

# PROGRESS REPORT

## ABOUT THE TASKS' MANAGEMENT OF THE ERASMUS PROJECT "EURITAGE ID" IN HIS FIRST YEAR OF REALIZATION IN ISTITUTO COMPRENSIVO ASSISI 3

During the first year of development of this project We planned several activities that have guided our pupils and teachers to face the different expected tasks. The planning took the first months of this year for the period 2019-2020 and involved the coordination of teachers, from different learning areas and different teaching approaches, who started working together in a strictly shared perspective. In this way teachers of English, Art, Literature, History, Geography, Technology, Music and Instruments planned a timetable for preparing the different tasks of the project.

In the meanwhile We proceeded looking for the collaboration of the external experts that could become active stakeholders for the project: We have chosen to improve collaborations with schools and other training agencies, or with experts from the production fabric of our region. For example, when we're designing the logo, we found the support of a local marketing agency owner, who taught us the history of some of the most famous logo brands in Italy and what are the foundations of the logo design. In the same way We decided to visit and engage some ceramic industries to study the productive process of the pottery art of our region, taking inspiration for the our next workshop.

The dissemination of the project has been improved by trying to broaden the external partnership of our school with different agencies. The main part of these partnerships involved the collaboration of other schools, in particular we have improved the collaboration with the Artistic Lyceum of Deruta, with which we have had relationships for years: for our seminars during C1 we decided to involve some of their teachers in following the whole process, that would have led us to the construction of the handcraft that we presented in that workshop.

For the second meeting C2, that should have taken place in Torremolinos in March, We involved a cultural association that organizes the carnival events in Perugia, the chief town of our region. "La società del Bartoccio", this is the name, showed us how music, dance and tradition are strictly tied in carnival festivities, and brought into our school a performance about masques and music in our carnival. In that event We took inspiration about the main topic of our next workshop. We also decided to take part in a local carnival competition on the writing of a satirical poem, composed in dialect: our students were so involved in that competition that they worked so hard that they managed to win it. Thanks to that result We could present the Erasmus project in a big public event.

Each task of the project expected 3 different operative phases, that could be summarized like this: engaging with external agencies and experts; building up the products; creating a storytelling in a multimedia format.

We explained enough about the first phase just above. The second phase is the operational side of the project, in which pupils and teachers worked together to create different products, such as handcrafted ceramics or ensemble music, all taken from our traditional heritage. This process is quite complicated, just because the pupils have had to learn new techniques and practices. In this phase the teachers collaborated with the pupils in a tutoring relationship.

The last phase, the creation of a storytelling, involved the use of some digital technologies for which we improved our skills on video making and creating multimedia presentations. We have used different types of hardwares and softwares to shoot, record, edit and assemble different materials in all our products collected on the Etwinning platform.

During these different phases we tried to involve also the families by official communications or inviting them in public event. In those events we shared the topics, the issues and, mostly, the arrangement for the different activities. Parents were continuously informed and engaged in all the process showed just above.

This project has proved to be an excellent opportunity not only to improve skills in English and other academic subjects, but above all to create new types of partnerships between pupils, between pupils, teachers and families and with other external agencies, creating an operational network widespread throughout the territory.

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