

Reggio Emilia

An Educating Community



History and Identity of the Schools

“Men and women were working together to build the walls of this school because we wanted a new and different place for our children.”

“Our goal is to create an amiable school that is active, livable, documentable, and communicative.”

Loris Malaguzzi



Education as a Right

- “Education is a right of all , of all children, and as such is a responsibility of the community. Education is an opportunity for the growth and emancipation of the individual and the collective; it is a resource for gaining knowledge and for learning to live together; it is a meeting place where freedom, democracy, and solidarity are practiced and where the value of peace is promoted.”
- Students with different learning needs are regarded as having “**special rights**” rather than disabilities or special education services

Culture of the Atelier



Place of research, invention, and empathy expressed by means of the 100 languages of learning which extend beyond childhood to include adulthood

All types of the arts are integrated into learning projects

These projects are constructed in partnership with professionals of various competencies, musicians, painters, architects, etc. . .

Making Learning Visible

Exhibitions

Ray of Light



Digital Landscapes

Mosaic of Graphics

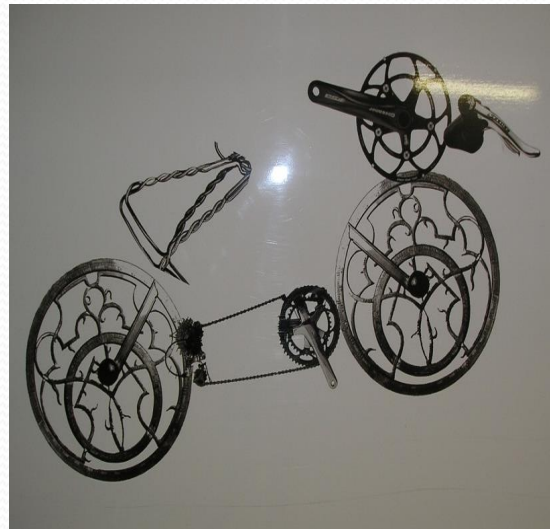
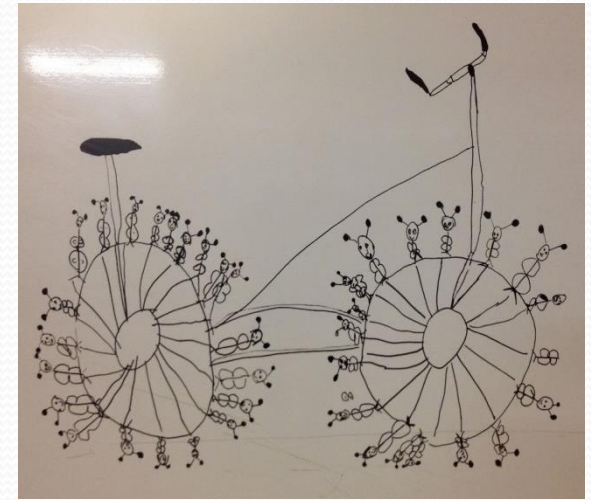
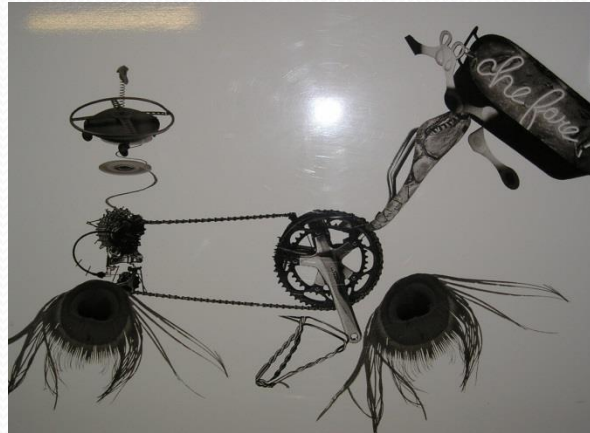


Transportation

How does a bike move?

Who rides a bike?

How can we create bikes using other materials? How do you draw a bike?



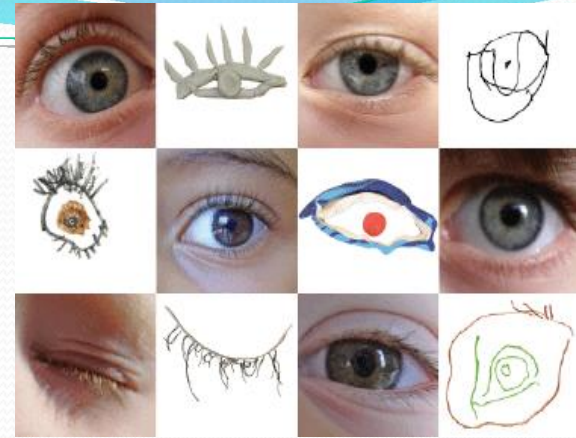
Architecture and Design

What would a column wear?
What do people want to look at?
What makes a space beautiful?



People

Who lives in our city?
What do people like to do?
How are we alike/
different?



scuola
del
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In Silverton . . .

- **Story of Silverton School**
- **Art integrated into all learning**
- **Making learning visible in our community**



A Day in the Life

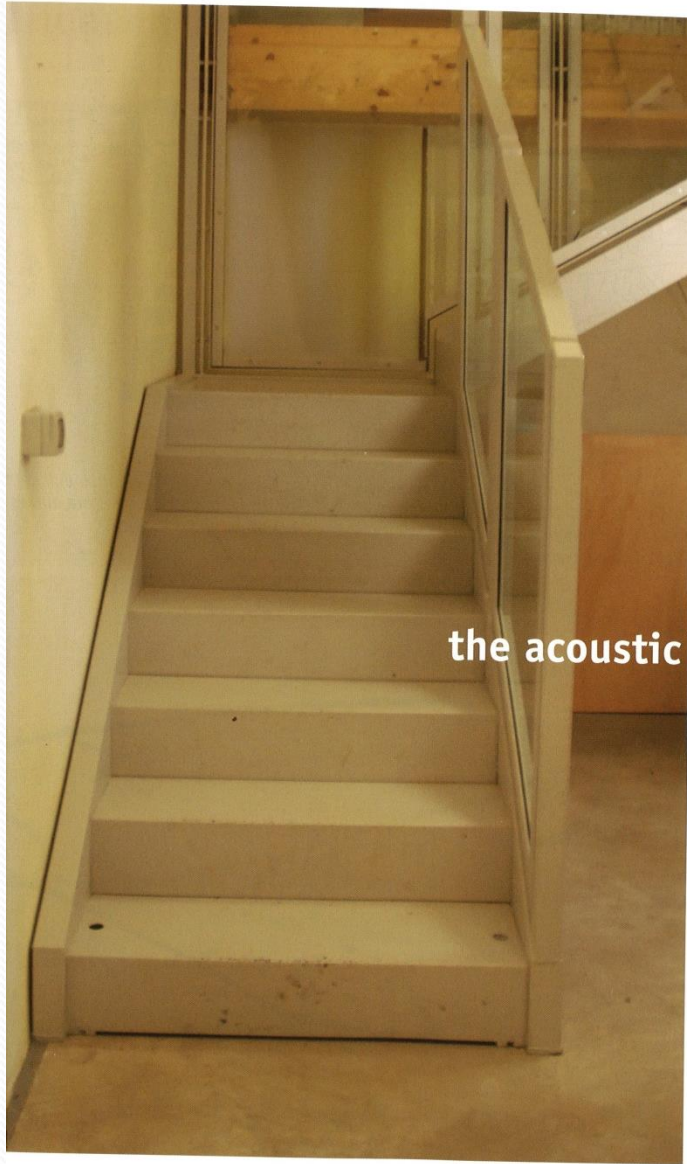
- Schools are a HAPPY place.
- Schools exist because of parent commitment.
- No standard curriculum is taught, rather the teachers listen to the children's' interests and plan accordingly.
- Teachers are trusted to teach.
- The environment is the “third” teacher.
- Children have time for open exploration.
- “Surprises” are placed throughout the school i.e. a slinky hanging from the ceiling



The sound effects produced on a metal stairway – by rhythmic footsteps, repeated jumping, running and voices – were among a group of children’s most vivid memories after visiting the Loris Malaguzzi International Centre. Later, they give friends vivid accounts of the sensations, emotions and sound effects experienced at the Centre. The children’s initial intuition of the relationship between sounds and this space matures through re-listening, sound narratives, discussion and work with drawings. They perceive differences in the sounds made by heavy footfalls and light ones, and work on the particular sound qualities of different ways of walking. Gradually, they develop a capacity for distinguishing between sounds, and creating variations; and reach the point of inventing short compositions.

the stairway voice from *metal stairway to musical stairway*

*8 March preschool
children aged 3-5 years
atelieristas: Maura Rovacchi, Carmine Scianguetta
teachers: Lorenza Bianchi, Anna Preite
pedagogistas: Alessia Forghieri, Annalisa Rabotti
with the collaboration of:
Filippo Chieli, Elena Giacomini, Michele Pauli*

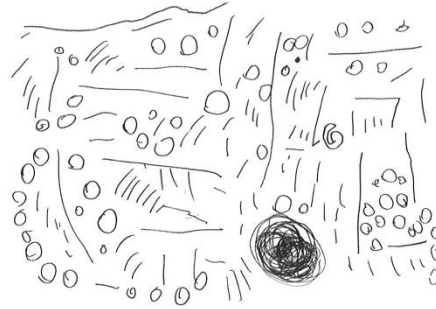


the acoustic qualities of a space

As children go up and down a staircase at Loris Malaguzzi International Centre they perceive its particular sound effects.

- There was a drumming of noise. Federico
- Music stays around you in the air, but noise reaches your heart, and scares you. Elena

ning and interpretations in drawing



—I can hear the noise of drums. Feet are making it. I can hear children shouting. You can hear them everywhere. They're going everywhere. **Marco**



—These are the different sounds on the stairway, and these signs are arrows telling me to go upstairs. **Nicol**

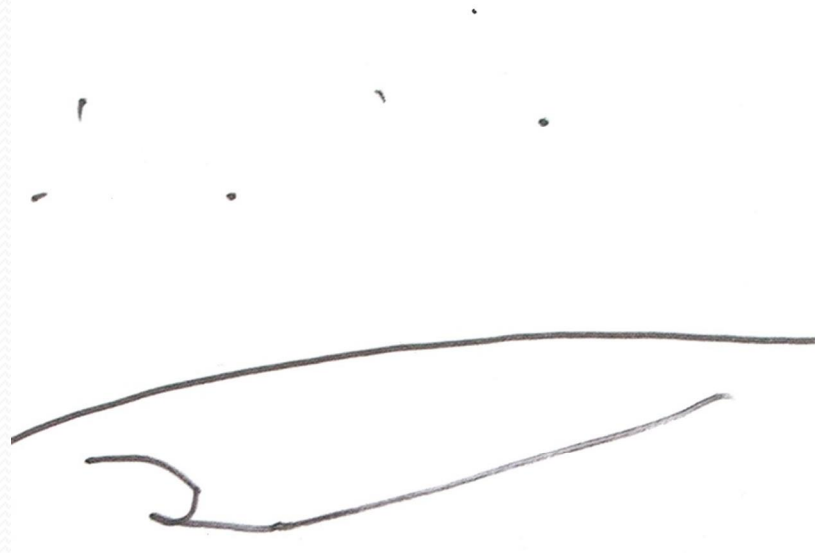
aircase sound

a big staircase sound

the sound is the same as the difference in str

Variations in Rhythm

The metal staircase seems to become a musical instrument. Strength, delicacy, pause, and rhythm are some of the strategies used by children to produce variations in the sounds they make on it.



a small staircase sound
Eleonora

ut it's different from the speed



—If we all go together you get a big, strong, noise. A fast noise. Alice and Nicol
—The sound is the same as the difference in strength but it's different from the speed. Marco



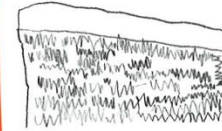
—Now we have to do it quietly. On our tip-toes. A tiny noise. Ines

new shades of sound and several possible variations

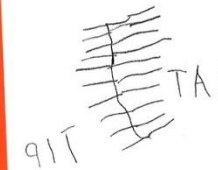
The idea begins that different shoes might produce different, unexpected sounds, related to combinations of different steps.



- When you look at the back of them shoes are different. The backs aren't the same and they don't make the same noise. **Emily**
- They all make a different sound of noise! **Eleonora**
- I have a lovely idea. I'll jump and they [other children] walk. We'll do it together. **Ines**



the shaky sound
of tickling **Nicol**



tip-tap sound
Nicol



**giving the sounds back
to the stairway**
wards the idea of composition

There is an innate sense of rhythm in the children's research. A sequence of steps spells out a series of pauses and silences, of single and multiple sounds, which when made simultaneously, by children acting together, become experiments in possible compositions. The sounds are recorded on the stairs at the International Centre, and later, in the school atelier the children try and transform them into signs, activating a process of representation through drawing. This sign language, in drawings charged with significance, interprets the sounds in all their complexity.



The stairway at the International Centre remains a fundamental element for the children, which they refer to in a visual representation when they are back at school, re-visiting their collection of sounds and inventing possible sequences and combinations.



A drawing, representing the stairway, created and shared by the children becomes a drawing board on which they place their drawings of sounds, and invent possible sound sequences, with the support of computer equipment.

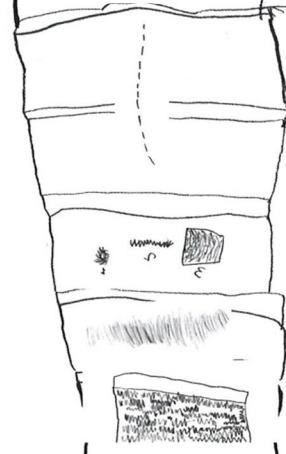
Alice's stairway

—No, this sound isn't right here, so we'll move it. We'll leave an empty step with no sound on it. It's better that way. **Marco**



an empty step with no sound on it

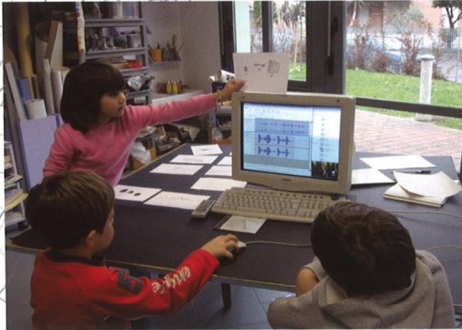
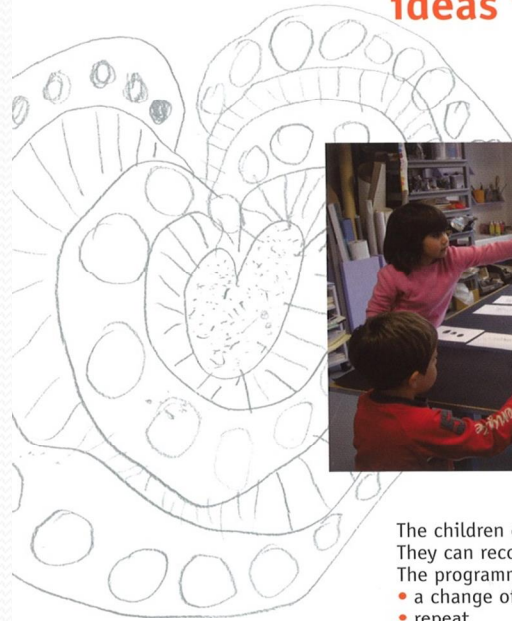
Nicol's stairway



“We’ve heard the recordings so many times that when I see sounds in a drawing, I don’t hear them in my ears, I hear them in my mind.” Alice

*—We’ve heard the recordings so many times that when I see sounds in a drawing, I don’t hear them in my ears, I hear them in my mind. **Alice***

ideas for a gift for the stairway



—The stairway's happy when we're noisy. The "tremble" is the sound of the stairs laughing. **Ines**

—When we go up and down it tickles the stairway and she enjoys it. **Gabriele**

—It would be nice to give her a present a child going upstairs and downstairs. We can let her listen to her sounds. **Elena**

The children digitally archive their different sounds and transformations of sounds. They can recognize sounds by name, symbol and sound.

The programme produces three effects:

- a change of speed
- repeat
- amplification

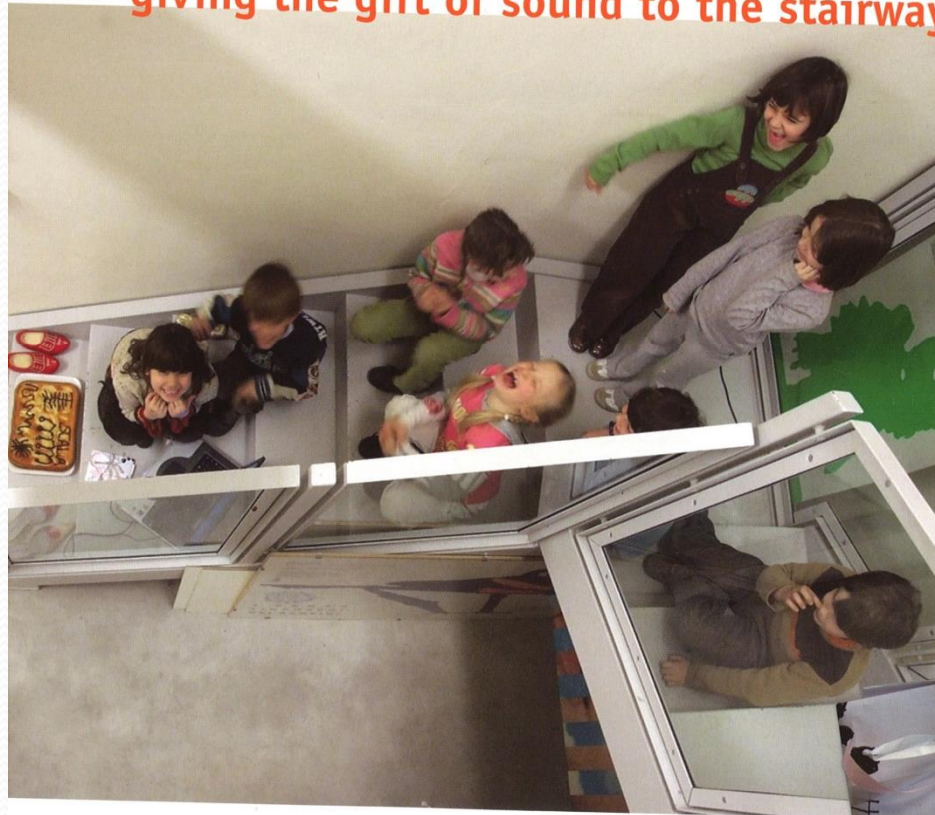
By manipulating these, and doing research with them, the children's awareness continues to grow.



—With "Effects" [from the menu] you can shorten sounds and make them longer. You can see waves that change and they get flatter. When you make a sound shorter the wave is really fast, and when you make it longer, the sound is long, long, long. **Ali**


of sound" has been made shorter, and now everything is clear. When it's long, it goes "ta-a-a-p
If you use "Speed Change" that makes it shorter, and it goes "tap-tap-tap". Alice
stairway thinks that's funny. Gabriele
ny you need lots of sounds, one after the other. Almost like a joke. Maddalena
ve need to choose different sounds to make her go to sleep. Ines
inion, sounds going slowly will make her fall asleep. It has to be slow. Maddalena
s to be low; like a lullaby. Elena

I heard the stairway laughing **giving the gift of sound to the stairway**



- I heard the stairway laughing. Nicol
- I heard it snoring. Bianca
- We heard it in our minds, in our brains, and in our imaginations. Elena





“It is our obligation to think about the future. The actions we do not take today are actions not taken for the children who will be growing tomorrow. To dare the future, then, is not a risk but a necessity for the dignity of mankind.”

Loris Malaguzzi