Spoken Works

Stimulate children’s dialogic through art

May 24th 2013
Assessment

To start the workshop, you have to write down:

1 what you want to know at the end of the workshop (cognitive);
2 what you want to be able to do at the end of the workshop (skills);
3 what you want to feel during or at the end of the workshop.

* Beginning with an assessment will:
  - Initialise your thinking;
  - Give the workshop leader the chance to get to know the group;
  - Provide a framework for feedback and feedforward.
Evolution population in Antwerp

Studiedienst stadsobservatie, Antwerp, 2012
Population children and youngsters

LEREN IN ANTWERPEN

Studiedienst stadsobservatie, Antwerp, 2012
Population – native vs foreign

Studiedienst stadsobservatie, Antwerp, 2012
Population – % native vs age groups

<table>
<thead>
<tr>
<th>Leeftijd</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 tot 9 jaar</td>
<td>57.4%</td>
</tr>
<tr>
<td>10 tot 19 jaar</td>
<td>50.2%</td>
</tr>
<tr>
<td>20 tot 29 jaar</td>
<td>48.3%</td>
</tr>
<tr>
<td>30 tot 39 jaar</td>
<td>49.1%</td>
</tr>
<tr>
<td>40 tot 49 jaar</td>
<td>37.8%</td>
</tr>
<tr>
<td>50 tot 59 jaar</td>
<td>25.7%</td>
</tr>
<tr>
<td>60 tot 69 jaar</td>
<td>19.0%</td>
</tr>
<tr>
<td>70 tot 79 jaar</td>
<td>13.0%</td>
</tr>
<tr>
<td>80 tot 89 jaar</td>
<td>8.9%</td>
</tr>
<tr>
<td>90+ jaar</td>
<td>8.5%</td>
</tr>
<tr>
<td>Total</td>
<td>38.0%</td>
</tr>
</tbody>
</table>

Studiedienst stadsobservatie, Antwerp, 2012
Population – % school retardation

Aandeel leerlingen met schoolse vertraging

Hoofdstructuur

Percentage

Vlaanderen Antwerpen

Population – % school retardation

Studiedienst stadsobservatie, Antwerp, 2012
Museumparticipation - native vs foreign

comp. Stadsmonitor 2008 (Survey (YYYY))
Vrije tijd within Survey (YYYY) by Leeftijd (AMon)
Stadsmonitor 2008-'11 (W)
Museum/tentoonstelling bezocht (Vrije tijd Axes)
Leeftijd (AMon)
16 - 25 26 - 35 36 - 45 46 - 55 56 - 65 66 - 75 76 +

- Base - Freq. (L12M) Museum/tentoonstelling bezocht (Vrije tijd Axes)
  Autobase On

Studiedienst stadsobservatie, Antwerp, 2012
Theatre participation - native vs foreign

Base - Freq. (L12M) Toneelvoorstelling bijgewoond (Vrije tijd Axes)

Studiedienst stadsobservatie, Antwerp, 2012

Stadsmonitor 2008-'11 (W)

Leeftijd (AMon)

Vrije tijd within Survey (YYYY) by Leeftijd (AMon)

Stadsmonitor 2008:
Nooit
1 tot 6 keer
7 tot 12 keer
Meer dan 12 keer

Stadsmonitor 2011:
Nooit
1 tot 6 keer
7 tot 12 keer
Meer dan 12 keer

comp. Stadsmonitor 2008 (Survey (YYYY))

Vrijemoment Studiedienst stadsobservatie, Antwerp, 2012

>95%+
>95%-
Purpose of language

- A tool for sharing information
- A tool for collectively making sense of the world
- A tool for solving problems together
- A tool for learning ways of thinking from others
- A tool for guiding learning and development
- A tool for organising individual thinking
- A tool for expressing ourselves

(Mercer, 2013)
Becoming educated means being inducted into new communities of discourse - each with their distinctive ways of thinking.

(Vygotsky, Thought and language, 1962)
Question: what do you see?  
(H. Rousseau)
SOMETIMES ASKING QUESTIONS IS ONLY ABOUT ASKING FOR THE OBVIOUS THINGS
I like this painting, what about you? (H. Rousseau)
Conversations and dialogues

Conversations

• addresses the listener’s curiosity
• are active, constructive
• intensify encounters
• improvisatory quality

=> comfortable, open atmosphere, equality

(Burnham, Teaching in the art museum, 2011)
What do you see?  (K. Malevich)
Conversations and dialogues

dialogues

• addresses the listener’s curiosity
• are active, constructive
• intensify encounters
• improvisatory quality
• strong sense of purpose
• focused on a topic, object…

=> confrontation, open atmosphere, equality, focused

(Burnham, Teaching in the art museum, 2011)
Good learning conditions for language training

- meaningful activities
- lots of quantity and quality
- reflection on your own work, tasks...
- challenging: level +1
- motivation: strong sense of purpose
- trust
- mix of different strategies and exercises

(Van den Brande, 2010)
Language learning childhood

How do you introduce the name of this animal to a baby?
How do you introduce the name of this object to a baby?
Language learning childhood

How do you introduce the name of this object to a baby?
Language learning

Elma

What does this mean?
Theory of mind

• To help someone learn, we need to be able to imagine what the world looks like from their point of view

• That is, we need to have a ‘theory’ about what is in another person’s mind

• Dialogue (statements, not questions) helps us check whether our theory is correct or not

• Dialogue with statements helps children develop language, creativity and personality

(Mercer, Words and Minds, 2000)
Enough fruit, now art...
What do you see?

=> asking the question leads to basic answers
1 This lady is swimming
2 It is autumn
3 She is singing
4 Her favorite colour is blue
5 She must be having cold

Do you agree?

=> Giving ‘answers’ leads to dialogue and language learning
1 This man is looking at the sea
2 It’s an old guy
3 He feels lonely
4 This is a photograph
5 You can see a plain in the sky
Language tools

Contrasts

Bright  dark
Nice/prety  ugly
Soft  hard
Boyish  girlish
Child-like  grown up
Good  bad
Sweet  salty
Warm  cold
Big  small
Few  a lot
Language tools

Use images instead of words

or

Use images instead of words
Language tools

or
Language tools
Write down 5 statements about this image
They don’t have to be ‘true’, but can they start a good dialogue?
Museum exercises

1. Choose an artwork in the gallery

2. Choose the group of people you are receiving

3. Make up 5 Talking points (in English) for that group
Positive feedback

1 on what he/she did
2 on how he/she did it
3 how you felt/what you felt
Annotated drawings
Pencil poetry
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