZvLZSgP0QMY>

Elvis Presley

<https://www.youtube.com/watch?v=quosahdp8LM>

Actividad 3.

Vamos a probar a reconocer la melodía de los Grandes Tenores en la historia y su interpretación polaca. ¿Y podéis pensar como la Ópera bajo los grandes escenarios a la sociedad? Los grandes tenores interpretaron también una canción “Cielito Lindo”

“Cielito Lindo” fue compuesta en 1882 por el mexicano Quirino Mendoza y Cortés. Supuestamente, el compositor se inspiró en su esposa, que tenía un lunar junto a la boca y lo había conocido en la sierra. La canción habla de su cara. canción habla de su cara.

https://www.youtube.com/watch?v=c2_uxZrx-B0

Durante la Segunda Guerra Mundial, esta canción adoptaron los Polacos, para cantarla en contra de la ocupación Alemana 1939- 1945.

https://www.youtube.com/watch?v=Hl8wCUq_OJo

Actividad 4.

Muy antigua ópera española. Tomás Bretón. 1850-1923 y muy poco interpretada, pero vale la pena escucharla y conocerla.

La verbena de la Paloma,

<https://www2.march.es/bibliotecas/tme/ficha.aspx?p0=teatro-musical:423&l=1>

La Dolores (1895), el mayor éxito de la historia de la ópera española, donde consigue integrar los elementos populares en un drama rural. Consciente de su novedad, Bretón estrenó esta ópera en el Teatro de la Zarzuela, evitando las reticencias de los centros

operísticos para integrarse plenamente en los circuitos zarzuelistas, pues fue muy representada tanto en España como en Hispanoamérica.

<https://www2.march.es/bibliotecas/tme/ficha.aspx?p0=teatro-musical:454&l=1>

Actividad 5.

Y las mujeres no cantan? Y tanto que cantan...y cómo!! Las dos grandes Divas de la ópera mundial eran Maria Callas y Montserrat Caballé. Maria Anna Cecilia Sofia Kalogeropoúlou (1923 - 1977), más conocida como Maria Callas , fue una soprano de ascendencia griega nacida en Estados Unidos, considerada la cantante de ópera más eminente del siglo XX.

Fue llamada «La Divina» (como antes la célebre Claudia Muzio) por su extraordinario talento vocal y actoral. Tomar un momento para escuchar las interpretaciones de las dos grandes Divas de la opera: Bizet,Carmen, Maria Callas canta Carmen (minuto 2)

<https://www.youtube.com/watch?v=EseMHR6VEMO>

Bellini, Norma,La casta Diva interpreta Maria Callas

<https://www.youtube.com/watch?v=s-TwMfgaDC8>

En cierta ocasión, preguntaron a Maria Callas qué cantantes podrían suceder la, y ella contestó: «Only Caballé...» («Solo Caballé...»). ¿Quién era la famosa Caballé?

María de Montserrat Bibiana Concepción Caballé Folch (1933-2018), conocida como Montserrat Caballé, fue una cantante catalana lírica de ópera española con tesitura de soprano. Considerada una de las más grandes sopranos del siglo XX, fue admirada especialmente por su técnica vocal y por sus interpretaciones del repertorio belcantista. Bellini, Norma,La casta Diva interpreta la Montserrat Caballé.

<https://www.youtube.com/watch?v=fv66qXwBqw>

El hijo de la Luna, actuación de Monserrat Caballé en el Especial "Los primeros del año" de 1992 cantando "Hijo de la luna" del grupo Mecano.

<https://www.youtube.com/watch?v=JRenWLIRHx4>

Entre 1986 y 1988, Caballé interpretó el álbum Barcelona junto al vocalista de Queen, Freddie Mercury, con quien forjó una gran amistad. En el proyecto su tema principal, "Barcelona", fue elegido por el Comité Olímpico Español como himno oficial de los Juegos Olímpicos de Barcelona 1992.

<https://www.youtube.com/watch?v=7iclbZYvEtk>

y para acabar....

Actividad 6.

Al final de la reunión, los padres, al igual que en la tarea no 1, expresan sus sentimientos con el movimiento de su cuerpo. Practicar a despedirse, por ejemplo, antes de la escuela, antes de irse, pero con una indicación de que no es un adiós para siempre, sino solo por un período de tiempo determinado. Trabajar las emociones.

Andrea Bocelli i Sara Brightman, Time to say goodbye.

<https://www.youtube.com/watch?v=KPrf-svWUAQ>

Recordemos que la percepción contemporánea de la ópera es diferente a la de hace 100 años, entonces hoy toquemos ópera, música, busquemos en el mundo de Internet, pero sobre todo música en vivo en ópera, opereta y teatro musical.





PARENTING COURSE: EDUCATION THROUGH THE ARTS, THROUGH CULTURE



ENSO GROUP, Clevedon, United Kingdom

1. Introduction

Art, in its many forms, has been and is practised by almost all human cultures and can be considered one of the defining features of the human species.

We need art and creativity if we want to move forward as humans.

Music is often referred to as the universal language of the world. No matter where someone may come from, everyone seems to understand the feelings that music evokes.

There are the famous words of Hans Christian Andersen - "Where words fail, music speaks".

2. Participating organisation

Enso Group Ltd is an independent project consulting agency based in Clevedon in the United Kingdom. Our core business is to support our partners in all stages of a high-standard project across Europe, providing high quality placements for students and job shadowing for teachers across Europe, as well as providing courses and training in a range of areas and providing logistics and accommodation services for the partners involved.

As an agency that works extensively with European projects, one of our main objectives is to reach out to people with fewer opportunities, the vulnerable, and to find effective tools to increase their effective social inclusion.

3. Purpose of the parenting course, what we want to achieve through this program.

Through the implementation of the courses, we want to increase parents' awareness of the development of cultural competences among families, and thus also in children. Parents are the children's first carers and educators. They are also an example to follow. The values that parents instil in their children will bear fruit in the lives of their children and future generations. That is why it is so important to be aware of the need to develop cultural competences and not to neglect it. Our course is therefore aimed at making parents aware of the importance of cultural competences and ways of developing them.

Europe has experienced demographic change for many years. In some countries this process is faster, in others slower.

Young people and entire families migrate to other countries or continents for political, economic, environmental, religious, ethnic or gender reasons.

Therefore, more and more European countries are no longer homogeneous societies but are becoming multicultural, multilingual, multiethnic, multi religious and multi gender societies.

Therefore, proper integration between representatives of different cultures becomes extremely important. Knowledge of and respect for other cultures is an essential factor in a successful integration. This is a long process that requires work and a mutual commitment. Social inclusion is therefore becoming a priority that we all need to work on using the various tools and methods available. Improving social inclusion through art is one of the main goals of this project and this course.

4. Defining what cultural competences are. How can we develop cultural competences?

- Participants may be asked to complete a survey before the course and after the course.
- Participants reflect on what cultural competences are.
- Participants watch one of the videos:
<https://youtu.be/2ugzWjl2tv>, <https://youtu.be/QR-32K2K01k>
- Participants get acquainted with some definitions of cultural competences given by the facilitator (below).

The American **National Education Association (NEA)**¹ defines cultural competence as “the ability to successfully teach students who come from cultures other than our own.”

Cultural competence involves interpersonal awareness, cultural knowledge, and a skill set that together promotes impactful cross-cultural teaching.

¹ <https://www.nea.org/professional-excellence/professional-learning/resources/cultural-competence>

In other words, cultural competence can be loosely defined as the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own.

Being 'culturally competent' means having the knowledge and skills to be aware of one's own cultural values and the implications of these for making respectful, reflective and reasoned choices.

According to the **University of Exeter**² Cultural competence is defined in many ways but fundamentally it is the ability to communicate and interact effectively with people regardless of difference.

Cultural competence applies to individual behaviours but also organisational systems, processes and culture.

Being 'culturally competent' means having the knowledge and skills to be aware of one's own cultural values and the implications of these for making respectful, reflective and reasoned choices.

Cultural competence provides a framework and set of approaches to help ensure that the needs of all people and communities are met in a responsive and respectful way.

According to the **National Centre for Cultural Competence** of the University of Sydney³, Cultural competence is the ability to participate ethically and effectively in personal and professional intercultural settings.

It requires knowing and reflecting on one's own cultural values and world view and their implications for making respectful, reflective, and reasoned choices, including the capacity to imagine and collaborate in cross cultural contexts.

Cultural competence is ultimately about valuing diversity for the richness and creativity it brings to society.

More often, we are called on to work, learn and teach in situations where there is more than one culture at play. Acquiring the capacity, knowledge and experience necessary to create effective and ethical relationships in diverse cultural environments is crucial.

²<https://www.exeter.ac.uk/departments/inclusion/support/training/culturalcompetence/#:~:text=Being%20culturally%20competent%20means%20having,respectful%2C%20reflective%20and%20reasoned%20choices>

³<https://www.sydney.edu.au/nccc/>

5. A task for parents to raise their cultural competences.

The Cultural competence course will offer a set of skills to support parents to be more aware of other people's cultures and experiences.

Cultural competence: introduction

Cultural competence: knowing self

Critical self-reflection is crucial to developing cultural competence and includes the ability to understand our own cultures, values and identities as well as our as well as our privileges and prejudices. It also includes supporting our resilience and wellbeing so that we are better able to have difficult conversations.

Activity: 'Share with us your Opera Music'

Duration: depending of the group size, about 30-60 min

Required materials: CD player or computer, colours (pastels, paints), sheets of paper.

Aims of this activity:

To develop the following skills:

- Sharing opinions (social skill)
- Be able to follow the flowing of the music (concentration and experiencing emotions)
- Respect each other, getting know other cultures music heritage, sharing and respecting different opinion; all of them are right (civic skills, social inclusion)
- Communication among the participants and sharing feelings, emotions, opinions (soft skills, effective communication skills)

Methodology:

Flipped classroom.

Participants will be asked in advance to prepare a piece their national opera and a short description

Description of the tool:

Participants will be asked to prepare to listen to an excerpt from an opera work specific to their country or which touches on a theme or emotion they would like to share with other participants, together with a brief description.

1. Tell the participants that they are going to listen to an opera piece (example: George Gershwin's Porgy and Bess), (3 min)
2. Participants close their eyes and relax while listening to the music (at least 3 min)
3. After the listening we divide parents into 2- 3 small groups and explain the task (1 min)

4. Participants will be asked to share their opinion about the opera they listened to, whether they liked it or not, what they felt while listening, what they imagined or recalled (emotions, imaginations, memories, landscape, ...)

5. The participant who proposed the opera then explains the history of the opera and its theme.

6. If the opera deals with a specific theme (e.g. cultural norms, love, hate, friendship, passion, jealousy, war, peace), participants are asked to share their opinion on the topic.

7. Participants learn and compare opinions, reflect on what they have in common, share what they can agree and disagree on. All in an atmosphere of mutual respect. Together they choose which opera they would like to go to.

Alternative option:

Participants may be asked to put their feelings on paper while listening to a musical opera piece, then the images are mixed and participants try to comment, read the painter's feelings (was it joy, love, peace, anger, sadness etc.) (15 min).

Possible questions to the facilitator:

- Where did you imagine you were while listening?
- What did you feel?
- What did you discover about yourself?
- How might this be useful to you?
- Compare your emotions before and after?





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Erasmus+

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



Partnership for Creativity in the field of adult education

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