**Progetto Erasmus**

**2018-1-EL01-KA229-047758**

**“Teaching and Learning through photography art”**

**GENERAL OBJECTIVES OF THE PROJECT:**

In this project, photography is a valid tool to support teaching, through which students carry out hands on activities and laboratory experiences aimed at developing European key competences, such as, for example. digital and multilingual skills or in matters of citizenship, and specific disciplinary skills regarding Italian, Art, History, Science, Geography, English language.

**SPECIFIC OBJECTIVES OF THE FOURTH PROJECT DEVELOPMENT PHASE:**

Through this fourth phase of the project development, disciplinary and interdisciplinary objectives are strictly connected to the general purposes of the project. Among these, the objective of fostering a sense of belonging, giving value to the cultural heritage of the territory through direct exploration, is particularly important.

Goals

- The pupils have to recognize significant elements of the past of their school environment

- The pupils have to recognize and to explore in greater depth the historical traces in the territory and they understand the importance of the artistic and cultural heritage.

- The pupils will be able to produce simple historical texts, even with digital resources, accordion books and ebooks using significant images to attract and involve other students while sharing the final results of their work.

- Finally, they will be able to communicate in Italian and in English the most important steps of their learning path.

The students reconstruct the historical events through the use of sources and they use methodological processes to analyze, compare, criticize all that have been recovered from the past. Furthermore, official documents and papers, material and artistic sources will be at the students’ disposal. These images and photos eventually become the starting point where the historical research starts, therefore an opportunity to aknowledge the key turning points related to the historical changes of the closest realities.

Methodology

In this phase we have implemented the methodology of storytelling combined with the use of pictures and photos. The Italian students have been working in a cooperative way for weeks to produce comic strips and texts related to the selected theme and topics. Old photos, images and drawings from the archives or old books narrating the history of our school have been helpful to guide the children to explore and represent the ancient reality of our environment.

This methodology seems to be attractive and involving while allowing the students to acquire tools and techniques to support the process of understanding and internalizing the value of cultural heritage. The designed learning path, the strategies and techniques stimulate the development of creativity and manual skills in students also providing the functional conditions to support the curricular paths of the various disciplines.

In the light of this approach, the students are invited to find materials, to share information, to interact positively and to think critically; the teachers facilitate the process and guide the pupils to reach functional alphabetical skills and key competences for lifelong learning.

DIGITAL STORYTELLING

Definition

The technique of the digital storytelling employs digital tools to create multimedial engaging narrations to share and enjoy together. Digital narrations base their expressive potential on a mixture of photos, videos, music and voice. These multimedial languages tend to favor creativity and interaction between the students helping them to explore different meanings. In the school context, the digital storytelling allows teachers and students to innovate the teaching and learning process, moreover the students actively learn through hands on activities. Storytelling is not a simple way to tell stories but it is a work method common to many social sciences branches. Narration is the product of narrative thinking (Bruner,2002) through which we build our personal beliefs about us and the world, manifesting itself with an array of varied formal expressions: on paper, on electronic tools and with interaction between one another.

 Referred psycopedagogical theories

* Learning by doing
* Situated Learning
* Constructivism

STEPS

After creating small groups of students, they will perform the following activities:

1. Story planning (creation of the narrative plot, script, storyboard or graphic representation of the story with illustrated scenes in a chronological order)
2. Pre-production (selection and collection of different materials such as photos, videos and audios)
3. Production and Post-production ( During the last phase, the students will edit and add musical score, special effects and texts. In order to do that, they will employ websites, app and tools on smartphones and or pc in the ICT laboratory)

Key Competences involved in digital storytelling.

1 Communication in the mother tongue

2 Communication in foreign languages

3 Mathematical competence and basic competences in science and technology

4 Digital competence

5 Learning to learn

6 Social and civic competences

7 Sense of initiative and entrepeneurship

8 Cultural awareness and expression

-Learning by doing in its own metacognitive, reflective and range-finding component will be promoted through the finding of the basic materials of the stories (What) and on the other side, through the experience and the manipulation of the different steps and constitutive element of the narrative process (How). We will follow the suggestions provided by J.lambert (2013) from Berkley’s Center of Digital Storytelling.

Educational Goals

- Develop narrative skills

- Generate interest in learning

- Empower the students and their school community

- Develop metacognitive skills

- Develop communicative and expressive skills

- Develop cooperation and collaboration

- Develop emotional and empathetic skills

- Increase digital alphabetization

**ACTIVITIES**

The course was structured as follows:

**AFTER SELECTING VISUAL MATERIALS AND TEXTS FROM THE ARCHIVE, THE STUDENTS PRODUCE A BRIEF SUMMARY ABOUT THE HISTORY OF THE SCHOOL.**

History teaching and learning, "contribute to cultural heritage education and active citizenship. The teachers committed themselves to let the students discover the connection between the traces and the knowledge of the past, to use the archaeological, museum, iconic and archival sources to make their cultural heritage value appreciated. In this way cultural heritage education provides a fundamental contribution to active citizenship. In particular, teachers have highlighted the relationships between institutions and society, gender and generation differences, state forms, democratic institutions. "

 In History, our History

“In the 14th century, Roberto d’Angiò, ruler of the Kingdom of Naples, donated some properties to Fino Lollo, nephew of Santa Chiara d'Assisi. Since there were many, to administer them, Fino decided to move on the spot with his sister Beatrice. It was the latter, together with other religious women, who founded the monastery in the oldest part of the city of Foggia.

On June 2, 1866, the Poor Clare nuns left the monastery, because a law of the Kingdom of Italy had established that ecclesiastical property passed to the state.

After the fire of the Town Hall, once located at Porta Grande, caused by a revolutionary movement of the people in 1898, the structure became the temporary seat of the Town Hall until 1934.

During the Second World War, the building hosted families who were left homeless due to the bombings of 1943.

Since 1963, the complex has been used as a school institution and is today one of the three complexes of the "Santa Chiara - Pascoli - Altamura" Comprehensive School.

Considerable restoration interventions, technological equipment and artistic contributions have brought our school to the level of the most advanced didactic realities, in which pupils, teachers and experts of high scientific and cultural depth are engaged”.

SCRIPT. GUIDED WRITING EXERCISES.

Tuesday, 14th January - 4A

Group (1): Imagine that Beatrice Lollo, nephew of Santa Chiara of Assisi, decides to welcome you at the entrance of the school, once a monastery of the Poor Clares she founded. Try to describe her appearance and imagine her presentation words.

Group (2): The Poor Clares were forced by law to leave the monastery about a century and a half ago. However, the ghost of one of them is said to have remained and haunted the building. Imagine talking to her. What keeps you still here? What is her story?

Wednesday, 15th January - 4C

Group (1): We are in the summer of 1943, a disastrous page for the city of Foggia. After having lost their home because of a bomb, a family finds shelter within the walls of what was once a monastery, now abandoned also by the provisional offices of the Municipality. Luca, the smallest member, is your peer. Imagine being able to use a time machine to talk to him. What does he tell you?

Group (2): Interview your partner. Does he/she like attending “Santa Chiara-Pascoli-Altamura” Primary school?

ENGLISH VERSION

Storyboard

Comic strip

Tuesday, 21st January – I C in the S. Chiara plexus

Required: 1 yellow poster; image / drawing of a nun and its cartoon balloon; stationery (pencils, colors, pens, scissors ...).

Activity: the children will colour, cut and paste the figures on the poster. In addition, with the help of the teacher, they will write in the balloon and report, in the form of a caption, the second text written by Pascoli's 4A.

The Poor Clare nuns were forced by the law to leave the monastery about a century and a half ago. However, the ghost of one of them is said to have remained and haunted the building ... ◊ Caption

Ghost nun: "Cuckoo!" ◊ Balloon





Storyboard

Comic strip creation

Friday 24 January - 1B of the S. Chiara complex

Required: 1 blue or purple billboard; photograph of a pupil of the class in a greeting position; balloon; stationery (pencils, colors, pens, scissors ...).

Activity: the children will paste the photo onto the poster. In addition, with the help of the teacher, they will write the second text written by Pascoli's 4C in the balloon.

"I.C. Santa Chiara - Pascoli - Altamura (1963-2020) ”◊ Title of the poster

Student: "Hi, my name is ...! I am ... years old and I attend “Chiara-Pascoli-Altamura” School. In my class, I feel very comfortable with my classmates and teachers. My school is very colourful and full of computers too! ”” Balloon