

# Study Visit in Mersin

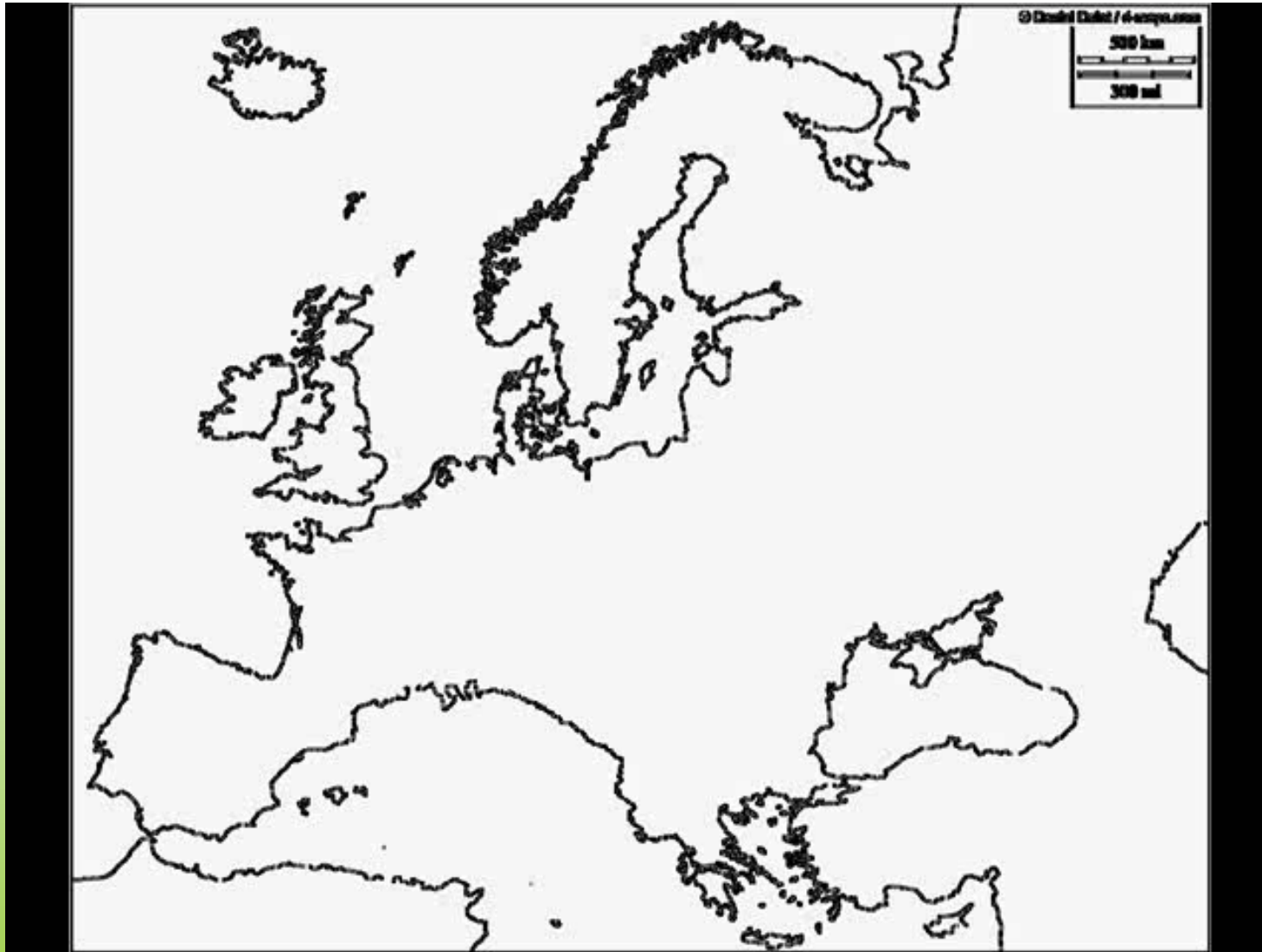
Türkiye 24th -28th May 2010

(Group N. 266)

Cooperation between education and  
training institutions and local  
communities

© by Massimo Presciutti

Thank you to Sara Pagliai LLP Italian Agency  
for had to free to me her slides about "The musician in the European planning"



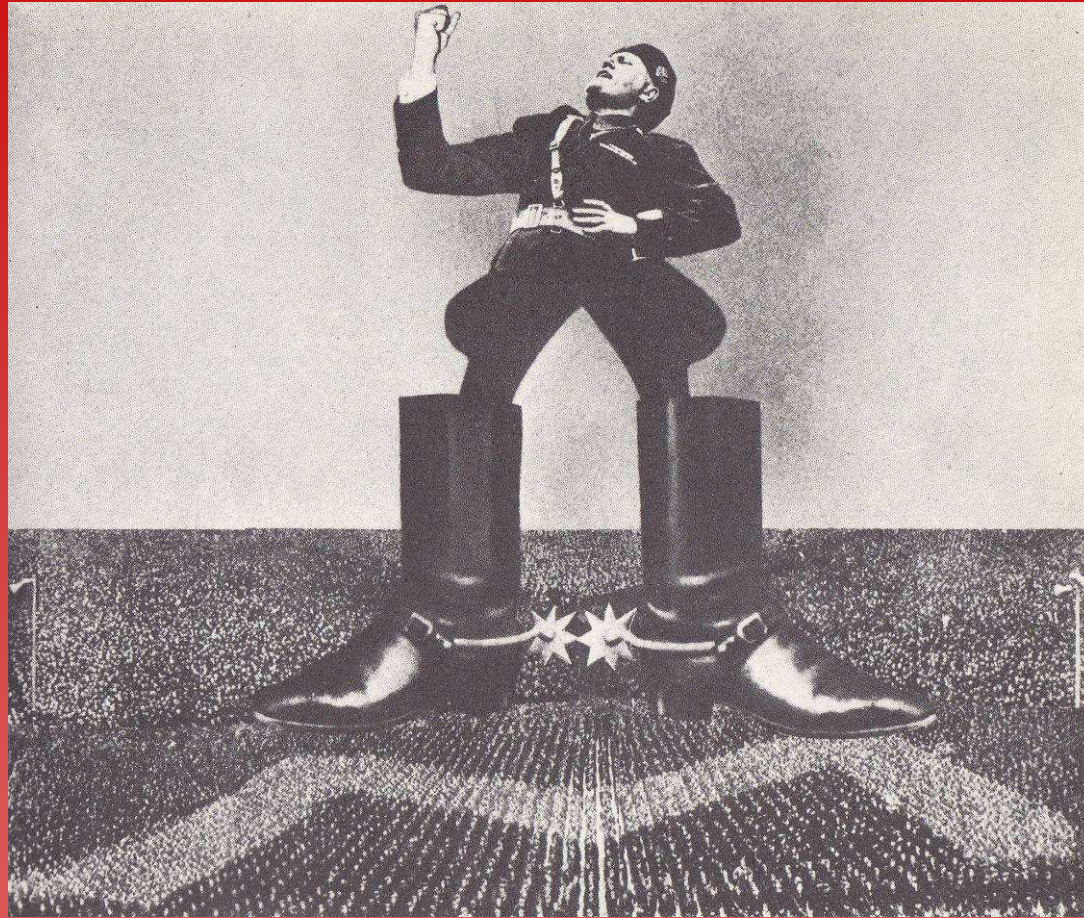
Italy is a bridge across the Mediterranean sea, sometime a drawbridge, it depends from the international and domestic political geography.



**Italy** is famous for its boot-shaped peninsula.

The country is surrounded by four seas: the Adriatic Sea, the Ionian Sea, the Mediterranean Sea, and the Tyrrhenian Sea.





A photomontage by the Polish artist Mieczyslaw Berman called "Mussolini speaks" (1943). Mussolini was among the founders of Italian Fascism (1924 – 1943), a dictatorship based on the propaganda like all the tyrannies.

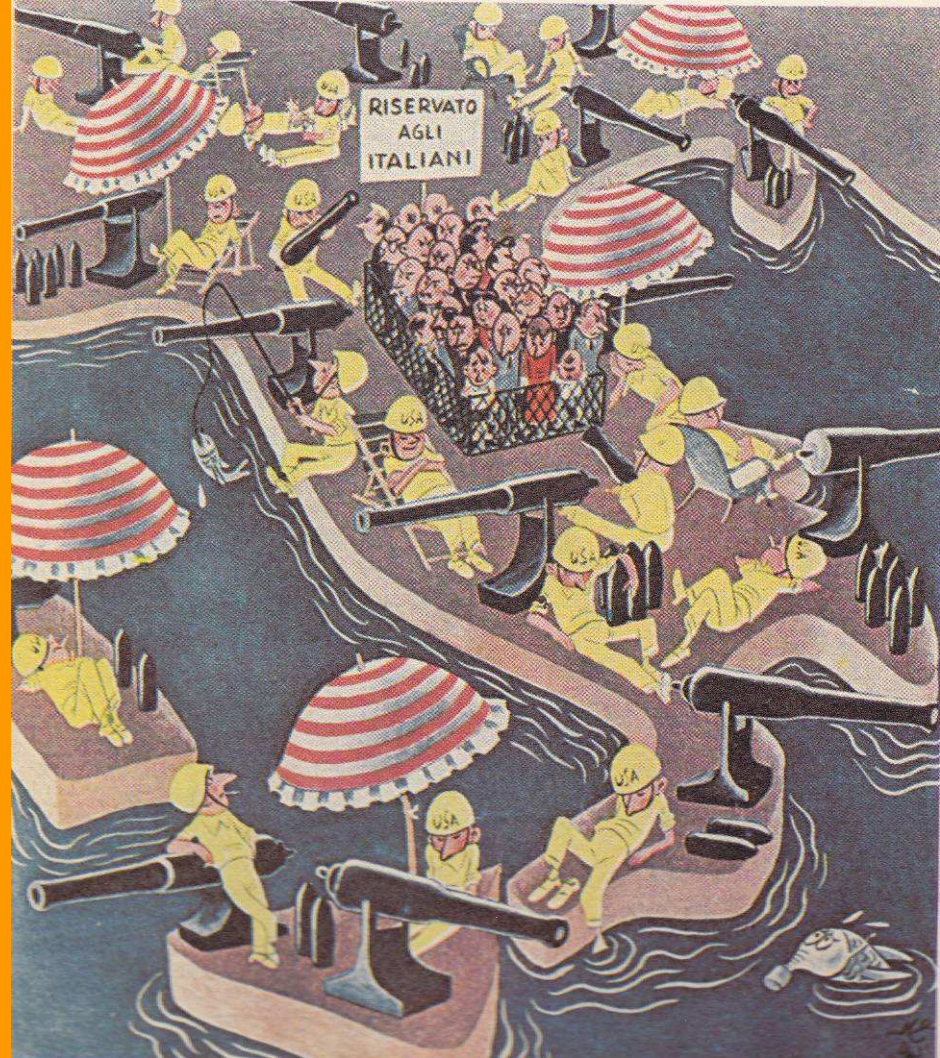


The boot like a true food for a poor people in a movie by Charlie Chaplin ("The Gold Rush" - 1925) and like symbolic food for the Italian ruling class on the drawing by great Italian cartoonist from Montelupone (Fano) Gabriele Galantara (1916)





The collapse of fascist tyranny on the Russian image by Kukriniksi (1943) and the post-war period on the drawing by the Italian drawer Raoul Verdini (1949). Through much of its post-Roman history, Italy was fragmented into numerous kingdoms and city-states and was unified only in 1861. So we can see that Italy is a young Country







During the Sixties (*economic "boom"*), Italy witnessed some major changes, and many people moved from Southern to the more developed and industrial North. This internal migratory movement induced a linguistic cohesion in a country where the people's tongue was the local dialects. But the first increase to the Italian language (and to the training adults) come from the television that was beginning to enter in all the Italian's houses. Alberto Manzi was a legendary Primary School teacher with his daily programme called "*Non è mai troppo tardi*" ("*Never too late*").



Among the beautiful things of the Nineteen sixty-eight in Italy was the change of school, or better the primary school. Mixing the public awareness about the changing times and the more important individual experiences of the different Italian teachers (Gianni Rodari, Mario Lodi, Maria Maltoni, Don Milani and going back until Maria Montessori, pictured on the 1000 Italian lire banknote from 1990 to 1998) the Italian Primary School lived its golden age until the end of the XX century more or less – among other things full time and integration of a handicapped pupils, law 517 / 77

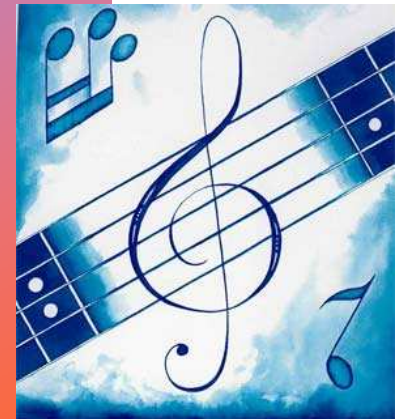




Today all the best practice of the different experiences in Europe take part of LLP Lifelong Learning Programme and the management of this practices is the great challenge for the society of knowledge following the the European big soul 's steps like Comenius, Erasmus, Leonardo. On the next slides a presentation by the Lifelong Learning Italian Agency about the topic "The music in the European planning".

# *La musica nella progettazione europea*

*Sara Pagliai,  
Agenzia nazionale Lifelong Learning Programme*



Convegno nazionale  
“La didattica dello Strumento nei curricula europei”  
Teatro La Fenice di Senigallia, 6 maggio 2010



# Comenius e la musica

2009

su 591 partenariati approvati

68 progetti dedicati alla musica

2008

su 657 partenariati approvati

30 progetti dedicati alla musica

2007

su 824 partenariati approvati,

15 progetti dedicati alla musica



# *Comenius in musica*

All Realities and Dreams come Together

Music  
makes  
Europe  
go  
round

TEACHING LIKE M.A.D.  
Musica, Arte e Danza a Scuola

Mozart e la musica in Europa

**FADO: For A Different Opportunity**

Did Michelangelo, Sibelius  
and Chopin know that  
the children of the future  
will love their genius?

***The Sound Of Europe***



# Comenius in musica

**A musical to bridge different cultures**

*La musica, linguaggio comune  
della gioventù europea*

**Entrate nella danza**

**Entrez dans la danse**

**SAMMAD**

**sharing and making  
music and dance**

**Conoscersi in Europa  
attraverso le storie,  
la musica e le filastrocche**

# *A musical to bridge different cultures*

Il progetto ha promosso l'**educazione interculturale** e il **superamento delle barriere** linguistiche e culturali mediante la musica, la recitazione e la danza che sono, di per sé, linguaggi internazionali.

Gli studenti hanno creato un musical, componendo con il supporto dei docenti, il copione, le canzoni e le musiche.

La scelta dell'**emigrazione come tema portante** della storia ha offerto un terreno comune di confronto che ha favorito la conoscenza reciproca e ha educato all'integrazione interculturale.

In una prima fase ogni scuola ha rappresentato il musical nel proprio Paese usando la propria lingua. Il prodotto finale è stato **un musical internazionale** che ha coniugato una varietà di stili di musicali e di danze rappresentative delle diverse identità culturali dei paesi partner.

L'uso dell'inglese come lingua veicolare e delle nuove tecnologie hanno garantito l'interazione ed un efficace lavoro di squadra.

## Il partenariato



Liceo Statale Francesca Capece, Maglie, Lecce



Rågsvedsskolan, Stoccolma, Svezia



Grundaskòli Akranes, Islanda





# Note in Europa

## Partenariato bilaterale tra due scuole a indirizzo musicale

 Istituto Comprensivo Statale Italo Calvino, Alliste, Lecce

 Scuola elementare delle arti a Rychnov nad Kneznou, Repubblica Ceca

### Obiettivi

Conoscenza culturale dei popoli dell'Ue a partire dalla musica; incremento delle dimensioni europee dell'istruzione; scambio di esperienze e realizzazione di concerti

### Attività

- Analisi socio artistico e culturale dei due Paesi con attenzione alla preparazione linguistica: lezioni di lingua minoritaria (lingua italiana e lingua ceca)
- **Due scambi di classe** che hanno coinvolto alunni, docenti e dirigenti delle due scuole, tutti in Pulmann attraverso l'Europa per vivere la musica insieme.

**2 Concerti dell'orchestra Orecchie Grandi**  
alunni delle due scuole  
brani di compositori italiani e cechi



<http://www.massimopresciutti.com/images/dipticoartistico.jpg>



“Europa. Prima pars Terrae in forma virginis”,  
Bohemian Xylography, from Henrik Bünting, “Itinerarium Sacrae Scripturae”, Praga 1592





If we call about "Quality in teacher training, the topic of my first "Study visit" in Murcia (6° - 12 th April 2008) I can call about my work.: <http://www.youtube.com/watch?v=izgcDRpnRHI> (ellera) <http://www.youtube.com/watch?v=g9W2uosXn44> (chitarravallo) <http://www.youtube.com/watch?v=j8HUiVdxKu0> (try to remeber) <http://www.youtube.com/watch?v=UsWdZedfLYo> (tromboliere) <http://www.youtube.com/watch?v=uZxo5PuIBcA> (Quando fioriscono i lillà)

This second visit in Mersin called “Cooperation between education and training institutions and local communities” it’s the natural continuation of Murcia’s Study Visit because when we talk about cooperation what we mind? In my experience at the Italian Department for Education through the Regional branches called USR ,we can see an interesting work in progress about the screening of the Best Practice and therefore a teams of experts recruited on the field (theory and practice). That’s is possible only by the insertion of the National Institutions with the Lifelong Learning Programme.

[http://en.wikipedia.org/wiki/Standing\\_on\\_the\\_shoulders\\_of\\_giants](http://en.wikipedia.org/wiki/Standing_on_the_shoulders_of_giants)



<http://italy.europeanbridges.com/>

<http://www.euroistruzione.it/images/documenti/presciutti.ppt>

[http://www.massimopresciutti.com/happy\\_science\\_search.doc](http://www.massimopresciutti.com/happy_science_search.doc)



Florence 1990: the Municipal District number 4 ask to me for a Concert dedicated to the gypsy world called in an anthropological. Study "the last cicada of the modern world"



Until the nineties in my City the cooperation with the externals Projects was in a harmony because the Local Community and Educational Institutions screened the best experiences among the teachers and the external experts supported by the Local Community. In the last years in Italy all change and in my opinion the presence of LLP will be determinant more and more



My teaching work has been a quinquennial development, that is five years with the same class to cover a whole cycle of the primary school by turns being five years out of ordinary programs to devote to Project, worked out by myself, under a recognized professionalism, carried out in a continual work keeping a prolific relationship with families, colleagues and all the local, National and European involved Institutions, giving orientation to pupils along the time of the ideals and tools to create their own life project.



<http://www.ild.rai.it> - serie 2 episodio 6 / serie 2 episodio 7 - National TV state enterprise



A very important support to the schools came from the "Ulysse Center", supported from Local Community: "Italian like second language". Students of all the world in our School learn Italian staying in the Class but dedicating some hours out of Class with the experts of the Center



Thank-you to the singer Mia Cooper <http://www.youtube.com/watch?v=jbzYbaOpvwc> and to the master luthier violinist Jamie Marie Lazzara <http://youtube.com/watch?v=zAxc-ll5lCg> that join always to me



Saying thank-you to the Mistress Luciana Marchese i say thank you to all the Headmasters that supported and support me in my Projects, ideas, work during my status of Public Servant

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