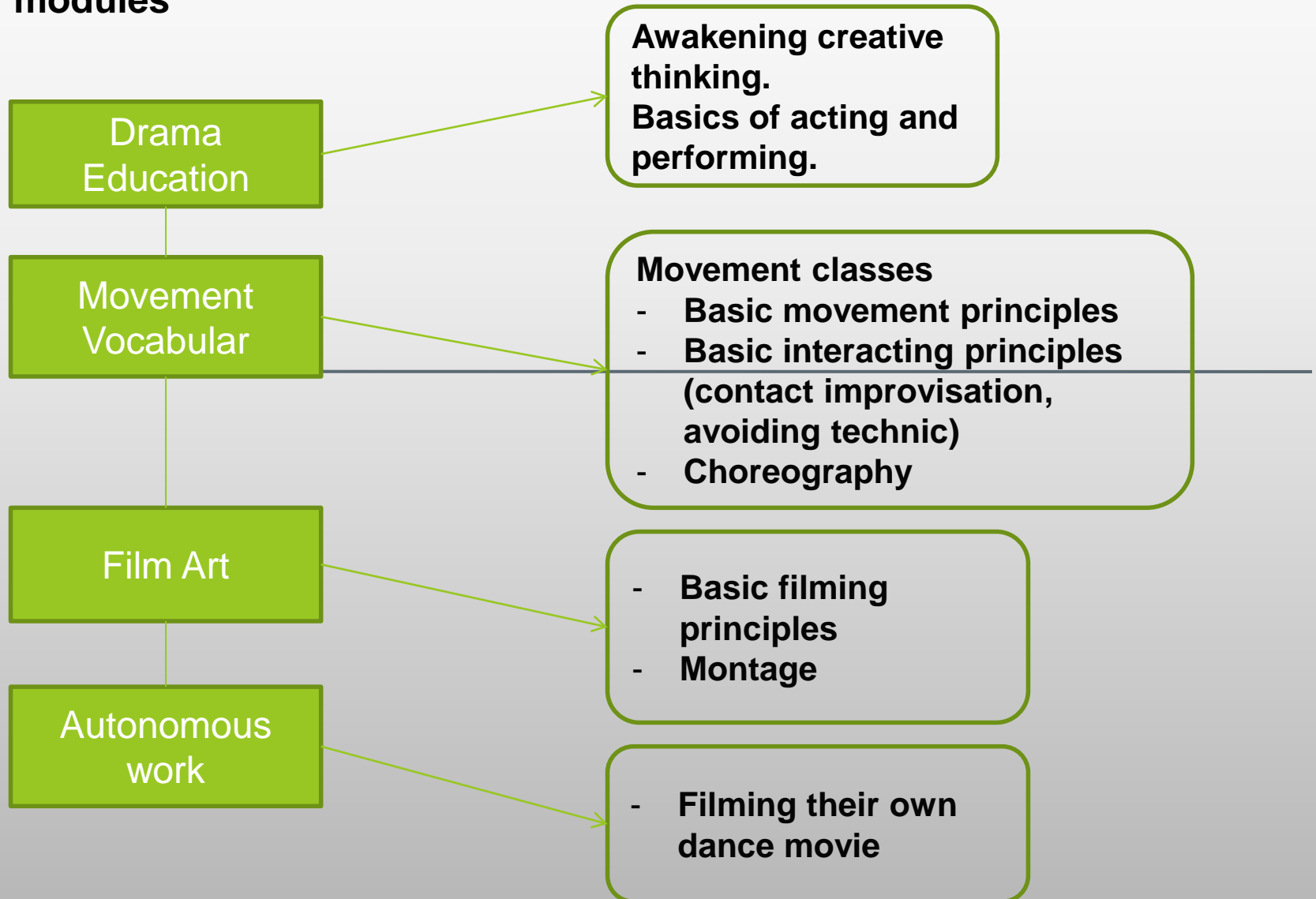


# Depriviledged art Description

- Deprivileged art project was organised as series of classes compound from different art fields (acting, filming, dancing).
- Target group were the children and youngsters, from deprivileged immigrant families, active in CONA – Centre for Children, Youngsters and Volunteers.
- Main goal was to introduce the children with their **own potential for artistic creativity**.
- **Low cost technical equipment** has proved them that artistic expression is on the reach of their hands.
- Classes were engaging **theoretical in practical part** so the children were able to test the knowledge and share it through the practical experience with the mentors.

## Education modules

## Goals



# Drama Education module

The basic idea in drama education was to introduce and present drama to the group as a tool for initiating dialogue with them selves and also within a group to raise sensitivity and creativity.

The theoretical part of basic principals of performing;

- body movement,
- speech and emotions
- cooperation with the group

# Movement Vocabulary

- Main goals of contemporary dance module were to acquire the basic movement principles and use those in a creative choreography work.
- Practical workshops introduced children with main principles, elements of dance – space, time, force, body and movement.
- In later time children were faced with abstract impulses such as pictures or short stories with task to translate it into short simple choreographies, solos or group choreographies.

# Film Art Module

- Main goal of Visual Art module was to introduce youngsters with the film art basics, with special emphasize on dance film as genre.
- Two basic methods were used in delivering learning material to the students:
  - Ex cathedra
  - Learning through practical work (Experience learning)
- Final result of educational process will be short dance film, made by whole participants including mentors.

# Autonomous work

- Final phase of the project was sublimation of gained skills and knowledge into their own art project – short dance movie.
- Last phase was two month long.
- Important role of mentor was present all the time.

# Challenges in general:

- Low self-esteem
- No self initiative, blocked imagination
- Aggressiveness
- Difficulties to express feelings and thoughts
- Weak in taking responsibility
- Difficulties in school
- Weak or non existing experiences with art
- Negative pressure from environment
- Huge age differences (8 – 16)
- Collision of different work methods between mentors and permanent educators
- Inconsistent attendance

# Challenges for mentors:

- Introduce art forms through series of short workshops.
- Open dialogue
- Avoiding underestimation
- Showing them respect
- Respecting their ideas
- Setting clear boundaries
- Fairness
- Building safe environment
- Improvisation



## Results For youngsters:

- They become open to express thoughts and feelings
- Lowering prejudices toward abstract thinking and culture
- Improved internal communication
- Recognising talents they have
- More vivid imagination
- Researching and testing their abilities
- Entrance in unknown, leaving comfort zone
- Feeling for personal contribution to the group

## Mentors and Coordinators:

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- Barbara Kanc
- Evelina Hagglund
- Živa Mestek
- Goran Pakozdi
- Brina Devetak
- Ana Beltran

### Social workers:

- Dijana Lisica
- Mateja