




Artistic exercises from Lithuania

Target group	seniors	seniors	seniors
	Title, description and link to video	Title, description and link to video	Title, description and link to video
Number of video	1	2	3
Level	1.1. The artistic expressions of personality while listening to music	2.1. I am a musical instrument	3.1. Rhythms of my life
I - Me	<p>https://drive.google.com/file/d/0B39667wSeG75R2t5QldwUnlTWUk/view</p> <p>Keywords: music, emotions, English language</p> <p>Description: In this AE music evokes associations and people create short stories about themselves, their problems, their emotional state.</p> <p>Skills developed: Cognitive skills (training English language) Social-emotional skills (self-cognition, emotional awareness) Artistic-musical skills (listening to the music, creativity)</p>	<p>https://drive.google.com/file/d/0B39667wSeG75YktqZXYwMUpFcZg/view</p> <p>Keywords: musical instrument, story-telling, English language</p> <p>Description: The participants listen to different musical instruments and choose the instrument which they like best. They personate into chosen instrument and create a story.</p> <p>Skills developed: Cognitive skills (IT, English language skills, learning about musical instruments) Social-emotional skills (self-cognition, self-presentation) Artistic-musical skills (story telling, learning about musical instruments)</p>	<p>https://drive.google.com/file/d/0B39667wSeG75YTlCajNjaDZwU0k/view</p> <p>Keywords: values of rhythmic notes, tempo, English language</p> <p>Description: The teacher explains the value of notes, distributes cards with the notes. Participants make an adequate sequence illustrating their life tempo and create a story about their life.</p> <p>Skills developed: Cognitive skills (English language skills) Social-emotional skills (sense of personal meaning, self-awareness) Motor skills (clapping hands, body movement skills) Artistic-musical skills (understanding rhythm values and creating short phrases)</p>
	4	5	6
II- Me and You	<p>1.2. Song as a communication tool</p> <p>https://drive.google.com/file/d/0B39667wSeG750FVkdTIHWDB3dEU/view</p> <p>Keywords: song, colours, communication</p> <p>Description: Participants sit in pairs and sing their favorite song to the partner. Partners choose the colour that match partners songs expression and describes his/her personal features.</p> <p>Skills developed: Cognitive skills (memory,</p>	<p>2.2. Musical instruments conversation</p> <p>https://drive.google.com/file/d/0B39667wSeG75WW1yYVIXU3ZnUFk/view</p> <p>Keywords: musical instrument, communication</p> <p>Description: Participants choose the musical instrument and talke each other using these instruments, argue, attune and tell about themselves without words.</p> <p>Skills developed:</p>	<p>3.2. Communication with a help of rhythm</p> <p>https://drive.google.com/file/d/0B39667wSeG75SnBubI9IdDZjLUE/view</p> <p>Keywords: visualization, iPad, rhythm</p> <p>Description: One member of a pair first time use iPad and plays a short rhythmic combination that reflects his/her character of lifestyle. Next time rhythmical combination is repeated using musical instrument. Partner recognizes personal features and character of a player.</p> <p>Skills developed:</p>

	attention, sensitive listening) Communication skills (communication, sensitive listening) Social-emotional skills (emotional expression, empathy) Artistic-musical skills (singing, artistic expression	Communication skills (non verbal communication) Social-emotional skills (emotional sensitivity) Artistic-musical skills (listening to the music, learning about musical expression, creativity)	Cognitive skills (IT skills) Communication skills (communication) Social-emotional skills (interpersonal understanding) Artistic-musical skills (creating rhythmic patterns, feeling different rhythms, rhythmic and artistic expression)
	7	8	9
III- Me and Us	<p>1.3. Musical perception and its coloristical expression in a group</p> <p>https://drive.google.com/file/d/0B39667wSeG75QVRVZWx1Sm9CRIE/view</p> <p>Keywords: music, emotions, colours</p> <p>Description: While listening to the music participants have to glue torn colourful pieces of paper and to create common group picture.</p> <p>Skills developed: Cognitive skills (training English language) Communication skills (communication, sensitive listening) Social-emotional skills (ability to empathise freely in a group) Artistic-musical skills (listening to the music, expression emotions creatively)</p>	<p>2.3. Musical way home</p> <p>https://drive.google.com/file/d/0B39667wSeG75bVJyRWUwVGR2cFk/view</p> <p>Keywords: musical instrument, iPad, colour, story-telling</p> <p>Description: Participants choose colour and create groups of the same colour. They play iPads and sing songs then create a story about song content and their personal experience.</p> <p>Skills developed: Cognitive skills (memory, thinking, IT) Communication skills (ability to empathise freely in a group) Social-emotional skills (understanding social responsibility, self-cognition, self presentation) Artistic-musical skills (playing music, singing, playing with Ipad keyboard)</p>	<p>3.3. Man and Nature´s rhythm</p> <p>https://drive.google.com/file/d/0B39667wSeG75UEZTaUR1NIZZTGM/view</p> <p>Keywords: rhythm, seasons, creativity in a group, English language</p> <p>Description: Rhythmic tunes that correspond the seasons names are introduced. Participant work in groups according season time they choose. They perform creative assignments related to the chosen season (singing, drawing, poetry).</p> <p>Skills developed: Cognitive skills (English language skills, kinetic memory) Communication skills (matching in a group) Social-emotional skills (emotional sensitivity, striving to reach harmony , feeling interior emotional connection between man and nature) Motor skills (body movement) Artistic- emotional skills (creative revealing life experience and moods,)</p>

Artistic exercises from Cyprus

Target group 	seniors	seniors	seniors
	Title, description and link to video	Title, description and link to video	Title, description and link to video
Number of video 	10	11	12
Level I - Me 	<p>1.1. Transcedental Emotions</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PVFRBaVpUQmVGQW8/view?ts=574eab4e</p>	<p>2.1. Expression of hope</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PSU4xYnV6WJDJhNm8/view?ts=574eab4e</p>	<p>3.1. Understanding Byzantine Music and its Rhythm</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PSDRfYTJ1em4tS2M/view?ts=574eab4e</p>

	<p>Keywords: video, music, composer, drawing, reflection</p> <p>Description: Participants listen about the life of the composer and his Music. They create drawings from what they feel and describe what they have done</p> <p>Skills developed: Cognitive skills (listening skills, drawing) Communication skills (team building) Social-emotional skills (expressing emotions) Motor skills (drawing) Artistic-musical skills (drawing)</p>	<p>Keywords: music, colours, expression, artistic creations, reflection</p> <p>Description: Participants listen to a work of Mr. Pisis and use colours to create a picture. They reflect on their emotions and present their work</p> <p>Skills developed: Social-emotional skills (using colors, expressing emotions, describe feelings)</p>	<p>Keywords: rhythm, hymns, isocrates, expression, religious music</p> <p>Description: Participants listen about the history of Byzantine Music, the role of Isocrates on rhythm Participants listen to a demonstration and give their feedback</p> <p>Skills developed: Cognitive skills (understanding on rhythm, history of Byzantine music) Communication skills</p>
	13	14	15
II- Me and You	<p>1.2. Reciprocity</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PVk9fT2RHUmFTMzA/view?ts=574eab4e</p> <p>Keywords: video, music, composer, drawing, sitting in pairs, exchange of ideas and pair reflection,</p> <p>Description: Elders sit in pairs listening to music and draw. They exchange ideas while and describe what they do, reflecting on their work</p> <p>Skills developed: Cognitive skills (drawing, listening skills) Communication skills (exchange of ideas, expression skills, team building) Social-emotional skills (expression skills drawing, team building) Motor skills (drawing)</p>	<p>2.2. Emotions and English language</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PZjRrdk1SMGh2MEU/view?usp=sharing_eid&ts=574eab4e</p> <p>Keywords: music, colours, artistic creations, switch drawings, stick English words, pair reflection</p> <p>Description: Participants stick English words to describe their emotions. They exchange works to reflect on their partner's work</p> <p>Skills developed: Cognitive skills (English language skills) Communication skills (describe creations) Social-emotional skills (coloring, expressing emotions, describe creations)</p>	<p>3.2. Technology and tradition</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PbVNHZzBqajc3Y1E/view?ts=574eab4e</p> <p>Keywords: rhythm, hymns, religious song/hymn, ipad, story-telling</p> <p>Description: Participants sit in pairs and sing a religious song following the rhythm through the ipad. A lady describes the origin of the hymn through story-telling</p> <p>Skills developed: Cognitive skills (history of byzantine music) Communication skills (story telling, communication) Social-emotional skills (story telling) Artistic-musical skills (rhythm, singing skills)</p>
	16	17	18
III- Me and Us	<p>1.3. Group expression through English words</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PS2IYeDYxWVJmRU0/view?ts=574eab4e</p> <p>Keywords: video, music, composer, English words emotions</p> <p>Description: Participants sing while they watch a video of Pisis music and stick English words to</p>	<p>2.3. Group singing and music</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PSGFBTzM0dIFGNkU/view?ts=574eab4e</p> <p>Keywords: music, singing, stick English words, group reflection</p> <p>Description: Elders are singing together, they stick English words to describe what they feel as a group</p>	<p>3.3. Exhibition of group work Rhythm (rhythm 7/8 of a traditional song)</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PSKJuUVkweFRVUWc/view?ts=574eab4e</p> <p>https://drive.google.com/file/d/0B0hkZ4qFXm8PRmNaTlkxVkfQU2s/view?ts=574eab4e</p> <p>Keywords: rhythm, hymns, religious song/hymn, ipad, story-telling</p>

<p>identify the emotions of the composer. The group expresses the emotions of the composer</p> <p>Skills developed: Cognitive skills (drawing, listening skills) Communication skills (exchange of ideas, listening skills) Social-emotional skills (exchange of ideas, understanding others' emotions, listening skills) Motor skills (drawing)</p>	<p>from the music of Pisis.</p> <p>Skills developed: Cognitive skills (english skills, understand symbolisms and colors) Social-emotional skills (expressing togetherness)</p>	<p>Description: Participants present their creations in an exhibition and participate in an exercise on rhythm while singing traditional song during the Paphos meeting.</p> <p>Skills developed: Communication skills (communication) Social-emotional skills (reflecting) Artistic-musical skills (keeping the rhythm, singing skills)</p>
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Artistic exercises from Czech Republic

Target group	Hearing Impaired	Hearing Impaired	Hearing Impaired
	Title, description and link to video	Title, description and link to video	Title, description and link to video
Number of video	19	20	21
Level I - Me	<p>1.1. Introduction + Epilogue</p> <p>https://drive.google.com/file/d/0Bx6VvwLtlQz7WXZULVhONIRGamM/view?usp=sharing</p> <p>Keywords: teaching rhythm for deaf, its importance and benefit, guidelines for ae using</p> <p>Description: This exercise is about basic introduction for teachers to the topic of teaching rhythm for deaf same as about the epilogue for final evaluation of this topic.</p> <p>Skills developed: Cognitive skills (attention, memory, kinetic memory) Communication skills (body language, communication in rhythm) Social-emotional skills (self-appreciation, self-expression, self-awareness) Motor skills (body language) Artistic-musical skills (communication in rhythm)</p>	<p>2.1. Meter</p> <p>https://drive.google.com/file/d/0Bx6VvwLtlQz7RU5ZcHkzNFNGN1U/view?usp=sharing</p> <p>Keywords: rhythm, one's own body pulse, visualisation, perception, movement</p> <p>Description: This exercise is about awareness of the one's body rhythm and modifying it, demonstration by movement.</p> <p>Skills developed: Cognitive skills (thinking, memory, perception, kinetic memory, visual memory) Communication skills, Motor skills (demonstration by movement) Social-emotional skills (self-awareness)</p>	<p>3.1. Bars</p> <p>https://drive.google.com/file/d/0Bx6VvwLtlQz7WC1SRXh4ZDJ1am8/view?usp=sharing</p> <p>Keywords: modification of rhythm into bars, rhythmic articulation</p> <p>Description: This exercise is about rhythm and dividing it into bars, feeling of rhythm, its modification and demonstration by movement.</p> <p>Skills developed: Cognitive skills (attention, memory, thinking, orientation in rhythmic movement, kinetic and visual memory) Communication skills (body language, communication by rhythm) Motor skills (body language, cultivation of body movement) Artistic-musical skills (basic rhythmic and musical segment – bars)</p>
	22	23	24
II- Me and You	1.2. Rondo	2.2. Creation of rhythm	3.2. Chains

	<p>https://drive.google.com/file/d/0Bx6VvwLtQz7a19UVmMtRGnrR28/view?usp=sharing</p> <p>Keywords: rhythm creating, rhythm imitating, polyrhythm, rhythmic improvisation</p> <p>Description: This exercise is about cooperating with other participants of the exercise using imitation and sequentially connecting individuals in polyrhythm.</p> <p>Skills developed: Cognitive skills (perception) Communication skills (body language, visual communication without words) Social-emotional skills (self-created rhythm, self-awareness) Motor skills (imitation, body language, kinetic, visual and hearing memory, mobility of the whole body)</p>	<p>https://drive.google.com/file/d/0Bx6VvwLtQz7M2c2VTZLaFhERTQ/view?usp=sharing</p> <p>Keywords: creation of rhythm, rhythmic game, using percussion instruments</p> <p>Description: This exercise is about supporting rhythmic and movement memory through game in Indian village.</p> <p>Skills developed: Cognitive skills (memory, self-awareness) Communication skills (body language) Social-emotional skills (awareness of other participants) Motor skills (body language, imitation, movement, using percussion instruments) Artistic-musical skills (using percussion instruments)</p>	<p>https://drive.google.com/file/d/0Bx6VvwLtQz7T1hocWJmOWFxeWM/view?usp=sharing</p> <p>Keywords: moving chains, cooperation in creation rhythm, movement agreement with music and rhythm</p> <p>Description: This exercise is about supporting both metric and rhythmic feeling, rhythmic and movement memory and movement culture.</p> <p>Skills developed: Cognitive skills (memory, perception, movement memory) Communication skills (body language) Social-emotional skills (awareness of other participants, self-awareness, mutual feeling in group) Motor skills (body language, cultivation of movement, ability to maintain rhythm) Artistic-musical skills (cultivation of movement, ability to maintain rhythm)</p>
	25	26	27
III- Me and Us	<p>1.3. Canon</p> <p>https://drive.google.com/file/d/0Bx6VvwLtQz7VzhoeTZxUOpVMIE/view?usp=sharing</p> <p>Keywords: moving canon, imitation, movement agreement with rhythm or music, self-awareness, awareness of other participants</p> <p>Description: This exercise is about supporting metric and rhythmic feeling and movement memory, about movement culture.</p> <p>Skills developed: Cognitive skills (memory) Communication skills (body language) Social-emotional skills (awareness of other participants, self-awareness, mutual feeling in group, supporting metric and rhythmic feeling, supporting rhythmic and movement memory, supporting movement culture in group) Motor skills (imitation, body language, supporting rhythmic and movement memory, supporting movement culture in group, ability to maintain rhythm)</p>	<p>2.3. Theatrical performance of deaf students</p> <p>https://drive.google.com/file/d/0Bx6VvwLtQz7AvpU3I0RIFBcFE/view?usp=sharing</p> <p>Keywords: deaf actors, art of dance, art of role playing, impact of sensing music for deaf</p> <p>Description: This exercise is about practical impact of teaching rhythm and sensing music for deaf actors same as reasons why they are studying in arts school and playing in theatre for their work and private lives.</p> <p>Skills developed: Cognitive skills (memory) Communication skills (benefit of rhythmic education and role playing, body language) Social-emotional skills (benefit of rhythmic education and role playing, self-awareness, emotion, motivation, sensing music, dance movement) Motor skills (body language, dance movement) Artistic-musical skills (teaching rhythm, sensing music, dance movement)</p>	<p>3.3. Deaf Theatre Company – Cooperation between deaf and hearing actors</p> <p>https://drive.google.com/file/d/0Bx6VvwLtQz7MjUyWi1ib3FvVHc/view?usp=sharing</p> <p>Keywords: deaf and hearing actors, common theatre performance, rhythm, music, dance, role playing</p> <p>Description: This exercise is about practical impact of teaching rhythm and sensing music for deaf actors and for hearing actors, also. Performance of professional ensemble "I Can't Hear Theatre"</p> <p>Skills developed: Communication skills (communication with partners, communication with the audience, body language) Social-emotional skills (benefit of rhythmic education, benefit of role playing, creativity, reflection, self-awareness, personification, motivation, emotion) Motor skills (body language, ability to take up</p>

	Artistic-musical skills (supporting metric and rhythmic feeling, supporting rhythmic and movement memory, supporting movement culture in group, ability to maintain rhythm)		rhythm, dance, art of role playing, art of playing theatre) Artistic-musical skills (ability to take up rhythm, dance, art of role playing, art of playing theatre)
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Artistic exercises from Greece

Target group	Intellectually impaired	Intellectually impaired	Intellectually impaired
	Title, description and link to video	Title, description and link to video	Title, description and link to video
Number of video	28	29	30
Level I - Me	<p>1.1. Melody</p> <p>https://www.youtube.com/watch?v=mn7pJeuRQtc</p> <p>Keywords: melody, keyboard, midi, technology, voice</p> <p>Description:This exercise is about melody teaching using IT. The learning process is accomplished using Sampled Voices in a D.A.W.</p> <p>Skills developed: Cognitive skills (attention, memory, thinking, perception) Motor skills (playing keyboard) Artistic-musical skills (playing keyboard)</p>	<p>2.1. Rhythmic Pattern I</p> <p>https://www.youtube.com/watch?v=2Mkygb23m0U</p> <p>Keywords: rhythm, pattern, visualization, percussion, perception</p> <p>Description: This exercise is about rhythm teaching through visualization of objects. In this exercise we use cups and straws.</p> <p>Skills developed: Cognitive skills (attention, thinking, memory, perception) Motor skills (bilateral mobility of the hands)</p>	<p>3.1. English alphabet and Musical instruments</p> <p>https://www.youtube.com/watch?v=jLUjjFQTuw</p> <p>Keywords: English alphabet, musical instruments, IT</p> <p>Description:This exercise is English alphabet teaching and simultaneous acquaintance of musical instruments.</p> <p>Skills developed: Cognitive skills (perception, memory, attention, language, thinking)</p>
	31	32	33
II- Me and You	<p>1.2. Rhythm</p> <p>https://www.youtube.com/watch?v=5ltpk8T45yg</p> <p>Keywords: rhythm, pattern, phonetic system, percussion, visualization</p> <p>Description: This exercise is about basic rhythms teaching, Based on voice system. Also, geometric shapes visualization is used.</p> <p>Skills developed: Cognitive skills (attention, thinking, memory, perception, language) Communication skills (communication)</p>	<p>2.2. Rhythmic Pattern II</p> <p>https://www.youtube.com/watch?v=g8LKfsabWko</p> <p>Keywords: rhythm, pattern, visualization, percussion, perception</p> <p>Description: This exercise is about rhythm teaching through visualization of objects. In this exercise we use cups and straws.</p> <p>Skills developed: Cognitive skills (attention, thinking, memory, perception, language) Communication skills (communication)</p>	<p>3.2. Classification</p> <p>https://www.youtube.com/watch?v=vfKjqCHwvS4</p> <p>Keyword: classification wind instrument, string instruments, plucked, percussions.</p> <p>Description:This exercise aims to teach the categorization of musical instruments to strings, plucked, wind and percussion and simultaneous acquaintance with them through IT.</p> <p>Skills developed: Cognitive skills (perception, memory, attention, language, thinking)</p>

	Social-emotional skills (socialization) Motor skills (mobility of the hands) Artistic-musical skills (mobility of the hands)	Social-emotional skills (socialization) Motor skills (bilateral mobility of the hands) Artistic-musical skills (bilateral mobility of the hands)	
	34	35	36
III- Me and Us	<p>1.3. Ensemble</p> <p>https://www.youtube.com/watch?v=3j7XhWN8XRA</p> <p>Keywords: musical ensemble, keyboard, percussion, rhythm, chords</p> <p>Description: This exercise combines the exercises E1 and E4 by creating an ensemble.</p> <p>Skills developed: Cognitive skills (attention, thinking, memory, perception, language) Communication skills (communication) Social-emotional skills (socialization, self-expression, self-appreciation) Motor skills (mobility of the hands) Artistic-musical skills (mobility of the hands)</p>	<p>2.3. Percussion ensemble</p> <p>https://www.youtube.com/watch?v=AL4cA80MrFQ</p> <p>Keywords: percussion, ensemble, rhythm, visualisation</p> <p>Description: This exercise combines the exercises AE2 and AE5 by creating a percussion ensemble.</p> <p>Skills developed: Cognitive skills (attention, thinking, memory, perception, language) Communication skills (communication) Social-emotional skills (socialization, self-expression, self-appreciation) Motor skills (mobility of the hands) Artistic-musical skills (mobility of the hands)</p>	<p>3.3. We listen, design and feel the sound</p> <p>https://www.youtube.com/watch?v=BWIV2Vhkig8</p> <p>Keywords: Listening, designing, feeling, sound, instruments</p> <p>Description:In this exercise a group of students expresses' themselves through listening and painting a particular musical instrument, specifically bouzouki.</p> <p>Skills developed: Cognitive skills (attention, thinking, memory, perception) Communication skills (communication) Social-emotional skills (socialization, self-expression)</p>