

APPROACHES AND
COLLABORATIONS TOWARDS A
COMMON BODY

Elisabete Paiva | Materiais Diversos

Study Day | Camping 2023

Materials Diversos
www.materialsdiversos.com

Minde/ Alcanena



Associated projects



Festival Materiais Diversos



Regular Programme



Collaborating regularly
with the schools in Alcanena

To enable access

>

Reaching most families through public school

Alcanena School Group

14 schools

59 classes, from basic to secondary school

About 1700 children to about 13500 inhabitants

First collaborations

Portable performances

Workshops for children after classes

Workshops for teachers

Coproducing new pieces





Why? / What for?

Designing our own
territory-based project

Profiting of our skills and experience

To share values and knowledge

>

To contribute to & influence the community

From biodiversity to human diversity

From biodiversity to human diversity

Natural heritage > Ecosystem

Diversity as heritage and as a right

Heritage as something we are part of & build

Widening the “horizon of possibilities”

>

The right to chose

Contributing to:

Self-esteem;

Sense of belonging;

Critical thinking.

Dance in dialogue with other art forms:
as medium for expression, for learning and for sharing

>

putting in common.



Towards a “common body”

How are we doing it?

2018/19

The Anthropocene of Children

2 classes / 6th grade

C. 50 children

All year long, every week + 1 general meeting + final presentation

Interdisciplinary

Dance – Margarida Mestre

Visual / Graphic Arts — Marina Palácio

Philosophy — Rita Pedro

Biology — Centro Ciência Viva do Alviela

Final vídeo: Minde class “exploring the Polje”*

** This video is not available for online publication.*

Questions

- > How to share time/space inside the classroom?
Rhythm, contents, vocabulary, roles...
- > Are we together?
- > What's the role of art?
Playing vs Learning
- > How to sustain?
Recipients, stakeholders, resources.

2020 onwards

Every One's Project, Transition, Happiness, ...

13 classes / 5th and 7th grade*

299 children*

1 semester each level, every two weeks*

Complementar to the curriculum

Process materials

Dance – Marta Tomé and Raquel Senhorinho

* 2022/23 data

Committing to the territory

- > Working with local artists;
- > Continuous dialogue with teachers;
- > Workshops for teachers.

Sessions' structure

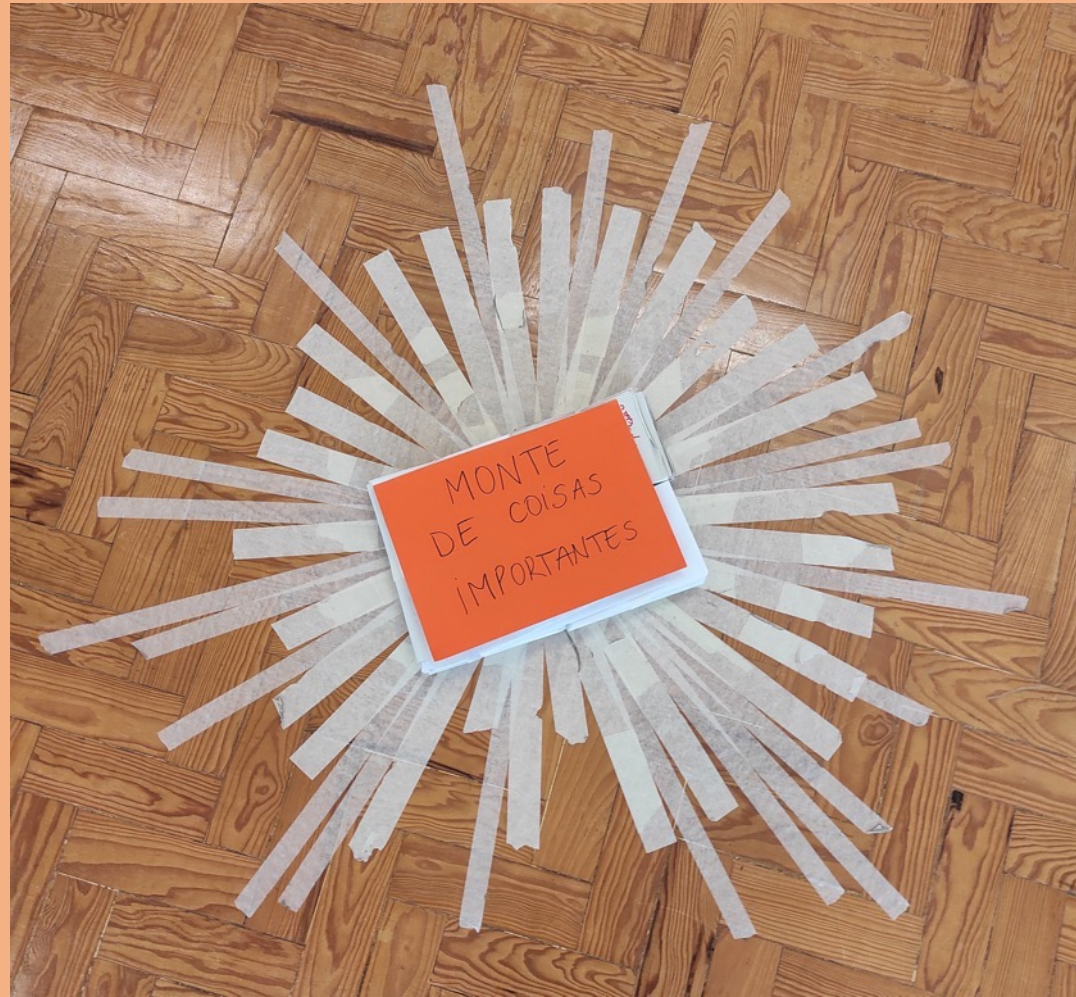
- > Memo of previous session & Warm up
- > Exploring exercises
- > Back to calm & Reflection about what we did
- > Clue for next session



5th grade



5th grade



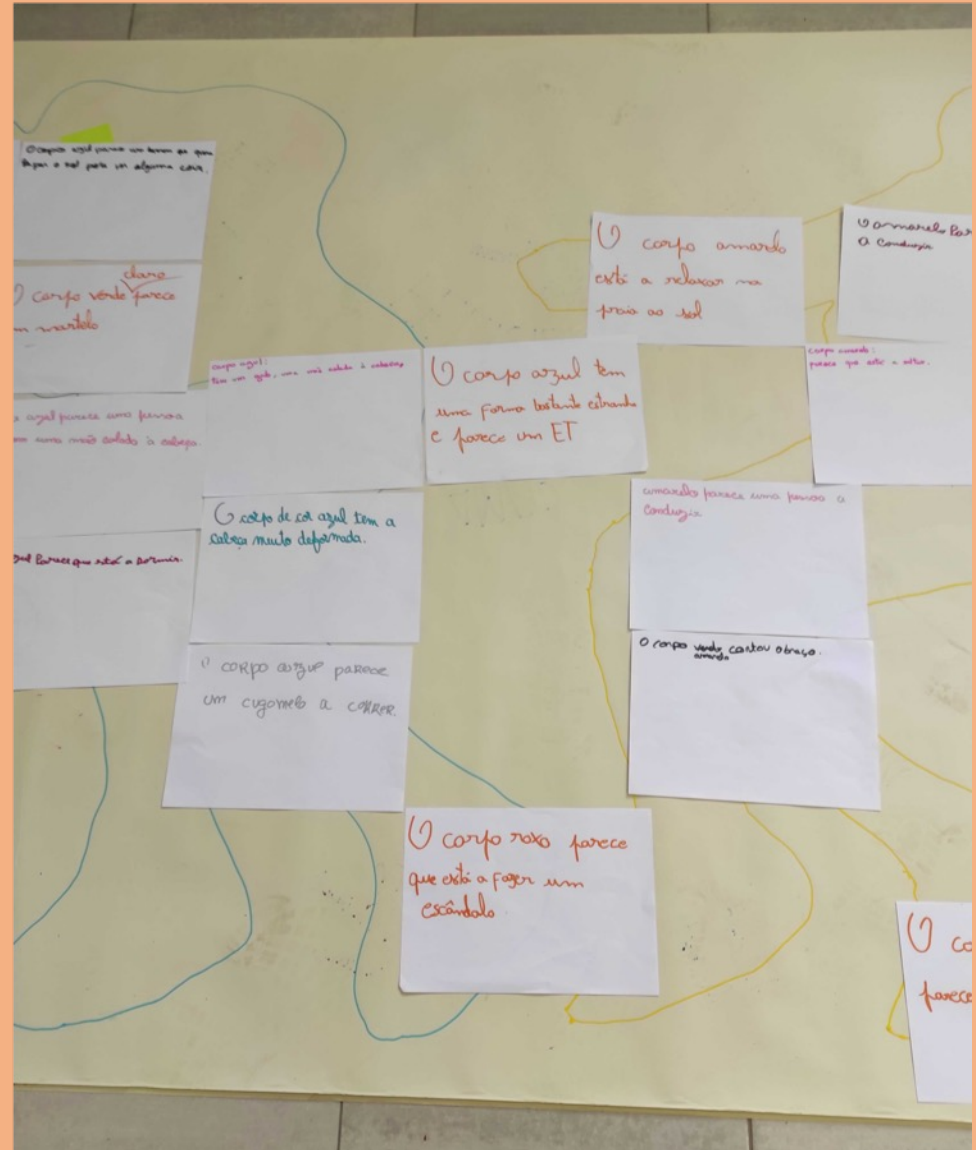
5th grade



7th grade



7th grade



7th grade



7th grade



7th grade

Impacts

- Invisible children became visible
- More self-confidence
- More trust & better group work
- Ways of expressing expanded
- Differences were acknowledged and more respected

Impacts (teachers)

- Perceiving playing & learning intertwined
- Perception about art changed (for many)
- Vocabulary expanded
- Many acknowledged different ways of supervising
- Appreciating (and asking for) participation

Inquiries/ Further steps

- Going back to the outside
- Regular vs exceptional
- Local artists collaborating with visitor artists
- Bringing the families in
- Sustaining.



Thank you!

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