

# REPORT Artmile International Collaborative Learning 2020

Country/Region [ France ]

School [ Groupe Scolaire Carlepont ] Teacher [ Jean-Marie Lelong ] Grade ( 5 ) Member ( 22 )

JP School [ Souri Elementary School ] Teacher [ Ryosuke Takesako ]

## # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
ART	painting techniques, colors, shapes, perspective, shadows, ...	15
SOCIAL & ENGLISH	culture, traditions, way of life, customs, institutions, ...	15
COMPUTER	research, reading documents on Japan, on painting.	10

## # Theme and Message of the mural

Theme	WHAT KIND OF FUTURE DO WE WANT AFTER THIS PANDEMIC?
Message United thoughts to share with the world	WE WANT A NEW START TO BE DECIDED.



Effects your students have gained	Points for further improvement
<p>Our students appreciate the values, beliefs and traditions from Japan. We wanted them to communicate through language, art and video using different techniques. The planned actions have also given students access to rights and duties as well as responsibilities, to achieve global citizenship.</p> <p>Our actions are based on key skills: communication in the mother language, communication in a foreign language Mathematical literacy and basic competences in science and Covid !, Digital Culture, learning to learn, Interpersonal, intercultural and social and civic competences, entrepreneurship, cultural expression. The actions put in place to discover Japan (geography, history, symbols, traditions, language, customs, daily life, fairy tales, famous characters, ...).</p>	<p>We would like more contact between students, especially with videoconferencing.</p>

### # How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
<p>new skills and knowledge were acquired by students, especially in the use of English, knowledge of a new country Japan (culture, lifestyle, history, geography, ...); the pleasure of working in a team and participating in a collaborative project, and of course about the Covid-19 and our special way of life since one year.</p>	<p>the motivation for such exchanges and the multidisciplinary aspect to develop in order to make the most of the objectives of this program.</p>

### # Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
<p><b>MEET</b> Self-introduction</p>	Sept	<p>Presentation of the program and Japon; way of life, culture, history, ...</p>	<p>Students studied Japan; they prepared presentation illustrated cards with photos. Publication of articles, videos and photos on our website.</p>	English
<p><b>SHARE</b> Research on the theme</p>	Nov	<p>Work on cutting the mural: how to divide into two equal parts, find an original way. Studies about Covid-19.</p>	<p>Publication of articles, videos and photos on our website about the Covid-19.</p>	Science
<p><b>UNITE</b> Message of united thoughts</p>	Dec	<p>Students explored the Japanese environment painted on the mural. they study fauna and flora and the risks of pollution.</p>	<p>They chose that they want to draw. Publication of articles, videos and photos on our website.</p>	Art
<p><b>CREATE</b> Mural painting</p>	Jan Feb	<p>In 5 groups, students paint the mural after choosing colors.</p>	<p>The first drawings are done in pencil on the mural. The size of each is studied according to their importance. Publication of articles, videos and photos on our website.</p>	History English Art
<p><b>APPRECIATE</b> Reflection/ Appreciation</p>	March	<p>Preparation of the mural presentation ceremony at school.</p>	<p>making a video in class to present the fresco and explain the different illustrations it contains.</p>	French

## # Effect and evaluation gained through the collaborative learning

Evaluation: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected effect	Evaluation	Scenes and reasons that teachers felt the effects
Cross-cultural understanding	4	The work done in class on French culture and Japon culture allowed students to better understand their country and its history, and therefore to better understand another cultural identity.
Critical thinking (objective, logical views)	4	The many choices that have been made in this program have shown students how listening to the other in front of their own thinking allows them to progress. Criticism and self-criticism were the basis of reflection and cooperative work.
Active learning and action	4	This collaborative and cooperative program conducted in the classroom is fully in line with the active pedagogy that we are carrying out, in particular in pedagogy by project. The acquisition of skills and knowledge takes place in a calm and motivating school climate.
Collaborating with different people	5	The creation of the Franco-Japanese fresco is the subject of cooperative work at two levels: with the Japanese partners and also between our students who must achieve real teamwork. It is at the very heart of the program that contributions appear when our young artists discover the need to collaborate, share, exchange, to create!
Expressing in words, in shape	4	The multidisciplinary aspect of the program allowed students to progress in French, civics, Art, English, ... Progress was also noted in science about the Covid-19.



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