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MUSIC: A MELODIC METHODOLOGY INTO TEACHING AND LEARNING
2018-1-ES01-KA229-050761

SCHOOL EXCHANGE PARTNERSHIP
NEWSLETTER

THE SECOND LEARNING, TEACHING AND TRAINING ACTIVITIES HELD AT GYMNASIO
VALTINOY , TRIKALA, GREECE
19.05.2019-25.05.2019



The schools involved in the project:

- I.E.S. Pablo Ruiz Picasso, El Ejido, Spain- co-ordonator
- Colegiul Național “Ion Luca Caragiale”, Moreni, Romania
- Gymnasio Valtinou, Trikala, Greece
- Agrupamento de Escolas Penafiel Sudeste, Penafiel, Portugal
- Convitto Nazionale Regina Margherita-Scuole Annesse, Anagni, Italy



The Objectives of the Project

- Through the project interactions, the students' and staff will develop the following relevant and high-quality skills and competences: intercultural, social, civic, digital, language skills, literacy and cultural awareness.
- -We also aim to diminish the students' economic distress, dropping school and social exclusion. In our schools' view these are the main skills, knowledge and attitudes to be acquired and enhanced nowadays.
- -Cooperation and communication between different social groups and ethnicities will be fostered, society members will find their human development and fulfillment.
- -Learning through musical items offers an endless source of information, which our students are challenged to decode through this project, to understand and realize that one song can reveal a treasure of information about the country's history, its language, its people, and every aspect of the country's culture and identity



Happy to share each country's national identity through music



Final products made during the learning, teaching and training activities in Greece:

1. POWERPOINT PRESENTATION ON 'LANDSCAPE IN SONGS'

Students had to seek for eight songs related to landscape and nature. Students needed to analyze how their country's landscape and nature (mountains, lakes, rivers etc) were revealed in songs and how these forms of relief had influenced native people's lives.

The lyrics were both in the mother tongue and English and for each song, the students presented what each song expressed, the explanations were given in English.

2. LANDSCAPE AND TRADITIONAL SONGS, DANCES AND CLOTHING'

For this final product that we created, we needed to pay attention as it was made up of different parts: .

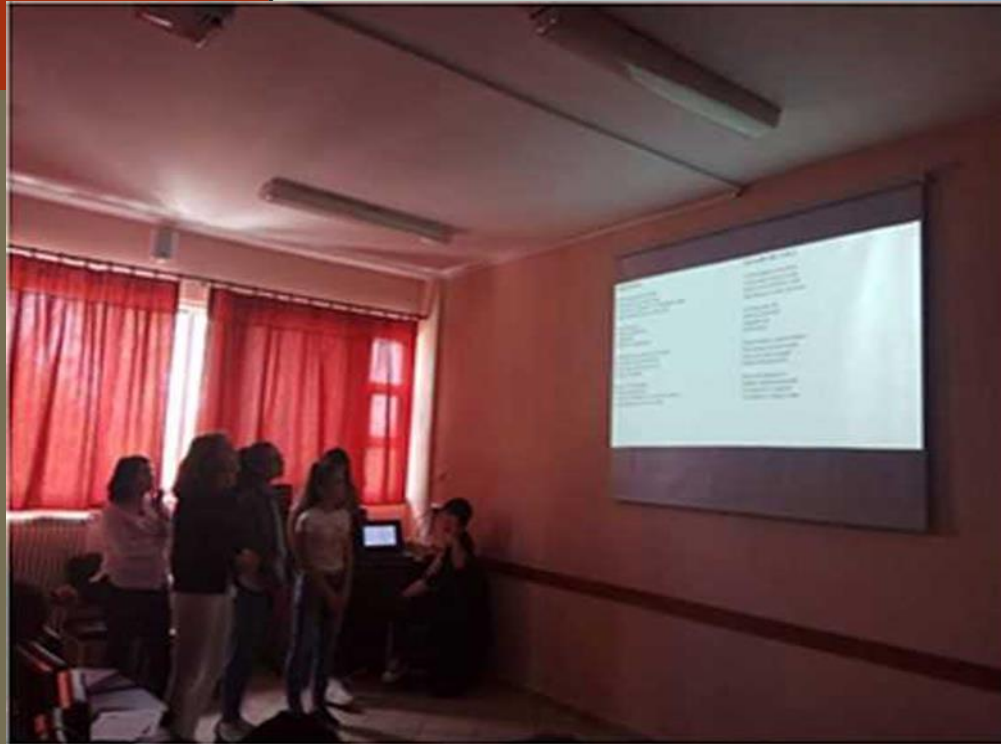
1. A Power Point presentation of how landscape is presented in traditional songs (6-8 songs)-the same procedure, lyrics both in each partner country's native tongue and English and the analysis in English. The songs were recorded on a MP4 format.
2. A Power Point presentation of how the landscape determines the steps in traditional dances. We selected (6-8 dances per country), we analysed, in English, the rhythm, the steps, we said when the respective dance was performed, by whom and how people' character could be seen in the dances they created.
3. A PPT of how the landscape determined/determines the clothes people used and use to wear. The explanation were in English
4. A photo collection/album that contains photos of the traditional dances and the clothes

The analysis were only in English.

Through the project activities, the participants improved their communicative skills in English, acquired knowledge of other languages and become better at using information technology .This cooperation at international level enhanced the acquisition of skills, as the activities were planned to meet the project objectives.We promoted the participants' acquisition of skills and competences, relevant for their present and future lives and careers. Learning through musical items offered an endless source of information,which our students were challenged to decode through this project, to understand and realise that one song could reveal a treasure of information about the country's history, its language, its people, and every aspect of the country's culture and identity. Through innovative integrated approaches students learnt in a more interesting way to gain new experience in a practical way. Our project uses inter-disciplinary approaches and its aim is to show students that the knowledge of different subjects is used in every aspect of their everyday lives.



Presenting the first final product: 'Landscape in songs'. Each presents their country's identity and diversity by making an analysis on the topic..It's wonderful to interact, to know each other and to become friends through



Presenting the students' work



The Romanian team



Our partners' presentation of the first final product.



Attending a live musical show performed by our Greek partners at their beautiful school.



The school's museum of musical instruments

The school's library.



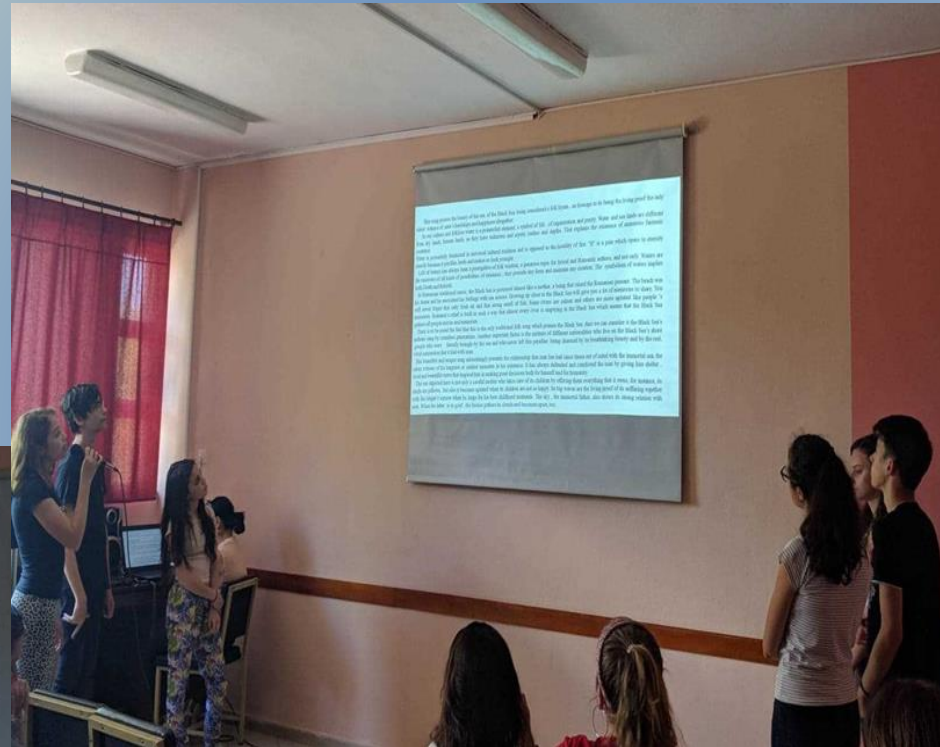
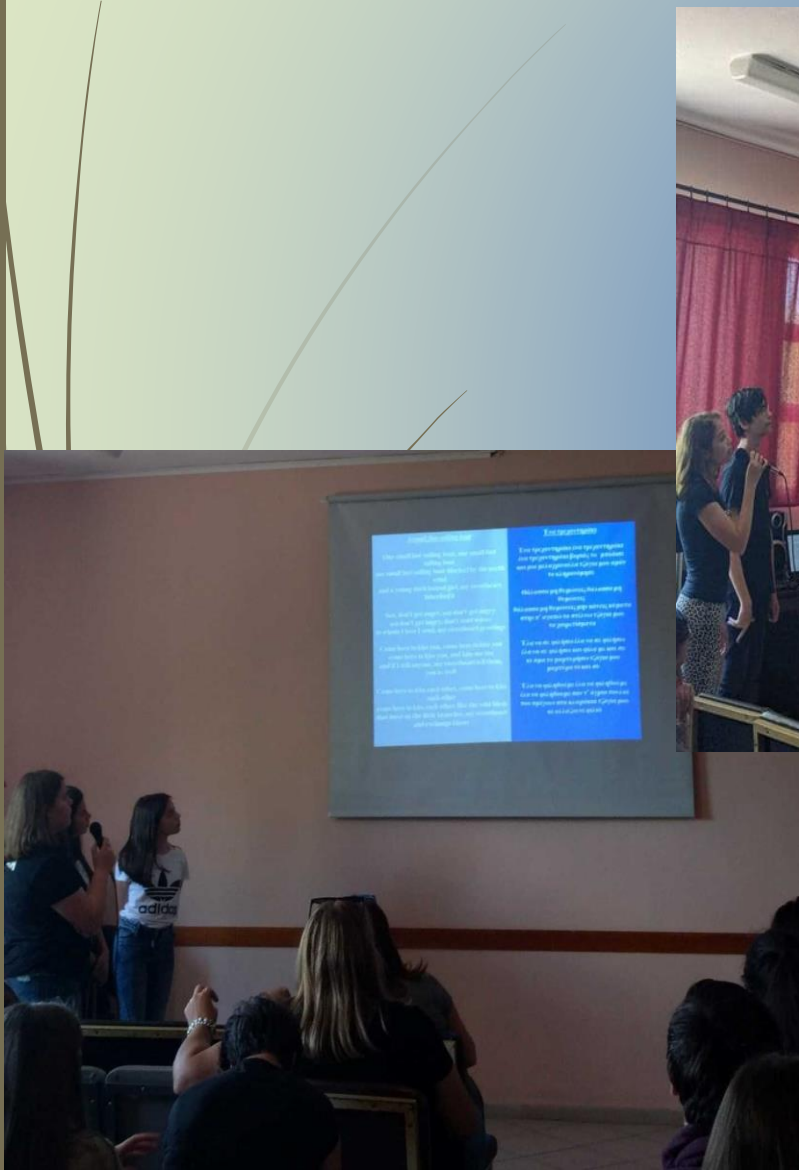
In Trikala they managed to do something very important... A prison was closed and replaced by a multi-cultural and research center dedicated to a "big man" of the city... Vassilis Tsitsanis. The Museum is basically divided into 5 sections... The first room "Vassilis Tsitsanis" has the whole story of the great artist from Trikala, his collaborations, documentaries from important moments and a stage. The second room "Vassilis Tsitsanis & creators from Trikala" has all its discography and material by Costas Hatzidoulis. The third is the event hall. The fourth is the "Prison Room" with information about the work of Trikala creators etc. Finally, the fifth room includes the installation of the visual Stergios Stamos.



Music, diversity and unity. Theodoros Golias invited us in his workshop where he creates musical instruments, one of them being bouzouki. He was kind enough to reveal the art of making such lovely instruments and the bravest and talented students gave a live performance...



“Landscape and Traditional Songs“



An unforgettable visit to Metsovo and Ioanina.

Metsovo is a large regional hub for several small villages and settlements in the Pindus region, and it features many shops, schools, offices, services, museums, and galleries. The Ioannina castle was built in the 6th century and is the oldest Byzantine fortress in Greece. What's unique about the place is that the castle is still an inhabited area. Besides the old houses, you can also find there Its Kale Acropolis with Fetiche Mosque or the Byzantine museum among many others. While the rest of the city was vibrant the castle area was tranquil and the best place to witness the beautiful sunset.



Well preserved traditions. Treasures discovered by our students.



Future European citizens interested in Greek traditions.

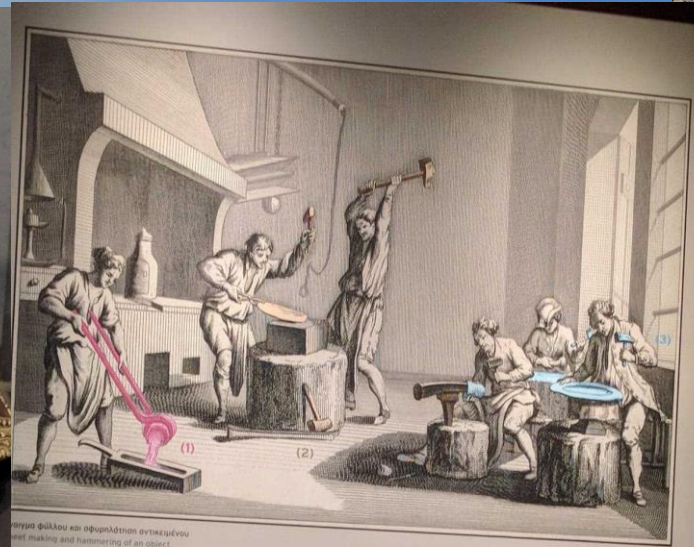
Romanians and Aromanians



Ioannina was always multicultural, dominated mainly by Christian, Islamic and Jewish influences. This coexistence of cultural influences is clearly evident in the historic city centre. The Stoa Louli arcade is one of the locations where the three communities worked together and prospered. The arcade was originally an inn and then became a mercantile exchange of great importance throughout the whole of Epirus



Κεμέρι, το μεγάλο τσαπράκι (πόρπη) της νυφικής φορεσιάς του Πωγωνίου
19ος αιώνας
Keméri, the large tsapráki (belt buckle) of the bridal costume of Pogoni
19th century



Έργον φύλλου και σφουρηλάση αντικειμένου
sheet making and hammering of an object.
Gyldenstede Diderot et Dr. A. LeBlanc, Orfévres, Juailiers (1751-1772) «Orfèvre grossiers»
Bibliothèque Nationale de France

ο άνοιγμα του φύλλου sheet-making

ασήμι, κάρη στην ελαστότητά του, μπορεί να σφουρηλατηθεί
αμόνι, ώστε να γίνει φύλλο ή να πάρει το σχήμα αντικειμένων.

μερα, για τη έλασή του χρησιμοποιείται ο ηλεκτρικός κύλινδρος.
γ Ελλάδα καθιερώθηκε κατά τις πρώτες δεκαετίες του
υ αιώνα. Είχαν προηγηθεί ο χειροκίνητος, και, ναίτερα,
δυτική Ευρώπη, ο κύλινδρος που λειτουργούσε με τη δύναμη
νερού ή των αλόγων.

όμως, τη μηχανική έλαση, το άνοιγμα του φύλλου γίνονται με
ρι. Ο τεχνίτης ξεκινούσε τη σφουρηλάση από μια μικρή
α από ασήμι χυμένο στο κώμα (1). Χτυπούσε την πλάκα με τα
άλλα σφυριά σε επίπεδο αμόνι, ώστε να δημιουργηθεί ένα
α σπασμού στο επιθυμητό βάρος, μέγεθος και πάχος (2).
τη διάρκεια της εργασίας, το μέταλλο γίνεται ακλόρη και
ριστα (3). Τότε, πρέπει να καεί στη φωτιά, και η διαδικασία να
ληφθεί άσες φορές χρειαστεί έως το τελικό αποτέλεσμα.

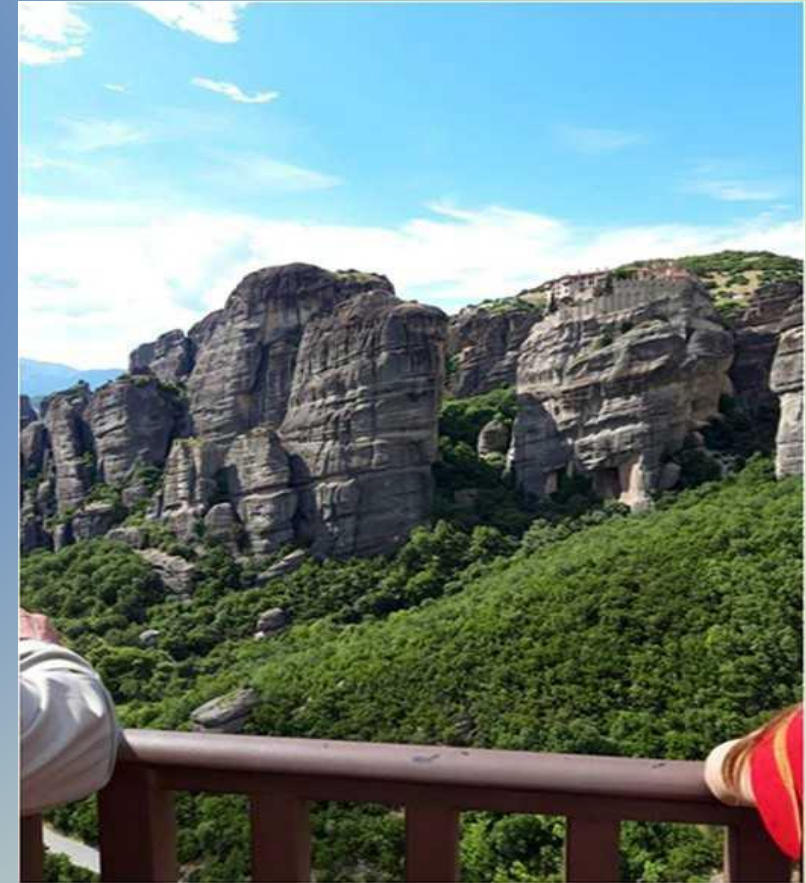
Silver, thanks to its malleability, can be hammered on the
anvil so as to be stretched (made into a sheet), or shaped
into objects.

Nowadays, sheet-making is performed by an electrical rolling mill.
In Greece, this was adopted during the first decades of
the 20th century. It had been preceded by the hand-operated
rolling mill and, earlier still in Western Europe, by the rolling
mill powered by water or horses.

However, before mechanical sheeting, sheet-making was carried
out manually. The craftsman would hammer on a small ingot
of silver, cast in sand (1). He struck the ingot with the suitable
hammers on a flat anvil, in order to create a leaf (sheet) of silver
of the desired weight, size and thickness (2). During this work,
the metal becomes hard and brittle (3). Then, it needs to be
annealed, i.e. returned to the fire to soften, and this process has
to be repeated as many times as necessary until the end result.



Meteora today is the largest archaeological site of Greece in terms of the area that it covers. It is also a UNESCO World Heritage Site since 1989 and an official holy place for Greece since 1995. A vast complex of giant rock pillars with monasteries made on the picks of the sandstone cliffs centuries ago creates a truly surreal landscape found nowhere else in the world!

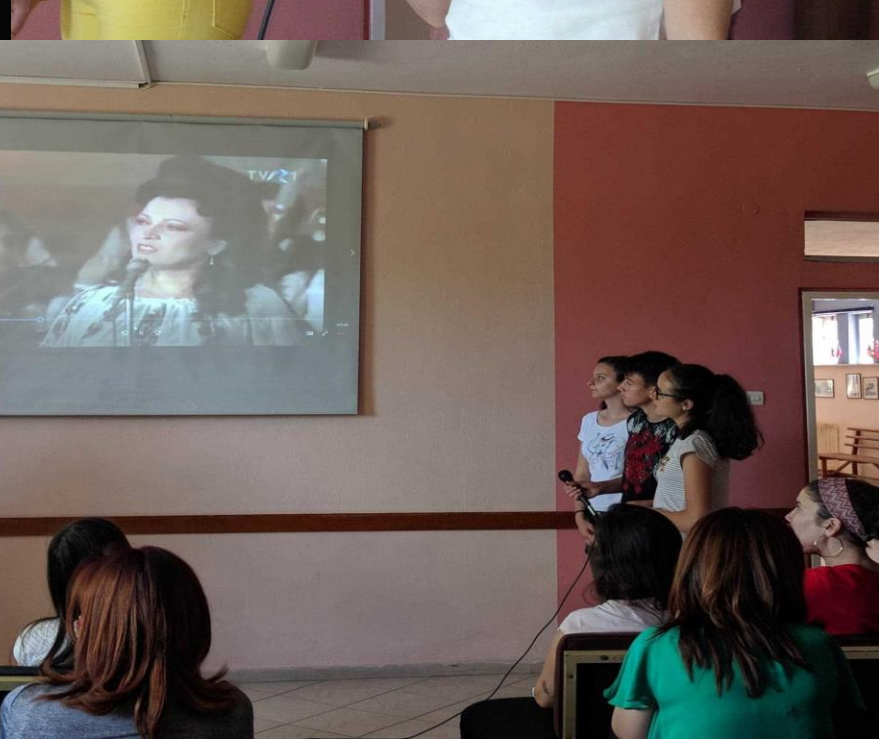
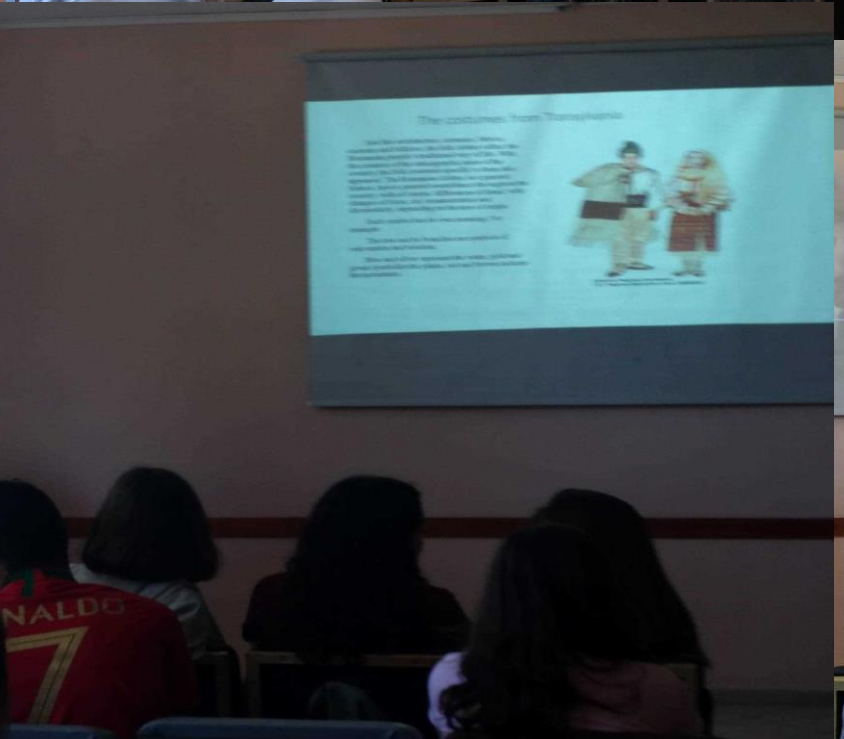
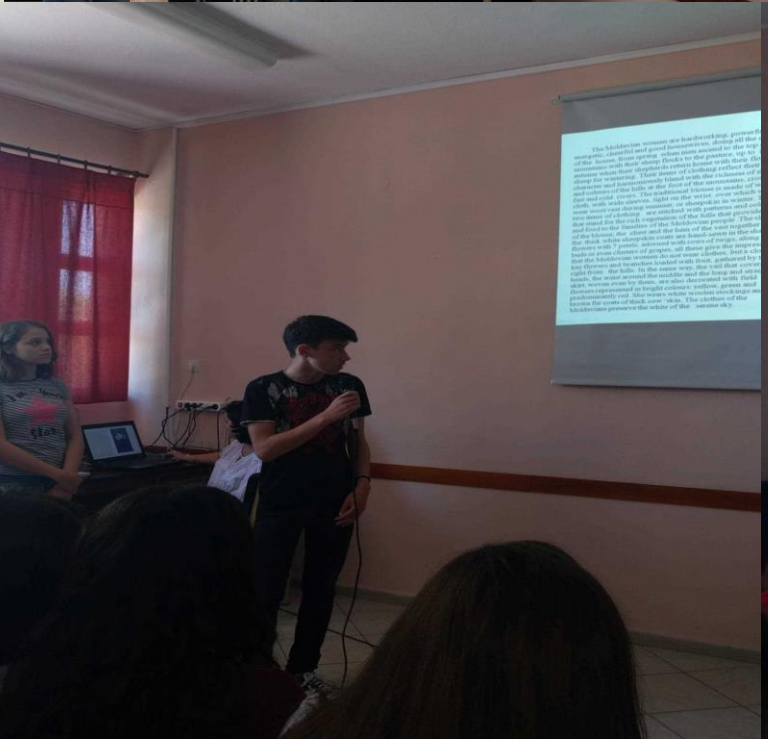




A visit to Meteora-Greece and the monasteries offered a unique perspective of nature's grandeur in conjunction with history, architecture, and man's everlasting desire to connect with the Divine. From the early Christian times, the cliffs of Meteora were regarded as a perfect place to achieve absolute isolation. A place for people to find peace and harmony and, thus, to support mankind's eternal struggle for spiritual ascension.

“Landscape and Traditional Songs, Dances and Clothing”,
“Landscape and Traditional Dances ”
“Landscape and Traditional Clothing”







Blending Romanian and Greek cultures.



Friday, 24.05.2019

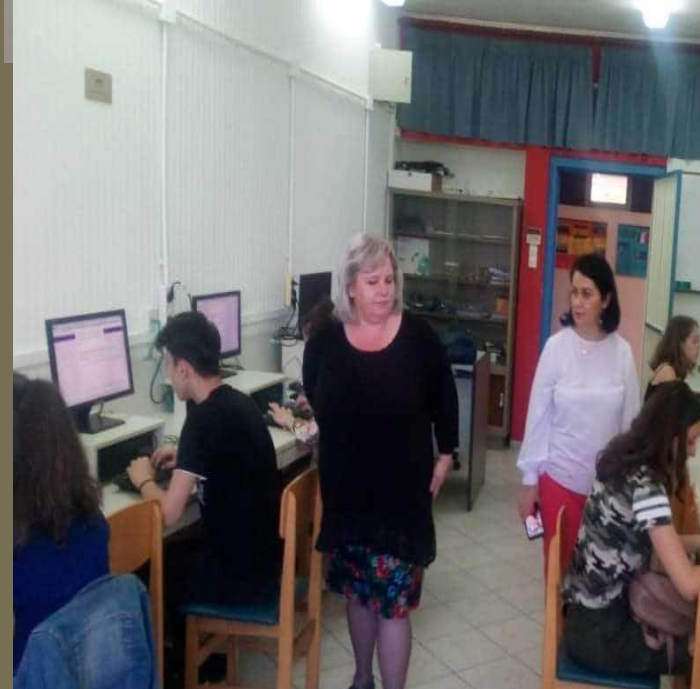
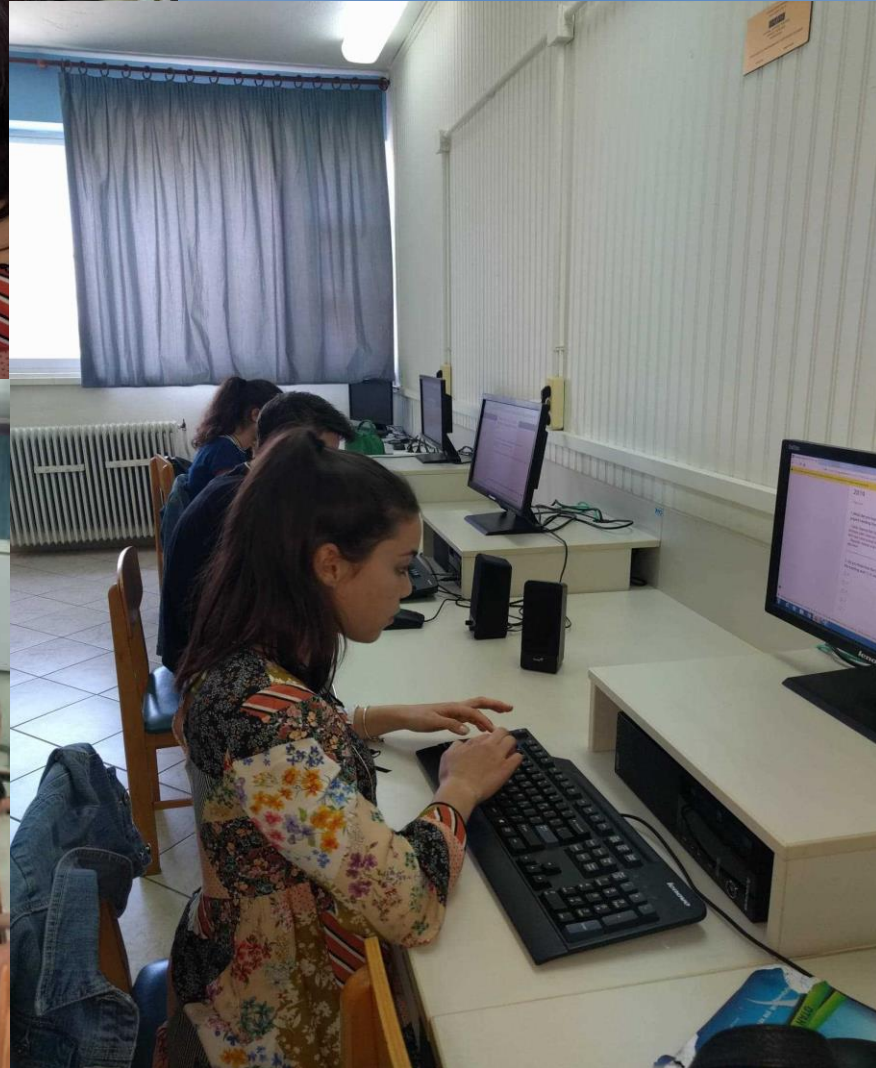
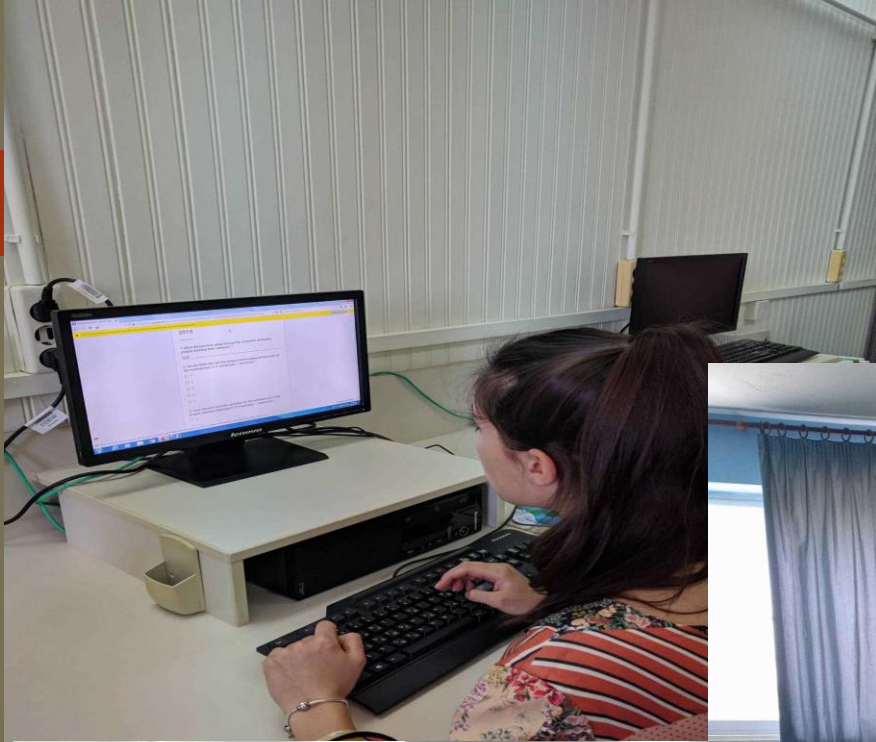
The activities were dedicated to the photo album about traditional dances and folk costumes, attending classes, presenting the final products, handing in the attendance certificates and to the evaluation of the project's second learning, teaching and training activities.



Friends....




The project's feedback and evaluation



The power of music and dance





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This newsletter was presented by:

Mirandolina Matei, English Teacher, the Romanian co-ordinator of the project- 2018-1-ES01-KA229-050761_5

Daniela Cismaru, English Teacher, member of the Romanian project's team .