

TOPIC: “Audiovisual art”

Designed by UCLL

Objectives of the paper act

This paper act should always be seen in the big picture of the project, which aims to boost a positive narrative on Romani integration through arts. Thus, it is important that trainers and educators provide new skills and opportunities for Romani. This paper act and the accompanying art lesson is therefore built with an art inclusive approach.

The objectives of this paper act are:

- Introducing the trainers to the Roma culture.
- Providing the trainers the necessary practical and substantive prior knowledge to prepare for teaching the art lesson about audiovisual art.
- Providing the trainers with the necessary knowledge to achieve the objectives of the art lesson about audiovisual art in class.

General preparation

First of all, it is important to consider the available material. Therefore, ask the students in advance whether each participant has a laptop available. If not, make sure there are enough devices available. The used digital tools are also accessible on a smartphone or tablet. If the workshop is conducted on computers, also important that the students have access to a computer mouse, a keyboard, a microphone, computer boxes and headphones as the students work with image, audio and video. In addition, the following equipment is required: a quiet room, tables and chairs where the participants can sit with their laptops or desktop computers, a beamer for the students to project their results and a separate room for the students to record their sound.

There are also some important points to bear in mind to ensure that the material is not a stumbling block during the lesson:

- The trainer should set up the laptops/desktop computers before the start of the lesson so that no time is lost in starting up the equipment. If students are using their own equipment, they must do this beforehand.
- The trainer must ensure that the three required programmes are on the laptops/desktop computers. The three programmes are: Canva (can be used online but students must sign up in advance), Audacity and OpenShot. If the students use their own device, they can do this in advance.

In addition to having the right material, The trainer must take into account three main aspects that he needs to cover:

- 1) To be aware of the specific background and the situation of the learners.

- 2) To understand what audiovisual art is
- 3) To be able to work with the used software programs, namely Canva, Audacity and OpenShot

To prepare for the first main aspect, the trainer will need to research the background of the Roma community, specifically in the country where the lesson is being taught. For this project, fiches have been prepared that give an overview of the Roma community in each partner country. This document can give a better idea of the Roma community in your country and its background. Beside reading the documents that are prepared for this project, we advise you to read the following introductory text about the Romani culture and the Romani discrimination and stereotyping.

Boosting a positive narrative through art

The Roma community are Europe's largest ethnic minority. Roma includes different groups like Roma, Sinti, Kale, Romanichels, Boyash/rudari, Ashkali, Egyptians, Yenish, Dom, Lom, Rom, Abdal and Traveller populations.

Many Roma are victims of prejudice and social inclusion. The stereotypical image of Roma people is exotic and primitive people who lead romantic, wild and unrestrained lives.

Negative stereotyping about the Roma culture is still widespread. Today there are perhaps more persistent prejudices and stereotypes about them than about any other population in Europe. Roma are usually portrayed in a negative way. This negative portrayal has grown historically and is nowadays preserved mainly by ignorance.

It is not Roma who determine what image of them is circulated in public. Instead, the age-old clichés prevalent in the majority societies continue to dominate, with perennial ascriptions imposed by others which are characterised by a mix of fascination and disdain. There are virtually no positive counter-images or enlightened sources of information on Roma cultures and their genuine social realities. Ultimately, exclusion and contempt are also expressed in the fact that the many different Roma cultures remain largely ignored by European cultural institutions.

A way to introduce people to Roma culture is through art. Roma is a very rich and diverse culture with an extensive art tradition. This is often forgotten in Western art history, despite the fact that the Roma culture has had a great influence on it in various ways.

There have been great contributions in the field of art by famous names that have fallen into oblivion, but on the other hand, there are also well-known artists who are known to the general public, but whose Roma background is unknown.

“Go to most museums, libraries and schools and nothing about their history and culture is kept or taught. The result is a widespread ignorance about who they are, which sometimes turns to hatred, fear and misunderstanding. In schools, children learn more about the Romans, Vikings or even fairies than they do about Roma and Traveller cultures and what they have contributed to this world. As a result they are misunderstood, feared and loathed...”

This quote represents what the role of art can do in a society and what its absence can mean. Art can tell the story of a culture or convey knowledge of what a culture

or group stands for. It is important to include Romani art in art history and to effectively attribute it to Romani as such.

By giving more attention in European society to art from the Roma people, the general public will have a greater opportunity to become acquainted with Romani culture. Promoting racial harmony is in the public interest by promoting knowledge and mutual understanding among different racial groups.

In addition to knowing the background and situation of the students, it is also important that the trainer learns to take this into account. The trainer can do this by applying the following interventions:

- Ensure personalised learning.
- Create an environment that positively reflects and promotes their culture and lifestyle.
- Be flexible.
- Support the students on particular areas that require support like: Long periods of sitting still, turn-taking, interaction with adults, classroom conventions such as putting up their hand before speaking, the school environment, ...
- Pursue inclusive education. UNESCO describes inclusive education as “[a]n ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination” (UNESCO, 2009).
- Keep in mind that students of the Roma culture are digitally excluded. For example, research by Scadding and Sweeney (2018) shows that only 1 in 5 have never used the internet, only 2 in 5 use the internet daily and only half feel confident using digital technology. Using a laptop, desktop computer or other device during this lesson can therefore be a challenge for the students.

To prepare for the second key aspect, namely understanding what audiovisual art (in Romani culture) is, the trainer should read the following piece of text.

What is Audio-visual Art?

Audio-visual Art is art where one both looks at and listens to the object (Wikipedia, 2020). We can therefore conclude that this form of art includes two main elements, namely visuals and sound. Graphic design can be used for the visuals. The Interaction Design Foundation (n.d.) describes graphic design as “Graphic design is a craft where professionals create visual content to communicate messages. By applying hierarchy and page layout techniques, designers use typography and pictures to meet user’s specific needs and focus on the logic of displaying elements in interactive designs, to optimize the user experience”. Even in this definition, the importance of telling a message through images is very clear. You can tell your story through an image with the use of colours, images, icons, text, ... and also with the positioning of all these elements. Next, music and sound editing play a central role in the component of sound. Music helps, for example, to fully convey the intended emotion of a scene, establish continuity and add momentum. In addition, sound can also consist of a person’s voice. Storytelling is a very important skill here. It is a way of communicating and presenting in which speakers use interesting stories. Stories are a natural and powerful way of communicating messages and connecting people. We can therefore conclude that both an image and sound (specifically storytelling) are excellent ways to tell your story.

We will use this form of art in the following way during the course:

- 1) We create the visuals by using a graphic design tool to make a collage about Roma culture.
- 2) We record a voiceover of the created collage with an audio tool.
- 3) We put the visuals and sound together with a video editing tool and make audio-visual art.

Besides the fact that the trainers need to know more about what audiovisual art is, it is also important that they know more about Romani visual artists. Roma art has been proved to become a vital platform to tell the Romani story. Roma art celebrates Roma creativity. For decades the Roma culture has been represented by others and until this day, Romani visual artists still have to deal with discrimination and stereotypes. Well-known Romani artists are: Antonio Maya Cortés (Spain), Ceija Stojka (Austria), Karlis Rudevics (Latvia), Gabi Jimenez (France), János Balázs (Hungary), István Szentandrassy (Hungary), Daniel Baker (England), Katarzyna Pollok (Ukraine/Poland), Sandra Jayat (Italy), Bruno Morelli (Italy), and Helios Gómez (Spain). It can also be a good idea to look at the exhibitions of the Galerie Kai Dikhas in Berlin because this venue only shows Roma and Sinti Art and gives its artists a platform.

Finally, it is important that the trainer has a good command of the used software programmes so that he/she can help the students easily while doing the assignment. The trainer should prepare for this by making the assignment about his/her own culture at home with the accompanying step-by-step plans that belong to the 'Audio-visual Art' lesson designed by UCLL for this project.

Tip: It may be interesting to save this assignment so that it can be shown to the students as a good example.

Pedagogical tips for the Trainers

✓ **Create a safe environment for the learners.**

It is important that you create an informal but respectful atmosphere. You can achieve this by attaching great importance to what the participant has to say. Since it is about their own culture, it is important that the participants listen to each other.

✓ **Be aware of your glasses in looking at connection and intercultural dialogue.**

Intercultural dialogue is a dialogue between people from different cultures or philosophies who speak to each other about religion, culture or the philosophy of life. People do this with the aim of understanding each other, not with the aim of attaching a judgement or truth to it. To do this, we need to adopt this basic attitude:

- There is no right/wrong answer.
- Start from a multiple identity: Reducing someone to one aspect of his identity does injustice to the person. A person can be Roma, a Brussels native, a football player, a brother, ...



→ Use the Bateson model: The different levels of the model represents the meaning of someone's functioning. The bottom three levels (environment, behaviour and skills) are reasonably visible to others. The upper levels are less visible to others. If the levels are in harmony with each other, the person will feel better, develop more strongly and be able to learn. Read more about this model on this source:

<https://www.toolshero.com/communication-skills/logical-levels/>



✓ **Give the students guidelines but do not try to limit their creativity.**

If necessary, you can make some agreements: We do not judge other people. We stay in a positive atmosphere with respect for each other.

✓ **Keep your time management under control at all times.**

It is important as a trainer to ensure that students have enough time to complete the tasks but at the same time work hard enough to finish the assignment on time.

✓ **Take the preferences of the learners into account.**

The learner can choose to make an individual project or to work together with one or more other learners.

✓ **Estimate your learners and adjust the working method accordingly.**

The learners can be helped on their way with the Canva program on the basis of the manual. On the other hand, this tool is very user-friendly and learners can also choose to discover it by themselves.

✓ **Divide the learners wisely.**

If the participants choose to work in groups or pairs, make sure the people without technical knowledge are divided with people with limited or advanced knowledge if possible.

Course introduction and welcoming the learners

It is important that the trainer starts the course by introducing himself to the students. It is also recommended that the trainer gets to know the students, and that the students get to know each other. The students need to feel comfortable in the environment in which the workshop takes place in order for the workshop to have the desired effect. This means that a relationship of trust must be built up with both the trainer and the other students so that later in the workshop the students will be willing and able to share their stories with the others. The introduction to the course lends itself perfectly to this.

In addition, the introduction of the course can also serve to introduce the subject and to set the creative thinking process of the students in motion by means of some stimulating thinking exercises.

Warm up exercises

As you can read above, it is important to introduce the course well to create a positive learning environment. You can do this with warm up exercises. Below are some possible exercises that can be used. The trainer chooses which exercise(s) to use to introduce the course according to the students taking the course. It is important to tailor the course to the character traits and needs of the students.

Warm up exercises to get to know each other better:

1) Two Truths and a Lie

Materials: /

Exercise: One by one, the students (and the trainer) tell three stories/facts about themselves. One of these stories/facts is false. The group has to guess which one is false.

Why use this exercise? The students (and the trainer) introduce themselves in a creative way and the stories about each student (and the trainer) will be better remembered by others this way.

2) What is in the wallet?

Materials: Wallets of the trainer and the students

Exercise: The students (and trainer) will have a few minutes to find three things from their wallet that will help the others get to know them better. They should also have something to say about it.

Why use this exercise? The students (and the trainer) introduce themselves in a creative way and the stories about each student (and the trainer) will be better remembered by others this way.

3) Introductory bingo

Materials: A bingo form and a pen

Exercise: Each student (and the trainer) has a bingo form. The student (or the trainer) has to put a name to each box as quickly as possible. You may use each name up to 2 times. You may not write your own name on the sheet. The first person to have a full line wins the first round. Whoever is the first to have two full lines after that, wins the second round. Finally, the student (or the trainer) with a full card wins the last round.

Why use this exercise? The students (and the trainer) specifically look for (character) traits in the others and in this way get to know each other better unconsciously.

4) Searching for what is common

Materials: A ball of wool

Exercise: The trainer and the students sit in a circle and throw a ball of wool at each other. You hold the beginning of the tread of wool and throw the ball of wool at someone with whom you have something in common (what you have discovered during previous chats). You then tell briefly what you have in common with that person. That person holds the thread of wool and then passes the ball of wool to someone else, etc. In this way, you will create a web of wool.

Why use this exercise? This exercise is best used when the students already know each other or when previous introductory talks or exercises have taken place. This exercise makes it very clear (visually) that all students are connected and that they form a whole.

Exercises to get to know the topic of the course:

1) Real life examples

Materials: Examples of audiovisual videos

Exercise: Show the students various examples of real-life audiovisual video clips used, for example, in the world of advertising. On the basis of the examples, discover the characteristics of an audiovisual video.

2) Good practice

Materials: Audiovisual video on the culture of the trainer

Exercise: Have the trainer present his own culture using an audiovisual video he made with Canva, Audacity and OpenShot. It is important that the trainer presents his own culture to make it a learning experience for the students (their creative process is not restricted) and not to offend someone of the Roma culture with adding elements that are wrong and may therefore offend students.

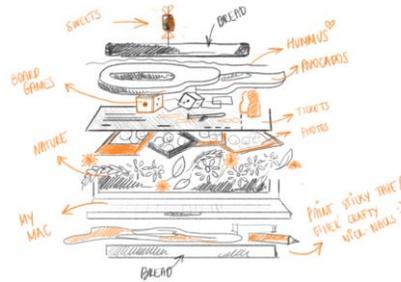
Exercises to start the creative thinking process:

1) Sandwich

Materials: A piece of paper and a pen

Exercise: Compose a sandwich to present Roma culture in a unique way. The students spend 5 minutes building up the sandwich. It can contain anything they want. The sandwich should be visual, therefore the students will need to draw, but you can add words on a side or make a scheme as well.

Example:



Why use this exercise? This exercise starts the students' creative thinking process and gets them thinking about which elements should definitely be in their collage, without knowing the assignment that follows.

2) Martians

Materials: A piece of paper and a pen

Exercise: Imagine Martians have landed in the parking lot. They do not understand the human language, but you would like to present Roma culture. You'll try to explain it using symbols and drawing in 5 minutes. Use icons, schematic drawings, timelines or anything that can make it clear. Do not use any words.

Why use this exercise? This exercise starts the students' creative thinking process and gets them thinking about which elements should definitely be in their collage, without knowing the assignment that follows.

Brainstorming together with the learners around choice of subject and materials, what to think about during the lesson

There is one moment during the audiovisual art lesson when a brainstorm is used, namely at the first day of the lesson. The following three objectives of the lesson also summarise the importance of the brainstorming:

- 1) Participants and trainers enter into a dialogue around this theme
- 2) Stimulate a dialogue to create more transparency and awareness around the Roma culture
- 3) To find support and connection through the exchange of ideas and personal storytelling

During the brainstorming, the trainer and the students decide what Roma culture stands for and how they want to visualise it. In the art lesson the trainer will find the following guiding questions so that he can actively engage the class in achieving this goal:

- In your opinion, which colors characterize the Roma culture? Incorporate these into your collage.
- What are you most proud of? How could you portray it? Incorporate this in your collage.
- Are there symbols that have an important meaning for you and why?
- Is there a famous saying you would like to share?
- What are you most proud of?
- What is typical for your own living environment/culture? How does it differ from other cultures?
- Which famous songs from Roma culture would you like to share? Or are there any famous Romani artists that you think many people don't know yet?

The trainer can choose if he/she want to let the students think about the above questions individually, in small groups of 2 or 3 participants or in a group discussion.

We would like to give the trainers some tips for brainstorming with the students:

- Keep in mind that you are dealing with an intercultural dialogue here. So it is important that you adopt a basic attitude as a trainer as described above in the section 'Pedagogical tips for the Trainers'.
- Formulate your own answers to the proposed questions in the brainstorming beforehand. You can then add/remove questions if you wish. In this way, you adapt the questions to your target audience.
- You can keep the group conversation going by asking questions like: why is that important to you? Do other participants think this is important too? Does anyone recognise themselves in this situation?
- Give the students good search terms/websites with which they can easily find Romani pictures, music, colours, and words. This intervention will also help your time management and thus ensure that the students do not linger too long in the search process.
- Because the students will not start making the collage until next lesson, it is important that they take notes during this brainstorming session. That way, they won't forget any ideas and they will have something to hold on to during the next lesson.

How to end the lesson

At the end of each lesson, repeat what the students should have finished during that lesson and what is planned for the next lesson. In this way, the students always know where they are in their learning process and you offer them the opportunity to adjust their own learning process if necessary.

In the afternoon of the last day of the series of lessons, the plan is to show each other the results and discuss the videos. This lesson can be briefly concluded with an evaluation exercise about the past lessons (See examples of such exercises under "Assessment of the impact").

Suggestions for follow-up activities

The results of the workshops will eventually be shown to a wide audience. In this way, people from the Roma culture can recognise parts of their culture in the public space and others can get to know the Roma culture in an accessible way.

As a follow up activity, another gathering can be organised with the group of students to look back. What did they think of the workshop in retrospect? What impression or skills did the workshop brought to them?

Are there any statistics or testimonials been collected from the visitors? Discuss these in the group (make sure there is a positive undertone).

Assessment of the impact

It is not recommended that the audiovisual assignment will be evaluated as the students' view of their culture is personal and unique. By evaluating this process, we limit the creative possibilities of the students and that is not what we want to achieve with this course.

Furthermore, it is a good idea to use formative assessment. The trainer can use formative assessment to give students insight into their own learning process. To gain insight into where students are in the learning process, the trainer can use short evaluation exercises at the beginning, during or at the end of a lesson. The exercises can be used as feed up (where am I going?), as feedback (where am I now?) or as feed forward (how do I proceed?).

Examples of useful and short evaluation exercises are:

Exercises that can be used during a lesson:

1) Coloured cards

Materials: 1 green card, 1 orange card and 1 red card for each student

Exercise: At the beginning of the lesson, each student places the three cards on top of each other on the corner of his table. The cards mean the following: green = I understand it so far; orange = the teacher is going too fast or I have a question that can wait; red = I can't go on, I don't understand and I need help now. The student places the applicable card at the top of the pile. When another card applies, the students change the order of the pile. In this way the trainer and the other students can help when the red card is at the top.

Tip: Agree on the number of times the red card can be used so that the pupils also learn to find a solution to their problems independently.

2) All the same

Materials: Mini whiteboards, ABCD cards, red/ green cards or nothing (depends on the question that the trainer asks)

Exercise: The trainer asks closed or short answer open questions to the whole class, which will give him insight into how far the pupils have understood something. All students answer the same question at the same time. For the open questions (max. three words) the students use mini whiteboards to answer the question and for the closed questions/statements the students answer with ABCD cards, with red and green cards, by raising fingers or by standing (agree) and sitting (disagree).

Exercises that can be used at the end of a lesson during the course:

1) 3-2-1 ticket

Materials: A piece of paper and a pen

Exercise: The students write down on a piece of paper 3 things they have learned during the lesson, 2 questions they still want to ask and 1 thing they want to tell their mum and/or dad, friend, brother or sister about the lesson. They hand in the 3-2-1 tickets before they leave the classroom.

Why use this exercise? This exercise helps the trainer to understand how the students have processed the material, and he can respond to their needs in the next lesson. Moreover, the students also gain insight into their own learning process.

2) Exit ticket

Materials: A piece of paper and a pen

Exercise: The students write down on a piece of paper what they want after this lesson. The trainer writes on the board/shows via the beamer the following possibilities: hear the explanation one more time, get more examples, do more exercises, review the material at home, move on to new material (because I understand the material), only encounter the material in my head (because I find the material boring), find out more about the material (because the material fascinates me) or something else. Then, they submit it before leaving the classroom.

Why use this exercise? This exercise helps the trainer to understand how the students have processed the material, and he can respond to their needs in the next lesson. Moreover, the students also gain insight into their own learning process.

3) Reflection page

Materials: A piece of paper and a pen

Exercise: The students write down on a piece of paper their answer to the following four questions: 'What is going well?', 'What could be better?', 'What question do I have?' and 'What am I struggling with?'.

Why use this exercise? This exercise helps the trainer to understand how the students have processed the material, and he can respond to their needs in the next lesson. Moreover, the students also gain insight into their own learning process.

Appendices

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