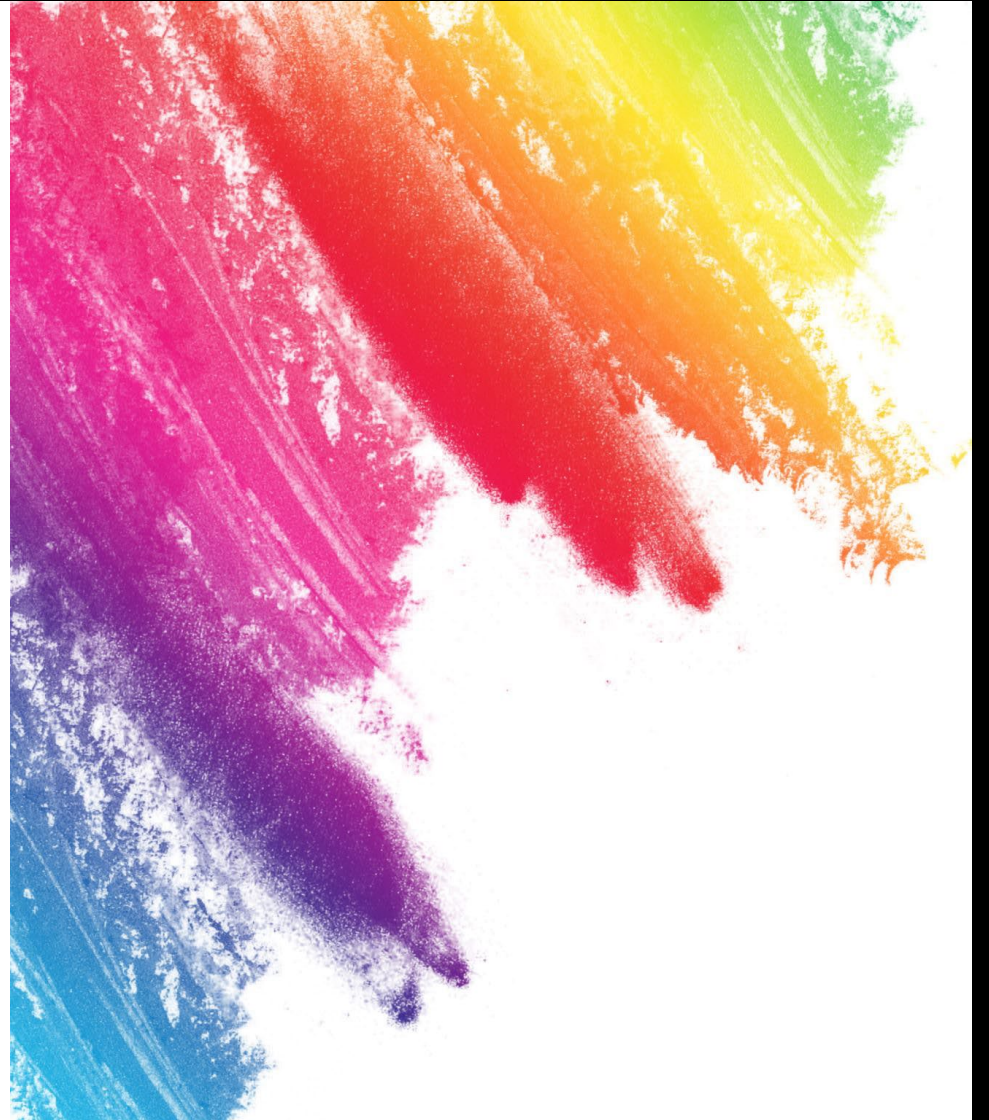


ART BELONGS TO EVERYONE



ALIISA is an innovation and development project for
inclusive art pedagogy in international cooperation



What is ALIISA?

ALIISA

All In - International Inclusive Society in Arts

All in – International Inclusive Society in Arts (ALIISA)
Erasmus+ project 1.9.2020-31.8.2023
Cooperation for innovation and the exchange of good practices
KA201 – Strategic Partnerships for school education

<https://aliisa.savonia.fi/>

Partnerconsortium:

Savonia University of Applied Sciences (SUAS), Finland, FI (coordinator) www.savonia.fi

Universität für Musik und Darstellende Kunst Wien (MDW), Austria, AT <https://www.mdw.ac.at/>

Vilnius University Šiauliai Academy (VUSA), Lithuania LT <https://www.sa.vu.lt/>

Kuopio Conservatory (KC), Finland, FI <https://www.kuopionkonservatorio.fi/>

Ich bin O.K. Kultur- und Bildungsverein der Menschen mit und ohne Behinderung, Austria, AT <https://ichbinok.at/>



Co-funded by the
Erasmus+ Programme
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THE BACKGROUND OF THE ALIISA PROJECT

- Common interest of inclusive art pedagogy education and it's development
- Previous own and common projects
- Former working environment connections
- Desire for joint implementation of art education, where practical training periods will take place



Savonia UAS art pedagogy strives to apply knowledge and skills in a practical, multidisciplinary and interactive manner



Multidisciplinary
approach



ALIISA

All In - International Inclusive Society in Arts

Cooperation between higher
education (HE) and general
education / general art
education

International cooperation



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WE HAD COMMON
VALUES:
PARTICIPATION,
EQUALITY,
ACCESSIBILITY,
WHICH WE WANTED
TO PROMOTE

The key issues/

ALIISA Project objectives:

- the social significance of art and its role in promoting social inclusion and well-being
- the development of pedagogical attitudes and skills
- improving the quality of art pedagogical teaching and ensuring the availability of qualified professionals *on the field of general and art education*

ALIISA CONTINUING INCLUSIVE ART EDUCATION ACIAE

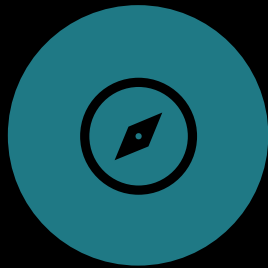
ACIAE objectives:

- Deepening and expanding the competences of professional art pedagogy
- Ability to take advantage of the opportunities of diversity in different areas of professional activity
- Ability to apply existing professional skills to the needs of inclusive pedagogy in practice and theory
- Ability to work in multilateral and multicultural contexts and to network international and national

<https://aliisa.savonia.fi/activities/aliisa-continuing-education>



STRUCTURE OF ACIAE



ORIENTATION
Independent preparation to
studies



WORKSHOP
Intensive week/ blended learning



PRACTICAL TRAINING
Individual implementation
supported by peer-students and
Aliisa teachers



REFLECTION
Evaluation on the different stages
of the learning process

PRESENCE OF ART IN THE PROJECT



Music



Dance



Theater/drama
education



Visual arts



Design



Literary art
(education)

WHAT WAS THE ROLE OF ART IN EDUCATION?

ALIISA

All In - International Inclusive Society in Arts

Students and teachers from
different fields of art

Knowledge and methods of
versatile fields of art was used
in the implementation of the
education



**THEMES
DURING THE
WORKSHOP
WEEK**

- Learning atmosphere and motivation
- Multiculturalism and art education
- Basics of developmental psychology in art education
- Different approaches in inclusive art pedagogy
- As an individual in a group



COOPERATION OF GENERAL EDUCATION AND HIGHER EDUCATION AS A WORKING LIFE DEVELOPER

Practical training: working in multi-professional collaboration with local partners right after the workshop during 4-5 months

The practical training is carried out in multi-professional cooperation with other ALISA/Continuing Inclusive Art Education participants and the staff of the practical training organization

Criteria for the internship context: a context that offers the opportunity to develop the organization's operations as well as personal professional expertise

Before practical training: planning personal learning process/professional development + participants' learning process/activities

During practical training: independent reflection and peer guidance in collaboration with other ACIAE students

After practical training: written self-evaluation/final report, which examines both personal professional development and the development of inclusive art education during the practical training

EXAMPLES OF ACIAE FI, LT AND AT/DE EDITIONS PRACTICAL TRAINING IMPLEMENTATIONS

What kind of practical training?

Cooperative music education project in vocational school for special education needs students	Drama education project for youngsters in between national and international group	Multidisciplinary workshop activity promoting inclusion for intellectually disabled young people in NGO	Art education project in cooperation with comprehensive school/visual art-oriented classes and a group of professional musicians	Music Club for autistic/special education needs adults in nursing home
Inclusive music lessons at school (several)	Inclusive band activities at music school (several)	Rhythm and movement workshop for children	Instrumental music carousel activity in music school	Mixed-able dance group activities in NGO
Informal artistic classes at school for mixed pupil group (several)	Rehabilitative workshop and day activities for people with disabilities	Summer camp activities with artistic approach for children and young people	Goal-oriented teaching projects, implemented during school lessons for children with different kind of special education needs (several)	

EXAMPLES OF ACIAE FI, LT AND AT/DE EDITIONS PRACTICAL TRAINING IMPLEMENTATIONS

What kind of working methods or approaches?

working with multiculturalism through art	designing and testing sheet music material/arrangements	physical exercises, body warm up and relaxation exercises	dance and pantomime	co-working, communicational and language skills	participatory and group-building cooperation	group dynamic exercises
expressing feelings through art	multi-professional approach, working and cooperation	breathing, singing, voice and articulation exercises	body percussion, rhythm exercises	exercises that develop motor skills	musical games	listening to music and music painting
exercises that activate attention and memory	exercises that form a sense of musical time, musical tempo and rhythm	exercises that develop auditory and speech-auditory perception, speech motor exercises	music technology-assisted teaching	technique and creation/improvisational tasks	interdisciplinary approach in art; combinations of music, visual arts, dance, movement, drama/theater	training for work and independent living
internationalization	performing skills	cultural competence	inclusive approach	musical experience	music basics	social and interaction skills