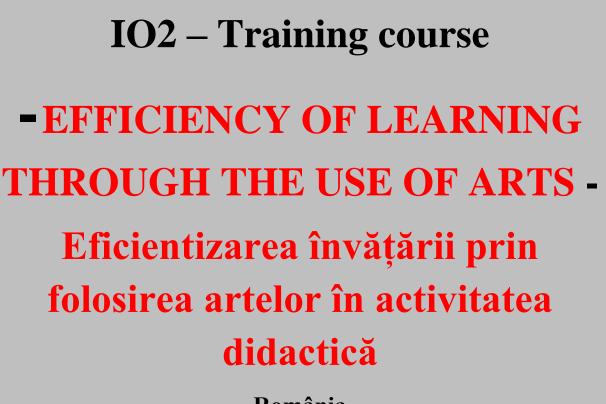
Erasmus + Programme Key Action 2 – Cooperation for Innovation and the Exchange of Good Practices Action type – Strategic Partnerships for school education

> Project no. 2016-1-UK01-KA201-024296 "Innovation through Creative Arts"



– România –

## **EFFICIENCY OF LEARNING THROUGH THE USE OF ARTS**

## Training course – 50 hours – 12 CPD points

## CASA CORPULUI DIDACTIC DAMBOVITA - ROMANIA

## THE AIM OF THE PROGRAMME

Empower primary school teachers to integrate arts into the curriculum, in order to develop pupils' reading, writing and mathematical skills and digital competences as well as to ensure their well-being at school.

OBJECTIVES		COMPETENCES		CONTENT
GENERAL	SPECIFICS	GENERAL	SPECIFICS	
Empowering teachers to use creativity-specific concepts	Identifying specific concepts of creativity	The ability to relate and communicate effectively with students in order to stimulate their creativity	Correct use of the concepts specific to creativity	<b>I.1. Creativity</b> Conceptual delimitations, characteristics Levels of creativity Stages of creative process Factors of creativity
	Recognizing the factors that stimulate / block students' activism and creativity in school		Exploiting the factors that stimulate students' activism and creativity	I.2. Personal skills and abilities Creative student profile Factors that stimulate pupils' activism and creativity in school Factors that block pupils' activism and creativity in school Conformism versus the creative conduct of the teaching staff
Use of the methods that develop students' creativity and critical thinking and class transformation into an environment of dialogue and cooperation	Identifying the role of creativity as a skill required on the labor market in 2020, by reference to national and European priorities	Competences to implement actions that will lead to the development of creativity, critical thinking and cooperation	Valorization on the legislative framework, national and European priorities of the use of creative arts for teaching and effective learning	Evaluation II.1 Legislation
	Designing teaching approaches that will lead to the development of creativity and critical thinking among pupils Creating, at the class level, a stimulating environment in which each pupil can express himself creatively	among pupils	Use of methods, techniques, appropriate processes for the development of creativity, critical thinking of pupils and their cooperation in learning	<b>II.2 Strategies to</b> <b>stimulate creativity</b> Traditional methods versus methods used to develop critical and creative thinking Methods and learning activities to stimulate student creativity Class - a space of dialogue and cooperation

				Evaluare
Practicing the skills to use	Identifying how to	Ensuring the	Using creative arts to	III.1. Creative Arts and
the creative arts for	use arts in working	well-being of	generate good	well-being
developing the well-being	with young learners	pupils in	fortune in small	Art versus creative therapy
of primary school pupils in		primary	school	through art
order to make learning		education		Young learners' characteristics
more effective	Identifying	through the	Practicing creative	III.2. Creative techniques
	techniques to	use of arts	techniques to ensure	used to work with the
	stimulate students'		the well-being of the	child
	creativity		little schoolboy	Drawing and painting,
				modeling, collage, theater,
				fairy tales and therapeutic
				stories, play, puppets,
				dance and creative
				movement, music.
				Creative techniques used in
				child work - good practice.
				Exercises for the
				development of emotional
				intelligence Evaluation
Taashan tusining to bring	Deciening	Developing	Implomenting	
Teacher training to bring Creative Arts into the	Designing educational	Developing (self) reflexive	Implementing creative arts in	IV.1. Communication in Romanian Language and
curriculum	approaches based on	capacity to	school curriculum	Literature
cumculum	stimulating and	improve the	for learning	Creative reading and
	motivating pupils,	quality of	efficiency	writing learning
	especially those with	teaching and		How to address students
	specific reading /	learning for all		with specific reading /
	writing disorders	pupils,		writing disorder
	Designing	regardless of		IV.2. Math
	educational	socioeconomic		Creative learning of
	approaches based on	capacity and		mathematics
	stimulating and	context		Methods of intervention in
	motivating students,			working with students with
	especially those with			specific disorder of
	computational			arithmetic abilities
	disorders and			
	mathematical			
	reasoning		Facilitatin - 4	
	Effective use of		Facilitating the educational act in	IV.3. Digital competence
	adequate strategies to improve digital		educational act in school by using	Creative approach to learning
	skills		digital competences	icarining
	5K115		argitar competences	Evaluation
				Final evaluation
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