

## TWO GOOD EXAMPLES FROM SWEDEN

### Art In Nature

	I:1 The Right of Public Access (in Sweden) & Children's Rights	I:2 Waste Sorting Musical	I:3 Sustainability and Recycled Art	II. Stone Age
<b>ART FORM</b>	Drama, Art and Music	Drama, Art and Music	Drama, Art and Music	Ceramics
<b>CURRICULAR SUBJECTS</b>	SCIENCE/SOCIAL SCIENCE/ART/MUSIC	SCIENCE/SOCIAL SCIENCE/ENGLISH/ART/MUSIC	SCIENCE/SOCIAL SC./ENGLISH/ART/MUSIC	SCIENCE/SOCIAL SCIENCE/HISTORY/ART
<b>TEACHING POINTS</b>	<p><b>Overall goals of the curriculum:</b> <i>Education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based. Each and everyone working in the school should also encourage respect for the intrinsic value of each person and the environment we all share. (s.9)</i></p> <p><i>An environmental perspective provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development. (s.12)</i></p> <p><i>Pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity. (s.12)</i></p> <p><b>Art</b> In years 1–3 &amp; 4 – 6</p>	<p><b>Learning Goals (Taken from: The Swedish Curriculum in English)</b> <i>An environmental perspective provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development. (Page 12)</i></p> <p><i>Pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity. Harmonious development and educational activity provide opportunities for exploring, researching, acquiring and communicating different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire. (page 12)</i></p>	<ul style="list-style-type: none"> <li>• <i>How people's everyday choices can contribute to a sustainable environment.</i></li> <li>• <i>Consider and reflect on the environment and other people residing in diverse natural environments and habitats.</i></li> <li>• <i>The right of public access' rights and obligations.</i></li> <li>• <i>Building and constructing with help of different materials, tools as well as techniques.</i></li> </ul>	<p><b>Curriculum for compulsory school, year 1-6. Syllabus 3.13 History, p.188</b> <i>Education aims to stimulate curiosity in history and develop knowledge about how we can know about the past.</i></p> <p><b>Syllabus 3.1 Art, p.20</b> <i>Art education aims to think, learn and experience about yourself and the surrounding and develop creativity with various work of art.</i></p>

	<ul style="list-style-type: none"> <li>•communicate with images to express messages,</li> <li>•Materials that are flat and can be shaped, such as paper, clay, plaster and natural materials and how these can be used in art work.</li> </ul> <p><b>Music</b> <b>In years1–3</b></p> <ul style="list-style-type: none"> <li>•Imitation and improvisation with movement, rhythm and tones.</li> <li>•Percussion, string and keyboard instruments with variations in rhythm, tone and dynamics.</li> <li>•Associations, thoughts, feelings and images that arise when listening to music.</li> <li>•Different instruments from groups of wind, string, keyboard and percussion instruments. Sound and appearance of instruments.</li> </ul>	<p><b>Art</b> <i>Materials that are flat and can be shaped, such as paper, clay, plaster and natural materials and how these can be used in art work.</i> (Page 23)</p> <p><b>Music</b> <i>Teaching should give pupils the opportunities to acquire music as a form of expression and means of communication. (Page 95)</i></p> <p><i>Teaching should give pupils the opportunities to develop sensitivity to music which makes it possible together with others to create, work on and share music in different forms.</i> <i>Teaching should give pupils both the opportunity to develop confidence in their own ability to sing(...)</i> (Page 95)</p> <p><b>In years 1-3</b> <i>Singing and playing in various forms: choral singing (...)</i> (Page 95) <i>Interpretation of songs and narratives with sound, rhythm and movement.</i> (Page 96)</p> <p><i>Voice as an instrument with variation in rhythm, tone and dynamics.</i> (Page 9)</p> <p><i>Associations, thoughts, feelings and images that arise when listening to music.</i></p> <p><b>In years 4-6</b> <i>Musical performance</i> (Page 97)</p> <p><i>Music together with pictures, text and dance. How different aesthetic expressions can interact.</i>(Page 97)</p> <p><b>Chemistry</b> <i>Knowledge about the structure and indestructibility of matter</i></p>		
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		<p><i>provides people with the tools to be able to contribute to sustainable development. (Page 135)</i></p> <p><b>Geography</b>  <i>The conditions for life on Earth are unique, changeable and vulnerable. It is thus the responsibility of all people to use the Earth's resources to support sustainable development.(Page 150)</i></p> <p><b>In years 1-3</b>  <i>Environmental questions/issues based on student's daily lives and routines. (Page 151)</i></p>		
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Understanding of all humans' equal value</li> <li>• Understanding of different ways of expressing</li> <li>• Knowledge about the right of public access</li> <li>• Knowledge about waste and recycling</li> </ul>	<p>Waste sorting and recycling: recognize how to sort waste appropriately.</p> <p>Work with plastic, newspapers, paper packages, metal, glass, recyclable bottles and batteries.</p> <p>Students must therefore understand what diverse products are made of...</p> <p>Identify what common products used in one's daily life are made of.</p>	<ul style="list-style-type: none"> <li>• Promote student's understanding of the "Right of Public Access" (Allemansrätten).</li> <li>• Encourage students to take responsibility for nature and wildlife.</li> <li>• To not disturb nor destroy natural habitats.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about Stone Age.</li> <li>• Use and knowledge of different materials through all times.</li> <li>• Importance of clay in older times.</li> <li>• Nature as resource for learning.</li> </ul>
<b>DURATION</b>	One whole school day, about 5 hours	18 hours total (15 hours which invested on drama/theater)	4 x (30-45minutes)	2-4 lessons per week for 5 weeks + outdoor ceramic workshop
<b>LEAD-IN QUESTIONS</b>	<ol style="list-style-type: none"> <li>1. What is the meaning of all humans right to be who they are? What is the meaning of "right of public access"?</li> <li>2. What do we know about waste sorting? What is recycling?</li> </ol>		<ol style="list-style-type: none"> <li>1. Why is it important to contribute to a sustainable environmental development?</li> <li>2. How can we show respect for our shared environment and habitat?</li> <li>3. What could happen if we leave litter in the woods?</li> </ol>	<ol style="list-style-type: none"> <li>1. How was practical life in Stone Age?</li> <li>2. How can we use moldable material in art?</li> </ol>
<b>THE TEACHING PROCEDURE (ACTIVITIES)</b>	<p><b>The Theme Day about "Right of public access – all humans right"</b> starts with a common gathering of the whole school. The pupils get information about the day and what the theme is about.</p> <p>Because the school is a multicultural school flags from all countries represented are put up</p>	<ol style="list-style-type: none"> <li>1. Try assorting diverse varieties of garbage (plastic, metal, glass, batteries, newspapers, paper packages, recyclable bottles) in separate garbage bags to grasp an understanding on how much the students know how to correctly sort and distinguish different waste products.</li> <li>2. Watch film and discuss different materials:</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>First lesson (30 minutes)</b> <ul style="list-style-type: none"> <li>• Lead-in discussion (introduction) to awaken children's interests and previous knowledge before giving them a good understanding on the concept being taught.</li> <li>• Take part of and discuss a poster with</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Time line and understanding of the position of stone age.</li> <li>2. Learn about remains in order to understand the stone age people and their living conditions.</li> <li>3. Important tools in everyday life.</li> </ol>

	<p>on the wall. It is a pleasure that we can share Sweden with other people.</p> <p>The teachers have a short drama about the value of treating each other with respect. The drama proceeds from the story about the two apples  <a href="http://www.newsner.com/lararens-briljanta-metod-for-att-illustrera-konsekvenserna-av-mobbning/om/en-jaemlik-vaerld">http://www.newsner.com/lararens-briljanta-metod-for-att-illustrera-konsekvenserna-av-mobbning/om/en-jaemlik-vaerld</a></p> <p>The pupils are divided in 6 groups with 10-15 pupils in each. The groups contain pupils from different grades.</p> <p>The pupils shall go around in the school to visit 6 different stations about the theme.</p> <p><b>1. Right of public access</b>  The pupils will together play a memory game about the "right of public access" and then discuss and talk about the meaning and the function of it.</p> <p><b>2. Friendstones of papir maché – recycling</b>  The pupils shall make stones of papir maché. The stones are supposed to symbolize friendship. That is why they are called friendstones.</p> <p><b>3. Child Convention</b>  The pupils shall watch a interactive book about the Child Convention from called "All children's rights" made by Pernilla Stafelt. Together the students will discuss and talk about the content and compare it with the environment the pupils live in and how children live in other parts of the world.</p> <p><b>4. Justice - Injustice</b>  The group of students is divided in two groups. One group gets scissors and the other group does not get any tools. The pupils get a task to make some shapes from a paper. The discussion about justice appear quite quickly because of the distribution of the scissors. This leads to an opportunity for the teacher and the pupils to debate and think about what justice really is. An important aspect in this task is to get the students to understand that</p>	<p>3. Introduction: Watch "Sortera avfall med Sopan"  <a href="https://www.youtube.com/watch?v=gpvGitM APv0">https://www.youtube.com/watch?v=gpvGitM APv0</a></p> <p>4. Begin working with how we can correctly and efficiently sort garbage.</p> <ul style="list-style-type: none"> <li>• Watch film on plastic  <a href="http://www.sopor.nu/">http://www.sopor.nu/</a> as well as film on chemistry  <a href="https://urskola.se/Produkter/160049-Kemi-nasta-Plast">https://urskola.se/Produkter/160049-Kemi-nasta-Plast</a> This film demonstrates precisely what plastic is.</li> <li>• Newspaper film: <a href="http://www.sopor.nu/">http://www.sopor.nu/</a></li> <li>• Paper-packaging film:  <a href="http://www.sopor.nu/">http://www.sopor.nu/</a></li> <li>• FTI has (through a collaboration with Egmont) brought forward a very popular magazine with well-known Swedish character referred to as "Bamse" to present concept of recycling paper-packages and newspapers.</li> <li>• See:  <a href="http://www.ftiab.se/197.html#.WJjqm_hA2w">http://www.ftiab.se/197.html#.WJjqm_hA2w</a></li> <li>• Film on metal: <a href="http://www.sopor.nu/">http://www.sopor.nu/</a></li> <li>• Film on glass:  <a href="https://www.youtube.com/watch?v=gQWb5L_-BsU">https://www.youtube.com/watch?v=gQWb5L_-BsU</a> and <a href="http://www.sopor.nu/">http://www.sopor.nu/</a></li> <li>• Recyclable bottles;  <a href="http://pantamera.nu/activities/skolaungdom/material-till-skola-forskola/">http://pantamera.nu/activities/skolaungdom/material-till-skola-forskola/</a></li> <li>• This site contains stories about recycling bottles. The listed site above also contains a brochure titled "Vad händer sen" or in English, "What happens next?" This brochure discusses what happens with the bottles we recycle.</li> <li>• <a href="http://www.hsr.se/exempelsamling/burken-berta-och-flaskan-frans">http://www.hsr.se/exempelsamling/burken-berta-och-flaskan-frans</a> is a website where one will find an educational story about what happens with cans and bottles when they are recycled.</li> <li>• Batteries: Watch music video;</li> <li>• (  <a href="https://www.youtube.com/watch?v=IEpl">https://www.youtube.com/watch?v=IEpl</a></li> </ul>	<p>the thirteen different points incorporated in "The Right of Public Access" code of conduct.  <a href="http://www.hsr.se/sites/default/files/styles/hsr_content_media/public/all-emansratten-affisch-nytt.jpg?itok=-E1W8Vql">http://www.hsr.se/sites/default/files/styles/hsr_content_media/public/all-emansratten-affisch-nytt.jpg?itok=-E1W8Vql</a></p> <ul style="list-style-type: none"> <li>• Watch film on "The Right of Public Access"</li> <li>• <a href="http://urskola.se/Produkter/155112-Barr-och-Pinne-raddar-varlden-Allemansratten">http://urskola.se/Produkter/155112-Barr-och-Pinne-raddar-varlden-Allemansratten</a></li> </ul> <p><b>2. Second lesson (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Watch film about hazardous litter in natural environments and habitats.  <a href="http://urskola.se/Produkter/155110-Barr-och-Pinne-raddar-varlden-Farligt-skrap-i-naturen">http://urskola.se/Produkter/155110-Barr-och-Pinne-raddar-varlden-Farligt-skrap-i-naturen</a></li> <li>• We went to the woods where the class took part in a drama prepared by two teachers that were already equipped and in place:  Litter-Lisa and Maria are the main characters. "Litter-Lisa" throws litter everywhere and doesn't seem to understand the importance of keeping a clean environment, and "Maria" with help from the class shows "Litter-Lisa" the importance of keeping a clean environment by cleaning up after "Litter-Lisa." We also brought caps and other garbage from the woods, as well as tree forks found on the ground to create instruments</li> </ul> <p><b>3. Third Lesson (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Students make instruments using caps, tree forks and wire.</li> <li>• Students polish, paint, measure, make holes and put together their instruments.</li> </ul> <p><b>4. Fourth and final lesson (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• We sang and played with handmade instruments.</li> </ul>	
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	<p>things can be done in different way but also about communication and sharing.</p> <p>5. <b>Music – a language</b> The pupils get the opportunity to meet a professional musician that plays Contrabass. The musician tells the pupils about the instrument how it works and appear. The musician and the pupils talk about how music is an own language that express different things. The pupils get to learn a part of a song that does not include normal words it is just rhythm. The song I made by Luis Moholo and is called "You ain't gonna know me 'cos you think you know me". The pupils can choose different rhythm instrument to play with as they sing together with the musician on the contrabass.</p> <p>6. <b>Waste sorting and recycling</b> The pupils get a short information about waste sorting and how important that is for the society. The pupils will then search and collect garbage on the schoolyard and then sort it in right place. The pupils can choose if they want to use the magic glasses. The glasses can motivate the young pupils and make it fun to search for garbage.</p>	<p>yIHlm0l ) which shows that batteries must be recycled.</p> <ul style="list-style-type: none"> <li>• Order learning material on battery recycling: <a href="http://www.batteriatervinningen.se/skol">http://www.batteriatervinningen.se/skol</a> a. The site listed will suggest some lesson plans and ideas.</li> <li>• Arts and crafts using material usually recycled otherwise <ul style="list-style-type: none"> <li>○ Milk cap = magnets</li> <li>○ Can/Jar + wallpaper = Pen holder</li> <li>○ Decorate glass jars = Hyacinth glass</li> <li>○ Plastic strips from postal packages = wristband</li> </ul> </li> </ul> <p>With help from the drama teacher, all students ranging from grades 1-6 played a role in a production based on recycling and garbage. The scrips can be found in appendix 1. We made theater props for the school production together as seen in the above photo</p> <p>The five songs that are included in the production can be found in appendix 2. Links to the songs can be found below:</p> <ul style="list-style-type: none"> <li>• "Smaklösa sopor" (Tasteless garbage): <a href="https://www.youtube.com/watch?v=aoA9zJaoMwE">https://www.youtube.com/watch?v=aoA9zJaoMwE</a></li> <li>• "Pantamera" låten (Recycle more): <a href="http://pantamera.nu/pressmedia/kampagner/">http://pantamera.nu/pressmedia/kampagner/</a></li> <li>• Batterilåten" (Battery song): <a href="https://www.youtube.com/watch?v=IEpIyIHlm0l">https://www.youtube.com/watch?v=IEpIyIHlm0l</a></li> <li>• "Tänk om" (What if): <a href="https://www.youtube.com/watch?v=TfJ6zYVMIEE">https://www.youtube.com/watch?v=TfJ6zYVMIEE</a></li> </ul> <p>Click the link below to see the whole drama production: <a href="https://artinedviksjofors.webbstjarnan.nu/kultur/the-arts/film/">https://artinedviksjofors.webbstjarnan.nu/kultur/the-arts/film/</a></p>	<ul style="list-style-type: none"> <li>• We wrote our own environmental themed lyrics to an existing melody, and all children participated and contributed ideas.</li> </ul>	
<p><b>TEACHING AIDS (MATERIALS)</b></p>	<ul style="list-style-type: none"> <li>• Memorygame about the "right of public access"</li> </ul>	<ul style="list-style-type: none"> <li>• Computer with internet</li> <li>• Society-orientated subject book (grades</li> </ul>	<p>Computer with internet connection, and links to film connected to the television.</p>	<p>School litterature in history. Underlay, clay. An outdoor place. Fire wood.</p>

	<ul style="list-style-type: none"> <li>• Film about the Child Convention</li> <li>• Material to make the friendstones (old newspapers, water, paint and brushes)</li> <li>• Garbage to sort out in the schoolyard and magic glasses.</li> <li>• Professional musician</li> </ul>	<p>1-3) (SO boken Boken om SO 1-3) written by Annica Hedin and Elisabeth Ivansson</p> <ul style="list-style-type: none"> <li>• Sälles skräpbok: workbook for students can be found in the link provided:</li> <li>• <a href="https://www.youtube.com/watch?v=IEplyIHm0I">https://www.youtube.com/watch?v=IEplyIHm0I</a></li> <li>• Garbage: in order to sort and craft with.</li> </ul> <p>Drama teacher Music teacher</p>	<p>Poster with pictures and captions relation to "The Right of Public Access."</p> <p>Garbage, tree forks (as seen in photo), sandpaper, brushes, paint, caps, hammer, nails, wire, yardstick, nippers, paper and pencil.</p>	
<b>CLASSROOM MANAGEMENT</b>	The teachers oversee the different stations. It is the teachers' responsibility to coach the pupils and to lead them in to discussions and talk.			<p>In class: basic history knowledge about the subject</p> <p>In class: methods of working with clay and drying process.</p> <p>Outdoor: prepare place for cavity to burn pots and plates of clay</p>
<b>EXPECTED OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of all human's equal value.</li> <li>• Knowledge and understanding of the valuable "right of public access"</li> <li>• Knowledge about waste sorting and recycling.</li> <li>• To know different ways to express</li> </ul>	All students should comprehend the concept of waste sorting and understand the importance of it as well as grasp an understanding on how one recycles and separates waste properly in order to correctly take care of the environment to the best of ones ability.	<p>On completion of work, students should grasp the following concepts:</p> <p>Students should have greater knowledge and understanding regarding EVERYONE'S rights and responsibilities when in the wild. A willingness to show consideration for not only the environment and different natural habitats, but also other people.</p> <p>Students are capable of articulating/expressing themselves through drama, art and music.</p>	<p>Understanding of the background of our daily tools and how many similarities and differences we can find in passed and present life.</p> <p>Added activities: When school work is very much hands on and so exciting so all families are well informed (sleeping over night to guard the fire for burning pots) most probably there are parents with added knowledge/side effects. In our school a father brought all furs of wild animals and told all about wild life and hunting and showed his reality films about being near bear waking up etc.:</p>
<b>EVALUATION</b>	<p>The theme day was successful and because the students were in mixed age groups the fellowship between the pupils were strengthened.</p> <p>The school is a multicultural school and we had many newly arrived pupil at this time. This day was a great opportunity to tell and work about the values the Swedish school and society depends on. The station with the musician was appreciated among the newly arrived pupils because the language was not a barrier, the pupils could meet in the music.</p>	Sort the trash bag as in the first activity. This activity will give us and understanding whether or not the students know how to sort waste correctly and whether or not they feel more confident/secure doing so.		The education was planned for grade 3-4. Grade 5-6 assisted with outdoor clay burning (24 hour workshop)
<b>RESOURCES FOR TEACHERS</b>	<p>Right of public access: <a href="http://www.naturvardsverket.se/Var-natur/Allemansratten/">http://www.naturvardsverket.se/Var-natur/Allemansratten/</a></p> <p>Waste sorting and recycling:</p>		<ul style="list-style-type: none"> <li>• Drama teacher (in the woods as well as other lessons)</li> <li>• Art teacher (in the woods as well as the production of handmade instruments in</li> </ul>	<a href="http://www.naturskola.se/_filebank/Naturen_som_klassrum(1).pdf">http://www.naturskola.se/_filebank/Naturen_som_klassrum(1).pdf</a> p.54

	<a href="http://www.hsr.se/skola-och-forskola">http://www.hsr.se/skola-och-forskola</a> Child convention: <a href="http://lyssna.nu/alla-barns-ratt/">http://lyssna.nu/alla-barns-ratt/</a> Louis Moholo: <a href="https://www.youtube.com/watch?v=CJIP7nX_qtY">https://www.youtube.com/watch?v=CJIP7nX_qtY</a>		the second and third lesson).	
<b>LINKS TO TEACHER'S GUIDES</b>	<a href="#">The Right of Public Access (in Sweden).</a>	<a href="#">Waste Sorting Musical</a>	<a href="#">Sustainability and recycled Art</a>	<a href="#">Stone Age</a>
<b>LINKS TO FILMS AND PHOTOS</b>	<a href="https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/the-right-of-public-access-childrens-rights-april-2016/">https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/the-right-of-public-access-childrens-rights-april-2016/</a>	<a href="https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycling-nov-dec-2015/">https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycling-nov-dec-2015/</a>	<a href="https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycled-art-in-nature-april-2016/">https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/recycled-art-in-nature-april-2016/</a>	<a href="https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/stone-age-january-february-2016/">https://artinedviksjofors.webbstjarnan.nu/kultur/the-swedish-curriculum/thematic-studies-temaarbeten/stone-age-january-february-2016/</a>