



Magyar Tannyelvű Alapiskola és Gimnázium
ZŠ a Gymnázium s vyučovacím jazykom maďarským
Dunajská 13, 814 84 Bratislava



PHILIA 5 - ARTS AND CULTURE

1- INTRODUCTION

General Introduction: PROJECT EUROPE IN LOVE

Europe in love is an Erasmus + project that takes place between the 2015-2017 courses with the association of 6 countries (Spain, Germany, United Kingdom, Italy, Finland and Slovakia). The main thread of the project is Love, a universal value, a concept valid for all countries and places in the world and especially the European Union.

It is a transversal theme in education but so far it has not been dedicated a special study, an attempt to convey it specifically as the motor of our lives, as the only concept that should prevail if we want Europe to remain a unit. If we want the idea of Europe to survive and be real we must reject the hatred that gave us birth in the twentieth century and walk hand in hand as siblings in this 21st century in which we live. Let the 21st century be the century of love and we will be able to remain united to progress. And that idea is what we intend to transmit with these didactic units in schools across the continent. We intend to develop a material that can be used by teachers from all countries, of all ages, to convey this idea of unity to all students in Europe.

For their elaboration and programming we have been based on the multiple intelligences of Howard Gardner and their application to the basic educational competences that the students must acquire, as the European educational laws indicate us through the different ministries of education of all the partner countries in this project. Our aim was to create activities based on them, that were complete and attractive for students, for different educational levels and subjects.

We want to teach the students of the European Union to love each other to stay together and move towards a better future. If there is no love, nothing will work.



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But the word Love is unique, although it has many meanings. We have resorted to the cradle of our civilization, to ancient Greece to try to define its typology. They did not have a single word to define this feeling as we have the word Love. They had different words depending on their typology. We have chosen six of them, to try to transmit love in all its variety and magnitude: agape or love for our neighbor, eros or passionate love, philautia or self love, pragma or mature love, ludus or flirtation and friendship or friendship. We have dedicated the same number of didactic units to each of them. That is the objective of this work, to make available to the entire European educational community, in case it may prove useful, the universal value of love that will guide us together towards a better future.

b- Topic introduction: PHILIA

Philia is friendship, loyalty, fidelity. All human beings need someone to trust, friends to share their joys and sorrows, friends who can be counted on to overcome difficulties and enjoy and share achievements and progress. It is the lasting basis of the advance of the whole community, which is necessary, which we must strengthen and value in its right measure.

Friendship between the member countries and among the students makes us much more united. Creating lasting bonds of friendship through the Erasmus + project like this, we have the students to consider friends and brothers to the members of other countries, who exchange experiences, joys and difficulties. Encouraging friendship between our young people, we are convinced that in the future there will be solid links between the new generations that will lead the European Union. It will be our little bit of sand, our contribution to a time in which the European will favour their relations of friendship to their particular interests.

2- WORKING PLAN

TARGET STUDENTS: 16, Grade 2

PLACE: classroom, school, city

TIME : 45' or 60' / LESSONS: Arts and culture

2 lessons



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3- METHODOLOGY

Cooperative learning groups: / Individual work / pairwork/ groupwork

Active Learning methods

ICT (Information and computer technologies)

4. ACTIVITIES BASED ON MULTIPLE INTELLIGENCES

Learning objectives :

I. Students will be able to search for examples of Philia in arts, analyze emotions related to friendship and point out the true meaning of friendship/brotherly love in arts

II. Students will observe cultural traditions and habits regarding love between friends, discuss the interpretation of the media in different fields of culture, and learn about cross-cultural aspects of friendship

ACTIVITIES tasks	Assessment	Multiple INTELLIGENCES	SKILLS
Listen to a piece of music about friendship & make up a story about it	20%	Linguistic-Verbal	Writing a story
Turn a Greek/Shakespearean tragedy into a situation comedy			Presenting a drama
Learn patterns of ten different dance steps to songs about friendship/brotherhood	10%	Logical-Mathematical	Logical patterns



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Pretend you can enter a painting-- imagine what it's like Draw the sets for the various scenes of a play you are reading	15%	Visual-Spatial	Artistic and cultural Drawing illustrations
Design a "living painting" of a classical work about friendship Practice doing impromptu dramatic mime activities related to friendship in different cultures	15%	Kinesthetic-Bodily	Artistic and cultural Communicating an idea through mimic and gestures
Draw, paint, or move to a piece of music about friendship as it plays Make up a creative/interpretive dance to a piece of music about friendship	10%	Musical / Rhythmic	Artistic and cultural Creative skills
Practice "Stop the Action & Improvise" while dramatizing a play about friendship	10%	Interpersonal	Social skills
Imagine yourself as <i>each</i> character in a play about friendship (note different feelings, values, beliefs, etc.)	10%	Intrapersonal	Autonomy and personal initiative
Make montages/collages related to the topic incorporating "stuff" from nature	10%	Naturalist / Physical	Interaction with the physical environment

5- SUBJECT(S) LEARNING OBJECTIVES





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- Observe and analyze different works of arts related to the given topic
- Reflect critically and creatively on artistic and cultural processes in relation to the topic in past and present contexts
- Demonstrate personal and interpersonal skills through individual and group participation in arts and culture activities
- Analyze and use multiple forms of communication and expression regarding the given topic in arts and culture
- Create, interpret and present work in each of the art forms.

6- EVALUATION / ASSESSMENT

- Using new technologies oriented to education correctly.
- Self-assessment of students

Learning objectives can be assessed through quizzes, tests, independently performed worksheets, cooperative learning activities, hands-on experiments, oral discussion, question-and-answer sessions, or other concrete means.

Assessment rubrics

ACTIVITY X: HEADING TO CRITERIA “Europe in love”			
HMC 1° BACHILLERATO			
	0. 1. 2. 3.	4. 5. 6. 7.	8. 9. 10.
Oral presentation -analyze different works of arts related to friendship	The presentation does not meet most of the standards. It lacks clarity, cleanliness and organization.	The presentation meets some of the rules and deadlines.	The presentation complies with the rules and deadlines and shows clear signs of originality.



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Essay on cultural differences regarding the topic of friendship	The minimum contents are not present. The essay does not include all points required.	The minimum contents are present but not in a clear and concise manner. The essay includes some points set in the task.	All contents required are present in a clear and concise manner and logical sequence. The essay includes all points set in the task.
Project on works of arts related to friendship	There is only minimal knowledge of the topic. The project does not include any of the tasks required.	Some knowledge of the topic is present, but they are not presented in a clear and logical manner. The project includes some of the tasks.	Proper knowledge of the topic is present. All the required tasks of the project are completed.
TOTAL (maximum 30 points)			

7. MATERIALS AND RESOURCES

<https://mindhacks.com/2010/09/24/cultures-of-friendships/>

<https://www.mpib-berlin.mpg.de/volltexte/institut/dok/full/keller/acrosscu/ISSBD.pdf>

<http://www.topuniversities.com/blog/importance-friendship-different-cultures>



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