

**ARTS EDUCATION  
AT THE CROSSROAD OF CULTURES**

*Program and Book of Abstracts*

**11th InSEA EUROPEAN CONGRESS**  
International Society for Education through Art, InSEA

**CySEA**



**InSEA 2012**  
LEMESOS - CYPRUS

*Lemesos, Cyprus 2012*

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# InSEA 2012 European Congress

Lemesos, Cyprus

25-27 June 2012

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## ACKNOWLEDGMENTS:

We would like to thank the following people for their contribution:

Costas Mantzalos

Genethlis Genethliou

Graham Nash

James Sanders

Marjan Prevodnik

Nektaria Papadopoulou

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The following members of the Scientific Committee categorized the Abstracts into Sessions:

Victoria Pavlou (Chair), Fotini Larkou, Ioannis Eliades, Vicky Karaïskou

**Editors of the Book of Abstracts:** Gianna Theocharous-Gkantzidou, Kypros Pisialis

**Publisher:** CySEA (Cyprus Society for Education through Arts)

ISBN: 978-9963-7491-0-2

Co-Organizers:



Ground Handling:



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11:20 – 11:40

**S45.4****Developing an arts curriculum for a bilingual school through a collaborative action research project**

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Bilingualism in public schools in Spain has become more than a linguistic challenge. It also constantly requires from the teachers an attitude of developing methodological improvements that could meet all those needs that arise within the context of teaching through the CLIL approach.

In this presentation we show an initial phase of a collaborative action-research project that aims to develop teaching materials that would guarantee the development of artistic competences throughout the six years of primary education. This project is carried out by the Federico García Lorca public school in Camarma de Esteruelas (Madrid) and the Teacher Training College Cardenal Cisneros, in Alcalá University (Madrid). We also have collaboration with other universities timely. From the very first moment, we have conceived this project as a learning partnership of equals between school and university.

This collaboration finds its motivation in the awareness that no materials available in the market were truly able to lead a student from first to sixth grade through learning Arts with consistency. Avoiding the use of a class book was the initial goal in the primary school. However, there was also a conviction that the class book had to be replaced by an alternative project.

We must highlight the fact that this project requires a tight school-university collaboration through team work based on a constant flow of proposals and feedback guaranteed by fluent communication that would deal with a wide range of aspects going from the most theoretical such as curricular issues through methodological issues on teaching of Arts to dealing on how to use/teach English in this process. First steps that have been taken in this project have been:

- The writing of a document that draws up the curricular guidelines for the area. This document has been agreed by both university and school teachers.
- Holding meetings with the teaching staff from the school and the university to deal with general aspects that define the outlines of the project.
- The creation of a virtual space for collaborative work to offer a resource centre as well as forums to discuss a variety of issues.
- First contacts with students to have an initial assessment through an observational approach. Some experiments have been carried out with some groups already with the presence and collaboration of university teachers.
- An implementation calendar has also been established, with the first didactic projects that will be piloted during this academic year and that will later be discussed and analysed by the teamwork.

We must say that the beginning of this project has shown to be both challenging and encouraging for both sides. We are aware that new challenges are ahead of us that will require some collaborative skills from us as well as the need to adapt to each other's needs and to develop a fluent and effective communication. These factors can only enrich the project with a wide new range of experiences which will also raise awareness of the importance of Arts in schools as well as raise awareness of the reality of educational experiences in our primary classrooms at university.