

BILINGUAL KINDERGARTEN
“PICCOLA ENGLAND”

School Year 2018-2021

Triennial Year Educational Plan Proposal

(pursuant to article 1, paragraph 14 of law n.107 / 2015)

ACADEMIC PLAN

The Triennial Kindergarten Educational Year Plan proposal is a fundamental document of the schools orientation and policies; it explains the curricular, extracurricular, educational and organizational plan adopted by schools within the scope of their autonomy. (Art. 1, paragraph 14, Law n. 107/2015)

PROPOSITION

The following triennial plan proposal, as been drafted in accordance with the previous stated law of 13th July 2015, n. 107, regarding the “Reform of the National Education and Teaching Board and Delegation for the Reform of Legislative Provisions”

Our proposal plan has been defined on the basis of school activities and management choices defined by the School Board.

PEDAGOGICAL PREMISES

„ The **self** is **not something** ready-made, **but something** in **continuous formation through choice** of **action.**“

„The discipline that is identified with the education of the intellectual faculties is also identified with freedom. Authentic freedom, in short, is intellectual and rests in the educated power of thought.“

John Dewey

The pedagogical knowledge that underlies our Educational Plan offer is linked to the educational challenge that lies in providing children with the necessary skills to help them move within a multi linguistic, multicultural and diverse social context in continuous movement. The importance of educational choice lies in the desire to develop a curriculum that enhances the early approach and exposure to the English language, while preserving and enhancing the local linguistic and cultural heritage.

We live in an era of constant change, transformation, redefinition and invention of our world and society, and an ever growing number of individuals are constantly exposed and in contact with diverse linguistic and cultural spheres different from their own. Thanks to the opportunities linked to cultural exchanges and the economic world, undoubtedly facilitated by the almost total disappearance of geographical barriers and distances.

It is therefore essential to be equipped with linguistic and communicative skills that ease interpersonal relationships that arise from the increasingly frequent exchange between people from all around the globe. The English language is one of the most popular languages used as common ground between individuals of different nationalities, in this sense in the modern world it is essential to master the English language. A bilingual Italian / English school is certainly a suitable means to facilitate

the transition, comprehension and communication from mother tongue to a foreign language, from the very first years of school.

Moreover, its ever more common to find multilingual and multicultural families with each parent having a different mother tongue, whose children are accustomed from birth to speak in the language belonging to each parent. In this sense a bilingual school can achieve the same aim and result, by entrusting each class group to a teacher that exclusively speaks English to the pupils and a teacher that exclusively speaks Italian.

Given these premises, the objective of this project is to create a bilingual infancy school which gives the opportunity to learn English in a simple and natural way through an educational path offered by mother tongue teachers or bilinguals with a great Fluency in English.

The pedagogical model of reference is inspired by the active pedagogy of which Jean Piaget, Maria Montessori and John Dewey are the greatest exponents: teaching is based on the direct experience of the child and the teacher becomes a mediator of learning, creating experiences that can facilitate natural learning and acquisition of skills by the child.

The teachers will initially introduce the use of English in a gradual and gentle manner, by proposing games and chores that stimulate dexterity accompanied by song and nursery rhymes and short narratives in English, predisposing an environment in which children can experience English in a natural, instinctive and easy manner. Teachers will also enrich the day with stimulating and engaging activities, rich in games, experimentation, theater and artistic workshops, body expression and according with each group age group propose age appropriate pre-reading, pre-writing activities – for children in the last year of school. The program for pre-schoolers also focuses in

strengthening the Italian language, aimed at enriching the mastery of our mother tongue and consolidating the necessary learning prerequisites, for children that will be going to primary school.

SOCIAL-ECONOMIC AND CULTURAL CONTEXT OF THE REGION

Piccola England Bilingual Primary School is located in Varese, at via Stadio 38, Masnago. This northern Varese district is set at the foot of the Sacro Monte and Campo dei Fiori.

Masnago, is an important historical-cultural and Sport centre. During the XV century the Castiglioni nobles commissioned the construction of the currently named Mantegazza-Panza Castle. The castle's architecture has suffered various expansions, during the XVI century and again between the XVIII and XIX century. The original part of the castle still exhibits beautiful XV century Gothic Lombardy frescos, while the rest houses the Museum of Modern and Contemporary Art, with a permanent exhibition of paintings dating from the '400s to the '700s.

In addition to the current parish church, the most important one is the Immaculate Conception built in 1726 in barocchette style. Another important architectural monument is Giuseppe Sommaruga's liberty style Grand Hotel Varesini built in 1913.

This district is also is home to the Franco Ossola football Stadium and the Lino Oldrini Palasport, which hosts basketball games and is home to the famous basketball team of Varese.

Broadening our view over the Varese area, we can say that it's a region appreciated for its entrepreneurial qualities. During the 1950's Varese became a major

migration destination for many Italians and foreigners, especially after the inauguration of the research centre in Ispra in 1958. In view of an ever increasing multiculturalism of our area, we strongly believe in the importance of a bilingual education and present our school as a complete bilingual facility that provides:

- Educational Continuity
- In depth knowledge of English Language
- Extension of the curricular program: in terms of content and dedicated hours.

SCHOOL BOARD

The " Piccola England Kindergarten " has a Board of Directors formed by a Headmistress and two Councilors.

The teaching activity is carried out under the supervision of a Didactic Coordinator, who closely works, collaborates and manages qualified teachers: Italian teachers, mother tongue English teachers or bilingual teachers with excellent knowledge of the English language.

The cleaning of the school premises is entrusted to auxiliary staff.

All the staff (teacher, administrative and auxiliary) closely collaborate in the management of organizational problems which is a plus that characterizes Piccola England.

PURPOSE AND STRUCTURE OF THE NEW INFANCY SCHOOL

With the legislative decree (No. 59 of 19 February 2004) the reform of the infancy school has been implemented. Piccola England, based on the above mention decree, reinforces and encourages in children the development of personal identity, autonomy and skills. To achieve these general objectives of the formative process (Article 8 of the 275/99), they are articulated within the unitary school project, which recognizes, on the educational level, the priority of family and the importance of its social, institutional and cultural resources to which it belongs.

Piccola England's school and personal identity and perspective integrates all aspects (biological, social and moral), and ensures that all children acquire knowledge of safety, self-esteem, confidence in their abilities and aptitudes, motivation, curiosity and research; to express and control their emotions and affections in a balanced and positive way. To become sensitive to emotions and expressions of others and not just their own. To recognize, respect and appreciate the personal identity of others regarding differences in gender, culture and values existing in their respective families, communities and cultural identity.

Regarding the achievement of autonomy and gain of knowledge, Piccola England ensures that children, while recognizing the existing dependencies and operating in the concreteness of their natural and social environment, are able, in this context, to make personal and innovative choices. Moreover, the school is committed to ensuring and enabling a constructive interaction with what is different and new, to the discovery of endless possibilities, to the introspection and practical respect of the values of freedom, care of the community and of one self, care of the environment, solidarity, justice and act for the common good.

Piccola England provides a bilingual environment and tools for further developing and gaining skills, in both Italian and English, such as sensory, perceptual, motor, social, linguistic and intellectual capacities of the child, which are considered as the first forms of reading and acquiring personal experiences, of intentional exploration and organized discovery. These acquisitions are regarded as the child's first baggage of realities of life (in a social, geographical and naturalistic, artistic and urban sense), as well as of local history and traditions. In particular, it puts the child in a position to think and produce messages, texts and situations through an ordered and effective multiplicity of linguistic tools and representative modes; to understand, interpret, rework and communicate knowledge and skills related to specific fields of experience; to demonstrate and appreciate cognitive coherence and practical behaviors, together with intuition, imagination, creativity, aesthetic taste and capacity for conferring meaning.

GENERAL OBJECTIVES OF KINDERGARTEN

(extracted from the "National Indications for the Curricula of the Infant School and the First Cycle of Education-September 4, 2012)

The Infant School aims to promote in children a development of identity, confidence, autonomy and skills that they require as active members of a society and citizenship. Consolidating identity means serenely living all the dimensions of one's own self; developing autonomy means trusting oneself and trusting others; acquiring skills means playing, moving, manipulating, browsing, asking, learning to reflect on experience through exploration, observation and comparison of properties, quantities, characteristics and facts; listening and understand narratives and discourses, to recount and recall actions and experiences; living the first experiences of citizenship

means discovering otherness from oneself and assigning progressive importance to others and their needs.

These aims are pursued through the organization of quality of life, relationships and learning environment, guaranteed by a social and educational dialogue with educators, families and the community

Children are our future and the most profound reason for preserving and improving life on our planet. At infancy school they build and experience important relationships. Each child is in itself different and unique, they reflect diversity of origins and culture and of educational models. The Infancy school is presented as a protective environment, able to accommodate diversity and promote the potential of all children, by learning in a cared environment, with planned and thought educational spaces according to age and through the careful management and planning of school hours.

Families are the most direct and influential context for children's affective and cognitive development. In the diversity of lifestyles, cultures, ethical and religious choices, they are the bearers of resources that enrich a school and help grow a solid network of communicative exchanges and shared responsibilities.

The presence of motivated, prepared **teachers**, attentive to the specific needs of children of which they care for is an indispensable quality factor for the construction of a welcoming, safe, well organized educational environment, capable of arousing the trust of parents and of the community

The educational method is inspired by criteria based on listening, accompaniment, participative interaction, communicative mediation with a continuous ability to observe children during the different activities by taking charge of his "world", reading his discoveries, supporting and encouraging his learning skills towards an ever more awareness production and forms of knowledge.

The Kindergarten's curriculum does not coincide with the organization of teaching activities alone: the organization of space and time becomes an element of pedagogical quality of the learning environment. In particular, the school and its spaces and time should be welcoming, warm, well cared for, oriented by a clear sense of aesthetics, expression of pedagogy and educational choices inherent of each school, and extended to allow the child to experience the school day harmoniously with serenity

FIELD OF EXPERIENCE

Teachers welcome, enhance and facilitate curiosity, exploration, proposal of children by creating learning opportunities that encourage the organization of what children are discovering.

Direct guided experience, through play, trial and error, allow the child to deepen learning. Each field of experience offers a set of objectives, situations, images and languages that refer to the symbolic systems of our culture, capable of evoking, stimulating and accompanying progressively safer learning.

In nursery, the goals for acquiring and mastering certain skills of competence suggest to the teacher orientation, attention and responsibility in creating age appropriate work paths and activities aimed at learning, understanding and mastering a specific competence required for each age group, in a global and unitary manner.

- 1. Individual self opposed as to others.
- 2. Body, health and movement
- 3. Images, sounds and colors
- 4. Speech and words
- 5. Knowledge of the world

SCHOOL HOURS

The school's daily timetable is structured from Monday to Friday from 9.00am to 3.30pm, with the possibility of Part Time ending at 1.00pm.

Pre-school service from 8.00am to 9.00am and after-school from 3.30 pm onwards.

The Teaching team, together with the Head Teacher coordinator, carefully plan and scan school hours, which are not left to improvisation, but are the result of a planned educational intention. The planning of the school year (from September to June) is divided into Learning Units (LU). At the end of each LU, the work carried out is verified and assessed according to each child.

The scan of the day includes:

- the welcome time, where teacher-child and teacher-parent interaction takes place;
- heterogeneous group time, with the possibility of establishing relationships with children of different ages and learning by imitation from older children;
- homogeneous group times, where activities targeted by age groups are proposed.

SERVICES

-Pre-school (can only be activated upon reaching a minimum required number): for parents who need to leave their children at school before 9.00 am, it is possible to partake of this service from 8.00 am to 9.00am. Pupils take part in different activities proposed by the teacher in care of pre-school hours.

-After-school (offered if a minimum number of requests is reached): the school also

offers an after-school service, from Monday to Friday, from 3.30 to 4.30pm.

-Refectory service: the school offers refectory service, from Monday to Friday, using a catering service: lunch is served inside the school by qualified personnel. The menu respects the indications of the ATS Insubria. The ingredients used are of exclusively biological origin.

It is possible to ask for an alternative menu in case of temporary indisposition; for special needs, due to food allergies or intolerances, though for these cases a medical certificate is required.

During lunch time, pupils are assisted by their teachers

Additional Activities:

At the beginning of the Scholastic Year, parents are able to choose additional extracurricular activities, the cost of which is not included in the regular school fee, such as “Psicomotricità” Course, that is held once a week. Children are organized in groups of ten and are followed by a specialist with exercises aimed at encouraging a path of global growth through body expression.

-Guided School Trips: during the school year guided trips through out the territory are proposed, chosen according to the contents of the educational school plan. If necessary, a contribution fee for transport and access to the various structures is requested from time to time. The visits are intended to arouse interest and passion for the area in which we live, naturally generating respect for nature, history and culture, which all children regardless culture or nationality learn to appreciate, through educational activities proposals.

-Summer Camp: is active only for the month of July, from Monday to Friday, from 9.00 am to 4pm, for all children between two and six years of age. It is aimed at both

children already enrolled in Piccola England, and external to the school, whose parents are interested in overcoming language barriers through play and group experiences . The little ones are, followed and assisted in various play, artistic and sports activities by teachers and / or Italian educators, bilingual or native English speakers, in the school premises.

The school provides canteen service, as during the school year.

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Pre and post-campus services are activated based on the number of requests.

A SCHOOL DAY PLAN

FROM	TO	ACTIVITY
8.00	9.00	PRE-SCHOOL (only if ACTIVATED) Welcome time and "first reception" group of different aged children. Free activities and play
9.00	9.30	WELCOME IN CLASSROOM Period of interaction and dialogue between teacher pupil personal hygiene register time
9.30	10.00	CLASS REORDERING AND SNACK TIME (FRUIT)
10.00	11.15	DIDACTIC AND SPECIFIC ACTIVITIES: Class group during these activities are divided into smaller groups of the same age. A period of creative production and learning in class or in the play area
11.15	11.35	PERSONAL HYGIENE
11.45	13.00	LUNCH
13.00	13.15	PART TIME CHILDREN SCHOOL EXIT TIME
13.00	15.00	NAP TIME (for those children enrolled for nap)

13.00	13.45	<p>FREE PLAY AND ACTIVITY TIME IN THE CLASS ROOM, GYM OR GARDEN:</p> <p>All the class interacts together guided by their teachers</p>
13.45	15.00	<p>GUIDED AND ORGANIZED DIDACTIC ACTIVITES IN CLASS OR SPECIFIC ACTIVITY IN SMALL GROUPS OF THE SAME AGE:</p> <p>Children in small groups divided into same age learn through guided activities using different areas and class rooms in the school.</p>
15.00	15.30	<p>CLASSROOM REORDERING</p> <p>time for children to help each other in reordering and putting away toys and materials used during the afternoon activities.</p> <p>Preparing children to go home and meet their parents.</p>
15.30	15.45	<p>EXIT TIME</p> <p>School ends for the day.</p>
15.30	16.30	<p>AFTER_SCHOOL (only if activated)</p> <p>formed by one grup of different aged children.</p> <p>Snack (fruit)</p> <p>free play and activities</p>

STAFF

The staff present at school is as follows:

- The administrative board
- Teacher's Coordinator
- Qualified and certified Italian Teachers, English Mother Tongue or Bilingual
- Auxiliary Substitute

SCHOOL AREAS AND SPACE

For children, space is not only a physical dimension but also a subjective one, which is experienced in a creative way with a continuous attribution of meanings that pass from the real to the surreal dimension.

Children , moreover, unconsciously assimilate all that the environment allows them to experiment and are particularly interested in the discovery of reality surrounding them. With this in mind, particular importance has been given to the design and planing of school spaces and areas, which, while following educational and regulatory criteria, have been studied through the eyes of a child to meet all their needs, taking into account that even colour plays an important role in psychological and physical state of children.

Piccola England's Premisses

The premisses are divided as follows:

The building that currently houses the school has a basement floor, a main ground floor and a first and second floor.

Directly in front of the main floor's classes is a large garden divided into two smaller ones and we also find a large paved courtyard that extends to the back of the

building, from which you can access the basement floor. A stripe of the courtyard is dedicated to gardening activities which pupils of the school tend to.

In the basement we can find the: gym area, the music workshop area; the art workshop area.

On the main ground floor we find the refectory, the multipurpose hall, equipped with a stage for performances; four infancy school classrooms with adjoined services; the nap room for children and a teacher's staff room.

On the first floor are: the secretarial office; the Headmistress's office the administrative office, the primary school classrooms and services.

The second floor premises are currently not in use by the school.

School entrance

From here we access the internal areas of the school premises. It is equipped with a bulletin board for each section for school-family communications and, displayed on the refectory's door is available the monthly menu day by day

Spazio sezione

The classroom space has been divided into activity areas such as:

1. a reading area
2. a costume play dress up area
3. a structured games area for collective access.
4. a collective building area.

Gym / Play Room

This area is used for free play and structured activities, with the possibility to choose from different types of elements and materials. The gym is also used for psycho-motor sessions

Refectory and services (restrooms)

These areas are also considered educational areas.

Children of different ages learn to be autonomous regarding body functions and personal hygiene during bathroom time.

In the refectory children learn to sit at the table and eat, use fork and spoon accordingly during lunch and snack time.

While having to follow the directives of the various DPCM, we have managed to guarantee all the canteen services (with table service observing the distance), pre- and after-school, bedtime, the optional psychomotor activity and also a music laboratory (albeit in a reduced form as a package of twelve lessons), opting for a smaller number of children per class.

Interclasses activities are no longer allowed and also the use of the common spaces takes place alternately in order to guarantee sanitation between one shift and another.

THE EDUCATION PROJECT OF "PICCOLA ENGLAND"

The school's philosophy draws its foundation in Jean Piaget's maxim: "No one will ever be able to erase what the child learns in his first years of life". So why not give the kindergarteners the opportunity to learn English as well as Italian, in a simple and natural way, providing them with mother tongue / bilingual teachers for most of day spent at school?

Piccola England is a kindergarten that follows the Italian ministerial directives regarding specific aims and objectives of learning combined with the work of mother tongue/bilingual teachers. Italian and English teachers together take care of the affective, cognitive, linguistic, relational and psycho-motor development of every single child in a harmonious and global way, while each speaking exclusively in their mother tongue.

The choice of English as a second language is due to the fact that in today's world in most spheres it's considered a universal language; moreover, being exposed daily from an early age to a different language the child is able to learn it as naturally as mother tongue.

Scientific studies on learning show that in early childhood, different linguistic stimuli are assimilated without difficulty, because the centers of language are not definitively yet fix or structured and, therefore, learning a second language or more, and its correct pronunciation takes place naturally and without confusion between the two idioms.

Our kindergarten together with the family's support intends to play a decisive role in the moral education of children, reliving the main festivities linked to the Christian tradition, such as Christmas and Easter. At the same time, promoting values

of cultural diversity and tolerance and solidarity towards everyone, who is a bearer of diversity, order to promote the possible attendance and scholastic integration of pupils from other countries. It also facilitating the learning of English has a second language for Italian children and that of Italian has a second language for foreign children; on the other, it creates a welcoming atmosphere for all children so to feel included.

Children unconsciously assimilate all that the environment allows them to experiment, being particularly interested in the discovery of his/her surrounding reality. Careful planning, and design of the schools premises are aimed at providing positive physical and aesthetic sensations and spatial awareness to help promote and complete the personality of the individual. Light and colour thus become fundamental tools for making space alive and stimulating. The educational proposal is then enriched by creative activities and manipulation, body activity, reading and dramatization and use of music and singing, which have a specific function in the integral development of the child: to educate a child to listen. Listening, singing, and processing thoughts through sound experiences is a privileged way of enhancing a developing creativity. The pedagogical theory adopted refers directly to Jean Piaget and pedagogue John Dewey it encompasses the theory of experience, understood as a two-way exchange built between the child and the environment: it is intended as an active exchange, able to generate transformation and growth of the being that continuously evolves thanks to an oriented thinking that gives rise to thought and education.

School is a privileged area in which, at a smaller scale, a community develops. It is in constant interaction with the environment and culture. The school proposes itself as a center of exchange, meeting and participation. This environment becomes educational when the child becomes a part of it, a part of this micro community, and participates by sharing it during the daily activities. It also becomes a place of

experience and learning: though, where the pupil is no longer seen as a recipient of knowledge, but as the constructor and protagonist of his own knowledge.

Aware of our precarious environment, and considering it essential to be committed to protecting it, trying as best to make it a safe and pleasant place as possible for everyone.

We use environment friendly interior and exterior paints and we reduce the consumption of manufactured articles and, consequently, the waste of raw materials, because they are formulated in such a way as to help protect the internal and external surfaces from natural elements and daily degradation; the electricity supplied to the structure is obtained exclusively from 100 percent renewable sources. Our institution separates waste to enable recycling.

We also educate our pupils to take care of their world by adding to the school program themes about recycling, waste management and conscious use of water and energy. Bearing this in mind we help and guide the child to acquire skills of awareness, observation, reflection and respect of oneself and towards other and the world we live in.

TEACHERS' REGULATION

This Regulation defines the rules to be followed by the Teaching Staff for a fruitful collaboration with other members of the school's community.

Art. 1

The teachers must be on premises 5 minutes before the start of school activities. In case of tardiness or impossibility they must promptly notify the school in advance.

Art. 2

Teachers wait in their classroom for the arrival of children and parents, where the parents put the child's belongings in their personal lockers.

Art. 3

Record every day attendance and refectory presence on class register and communicate the administrative office of number of children present and adhering to meal service by 9.45am.

Art. 4

Teachers are not to leave the classroom untended while children are still in it, in case of need they are to communicate and be replaced by a colleague or other school staff member.

Art. 5

Teachers in need of educational material are to notify the school coordinator with sufficient time to keep the inventory updated and avoiding the risk of remaining without the necessary supply.

Art. 6

Children transferring from their designated classroom to different areas of the school for specific activities and games are to be always accompanied by a teacher or by the auxiliary staff.

Art. 7

The teachers must keep the class register updated.

Art. 8

The pupils' supervision within the school is entrusted to the care of the teaching staff, who are responsible under the penal, civil and administrative law of any damage caused or suffered by them.

Art. 9

Educational school trips are first planned and agreed before hand by the interclass council. The Teachers are required to communicate to parents each scheduled school trip, through the school's official channels. Should there be a cultural initiative not provided for by the excursion plan, this can be authorized by the Didactic Manager and then communicated to the parents.

Art. 10

Teachers wishing to consult experts, family members or other person external to the school staff must be authorized by the school's Teacher management board.

Art. 11

It is forbidden to smoke in all the premises of the school on the basis of current legislation (law 16/01/2003, n.3).

Art. 12

Use of the mobile telephone is allowed only if necessary. The use of mobile phones during educational activities is not permitted.

Art. 13

Each teacher may access the inbound photocopying machine, registering name, day and quantity of copies made in a copy book registrar placed in the teacher's staffroom.

Art. 14

The school is a place of education, that also requires according and appropriate clothing.

Art. 15

This regulation is distributed to the staff in service. Everyone is bound to respect it.

Programming and Class Organisation

This year the members of the Piccola England have been divided in two classes:

1. **GREEN CLASSROOM**, for children aged between 4 and 5 years old;
2. **PURPLE CLASSROOM**, for children aged between 3 and 4 years old.

MUSIC and CREATIVE MOVEMENT

ALL CLASSES

(Suspended for the School Year 2020/2021)



The music and creative movement workshop aims to allow the child to:

- ✚ Build a relationship with music in an instinctive manner and through phases of learning.
- ✚ Produce and recognize sound as a means of communication
- ✚ Discover the basics of music theory
- ✚ Promote awareness of one's body and develop motor skills through creative expression
- ✚ Nourish self-esteem and exercise self-confidence in front of an audience

For each age group we will work on a specific field of musical theory that will be explored and expanded through out the infancy school years:

2-3 Years: tempo and measurement of time

3-5 years: tempo, rhythm and time.

4-6 Years: time, tempo, rhythm, tone and recognition of musical notes

The structure of each encounter is as follows:

- ✚ Welcome circle: welcomes and helps synchronize the group.
- ✚ Guided activities with musical instruments and singing which is a fun way to approach music theory and learning.

- ✚ Guided body movement and free expression through movement: a space dedicated to body awareness and experimenting movement in a confined space with music.

Mindfulness

An opportunity for children to practice concentration and reflect on their experiences during the music workshop

Closing circle

A way to end the shared experience before returning to the classroom

The aim of the music and movement workshop is to respect the spontaneity of the child. This workshop's structure is flexible to comply with the child's needs and requests that may arise and it encourages to co-creation of proposed activities by the children and the teacher. The main objective of this workshop is to share the passion for music and artistic expression through a group experience.

The workshop is thought has an extension of the classroom, in the sense, the activities proposed during the year will correspond with the school theme and its purpose is to achieve the same general objectives of learning. As part of the workshop, the children will prepare a play to be presented to parents at the Christmas party in December and at the end of the year in June.

TOOLS IN DIALOGUE

Project of approach to music

Objectives:

The project wants to bring music in a genuine way to young children from an early age.

Music, beyond any artistic value, represents a great resource both as regards the aspect of care, commitment and attention to the instrument, and to sow skills and abilities that can be spent in the learning path.

Knowing and approaching some musical instruments allows you to restore a healthy listening to music not conveyed by audio-visual means, creating the conditions for an authentic path to approach music and its study

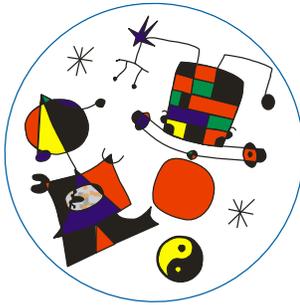
At the moment there are only six instruments available and a chance to experiment with collective singing, only if Covid regulations allow it, however if there are other requests, we can expand the range of musical offer.

Procedure:

In the morning, at a convenient time both for the children and their daily organization and for the instrument teacher, one instrument at a time will be presented to the children. They will be able to meet the master and experience the sonority and timbre quality of the different instruments.

**OPTIONAL ACTIVITIES
FOR ALL CLASSES**

PSICOMOTRICITÀ



ASSOCIAZIONE LO SPAZIO MAGICO
via Dante 1/A – 21046 Malnate – tel: 349 2344384

The activity offers children the opportunity to build, through play, a consciousness of self growth that is combined with motor and cognitive development also with emotional and relational development. During the activity of psycho-motility, the child is considered as a global being, taking into consideration its psychosomatic unity and its growth times.



It is important to work positively with the child, to be interested and motivated by his/her abilities and respect his/her physical limits; in this way the child has the possibility and time to develop the potential inherent in him/her. Psycho-motility practice ensures that the stages developed by the educational practice are structured as harmoniously as possible and are age appropriate. The activity will be carried out in the presence of a teacher, who will have the possibility, therefore, to transfer the experience lived during the practice of this activity to an educational level, as Piaget stated, "the formation of intelligence is closely linked with the psycho-motor experience".