

1.

a.

The children of the second class have visited the museum to attend a lesson about fresco connected to a local artist Antonio Canova, to learn the techniques of this art form.

Organization:

- guided tour of the museum to see some works of art.
- participation in the workshop of fresco so organized:
  - drawing of the chosen subject
  - dotting of the drawing
  - lay a layer of plaster on a tile
  - sprinkle with powdered charcoal crayon

Results:

the children have made a fresco. In this way they have learnt the work that involves each of these works of art and at the same time they have had the opportunity to appreciate their beauty.

A similar experience has been done at school by the children of the fourth class : they have organized a workshop with the help of a parent who is an expert in the art of restoration.



b.

It has been organized a visit to the museum guided by a mother tongue teacher for the children of the fourth a fifth class. This activity has been done to introduce children to the Art through the English language.

Organization:

- presentation of the rooms of the museum
- presentation of the different painting techniques
- organization of a treasure hunting to give the opportunity to the children to observe some details of the works of art

Results:

Thanks to this activity children have appreciated big and small details of the works of art; they have learnt some new English words (relating to art) and at the same time they could interact in English language.



2. Exhibitions, in the school corridors, of the materials sent by the partners and of the photos of the first meeting in Turkey: during the Christmas period some greetings cards, made by the children of different nations, have been exhibited at school and later gave to the Italian families.

3. The pupils of the second class have re-elaborated the activities done at the museum through the narration of the experience: they have studied the different types of materials and the distinguishing characteristics.

The fourth class children have re-elaborated the museum visit through the narration of the things that struck them.

4. The third class pupils have invited a craftsman of the ceramic art who has explained

the techniques to create a whistle made of ceramic.



The first, second and third class children have visited a Rest home in order to involve the grandparents in the reading of Antoine De Exupéry's "The little Prince" on the occasion of the National Day of the Book..



On the same day the students of the primary and secondary school have met a local writer, Andrea Gastner, who has read and commented some parts of his books.



5. The project has contributed to revalue the role of Art in our school.

It has been developed more attention towards artistic and cultural events organized in our town. Consequently the Art has obtain a more important role within the planning of the school activities.

6. The artistic-decorative technique EBRU, learnt in Turkey, has been carried out by the fourth class children. The sheets of paper decorated with EBRU technique have been used to create some flowers for the Mother's Day.



7. No, the Italian Artists, studied by the pupils of our school, didn't work abroad but their works of art are now in the museums of different countries of the world.

8. The traditional festivities in our country are:

- Carnival
- Easter
- Father's Day (19 March)
- Mother's Day (May)
- Day of Europe (9 May)
- Day of the Republic (2 June)

9. Yes, parents have contributed to create some costume for the dances of the different nations that our children have learnt to welcome all partners during the second meeting in Italy.

10. - Why do we have to prepare a brochures given that it is all digitalized?

- What do you mean by “public presentation of unique national festivities”

11. The second meeting of all partners in Italy has been made public through an article in a local newspaper.

*(See attached)*