

METHOD DESCRIPTION

Name of the Method or Technique

Performing Arts for Inclusive Learning

GENERAL INFORMATION

Time required

Could be short activities or longer processes. In general, young people start with small productions and involvement and then everything is put together in bigger performances mixing different contributes and different arts.

Required resources

Can be done with less and with more. Talented and experienced art trainers are important and make the difference. Also it is important to meet the abilities and interests of young people, cultural references they can identify with, that they choose. All kind of available art tools should be mobilized. Music, dance, graffiti, lyrics, texts, circus, space for imagination and creativity.

Applicability (form of training and target group for which this method/technique is suitable)

Performing Arts are used in Second Chance School Matosinhos as a tool to motivate young dropouts, to facilitate their way back to education, to develop many personal and social competences and also as a way to integrate different kind of learnings in an interdisciplinary approach. It is used in all kind of situations, with small and big groups, always challenging young people to show the results of their work in public, many times in theatre halls in the community.

Aims, objectives, outcomes

Arts and artistic presentations play an important role in:

- organizing and integrating different kinds of learnings by promoting interdisciplinary dialogue.
- transform into impulses for new learning processes;
- motivating young dropouts to go back and reengaging in education;
- develop basic personal and social life skills;
- promote self confidence and raise self esteem;
- promote the inclusion of young people in the community.

Organization environment

The environment is connected with the different activities that are developed, music, dance, theatre, painting, recording, reading, singing. So, it is necessary to provide the adequate technical conditions and the proper materials but also the adequate conditions for the young people to feel safe and confident to express themselves and to be creative. Art spaces and theatre halls, but also outside spaces and yards. This is a kind of activity that challenge the traditional school space, the traditional classroom, and calls for the invention of new creative learning environments.

Implementation of the method or technique (steps; activities; teachers' and learners' roles)

The use of performing arts at E2OM (second chance school Matosinhos) is an organic process of exploration and creation, of collecting themes, ideas and achievements, of various activities carried out throughout the school year in all areas of training, crystallize the concept of a performance which takes shape as it goes along the young people integration process, while trainings and projects are developed, feeding the two processes mutually. Through the medium of arts in the course of one school year students, teachers, trainers and staff are involved in various multi and trans disciplinary projects.

A big variety of types of theater and diverse performative techniques are explored at E2OM. In the real beginning of the school year a sensory orientated theater walking performance transforms the classrooms, corridors and school yards into stages, inhabited by actors (teachers, staff, trainers, social educators) in order to (re)start the learning process. The interactive journey surprises and makes students and teachers fully engaged in the 'here and now', in the role play, creating a sense of a well-intentioned and welcoming environment. It is an opportunity for the two groups to meet each other as equal humans, outside the usual hierarchical school structure, which make them rediscover a positive student-teacher relationship for themselves, an essential process for developing new attitudes and expectations that can support change.

Forum Theater and Image theatre are also widely used in civic education activities at E2OM, engaging the participants and assisting them in developing self-esteem and co-operative skills. It's a real field for investigation, the connection between thoughts, feelings, actions and consequences, once the story or the topic is relevant to the young people. By illustrating a typical problem, having the possibility to rehearse, process and test different behaviors, the school theatre stage becomes a place - laboratory for researching, sharing and experiencing ideas, life strategies and changes in a safe space, stimulating the self-expression, empathy and autonomy, giving the opportunity to practice the freedom of the choices. Real Rehearsal for Reality, as Augusto Boal named it (Boal, A, 1970).

Many of the artistic activities in E2OM integrate a performative dimension which allows the young people to dare to step out as actors under the limelight, getting out of the invisibility and vulnerability to build new realities for themselves and for the others. Performing together on the same stage, with a common goal, involving the students and whole school staff creates a sense of belonging to a community that is aware and sensitive, helpful and able to create the beautiful world that we desire.

Options of realization of the method or technique (if any)

There are many ways of creating and presenting art performances in educational settings. It depends on the interests and abilities of young people, the available trainers and the greater or lesser place we want to give it in the educational program. It can be more and it can be less. It is a process of mobilization, of collecting contributes and making them dialogue in a performative context, then enriching the collective production and giving it a strong educational intention, not just playful.

Advantages of the method or technique

The expectations and the participatory attitude of young dropouts are often low and discouraged by repetitive negative previous school experiences. E2OM good practices and methods prove that the strong, positive experience related to the school art projects and activities brings back the interest and curiosity to the learning process. Humanizing the pedagogical approach, the artistic language capacity to provoke communication and learning beyond the verbal, rational and cognitive, makes the learning process spontaneous, effective and flexible and promote well-being and connectedness in the school.

Limitations of the method or technique

The limitations are our own prejudices and visions about the school and the learning activities. This is a more non formal and informal method and therefore a good impulse for the promotion of the diversity of the learning experiences.

Images, Videos, other documentation

Art Performances:

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

<https://www.youtube.com/watch?v=X2ugsF9B6a4>

https://www.youtube.com/watch?v=Bcl72_CnamM

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

<https://www.youtube.com/watch?v=iZe97MF71eo&list=PLIGuxi-18c-WsNF0LFagMvMYMu58cjGqy&index=6>

<https://www.youtube.com/watch?v=65tOsC20qNY&list=PLIGuxi-18c-WsNF0LFagMvMYMu58cjGqy&index=16>

https://www.youtube.com/watch?v=h_LuwG7PZEE&list=PLIGuxi-18c-WsNF0LFagMvMYMu58cjGqy&index=21

<https://www.youtube.com/watch?v=X2ugsF9B6a4&list=PLIGuxi-18c-WsNF0LFagMvMYMu58cjGqy&index=22>

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

And during the pandemia, a video performance:

<https://www.youtube.com/watch?v=q3RNCchiL3M>

<https://www.youtube.com/watch?v=S4OegWoWtmY>

<https://www.youtube.com/watch?v=4lZa3U7qaFU>

Art workshops:

<https://www.youtube.com/watch?v=DMPYs-fRhtQ&list=PLIGuxi-18c-WsNF0LFagMvMYMu58cjGqy&index=8>

The school context:

<https://www.youtube.com/watch?v=qnAkngu60Jc>