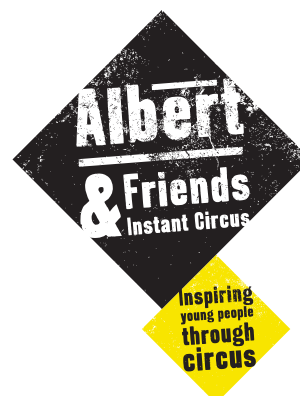


The logo for CirSchool, featuring the word "CirSchool" in a stylized font. "Cir" is in blue and "School" is in red.

The CirSchool project aims to provide teachers, students and those involved in education with a didactic model and the relative pedagogical instruments based on activities, that can be replicated for the promotion of the acquisition of key competences. In particular, the practice of the Intelligent Physical Arts (circus skills) offers social and relationship-developing activities, which are carried out using the body and implies and promotes in the individual a series of competences, connected to the notion of learning to learn:

- The use and exploitation of competences previously acquired in order to reach new learning objectives.
- Awareness of one's own body and motor co-ordination, that can improve self-confidence.

CirSchool was born as a response to the analysis of school systems – as is highlighted in the data presented in the study “The key figures concerning education in Europe” Eurydice (2009), European school systems, which show the difficulty in providing solutions to the strategies of the process of teaching/learning useful for the promotion of disciplinary and transversal competences in young people.

For the above-mentioned reasons, it is clear that there is a need for promoting pedagogical action to transform the traditional classroom into a creative classroom, an environment based on laboratories exercising aptitudes, skills and knowledge, in which each and every student can explore their personal cognitive and relational tools.

The traditional cognitive heritage, based on teacher-centred methods, more than on learner-centred approaches, does not fill the needs of this new reality: technology, knowledge and skills are in continuous and dynamic change.

These aspects become interesting in the light of the growing need to provide students with the tools that can enable them to build their own strategy to manage the complexity and the cognitive flexibility needed to cope with, and to adjust to, modern society.

The choice of the Intelligent Physical Arts (circus), as the paradigmatic environment to shape the innovative and creative classroom, is based on the greater opportunities offered by wider physical involvement. The multiplicity of IPA skills empowers and enriches the body, leveraging and fine-tuning abilities, touching their “weaknesses”. While performing IPA activities, each person explores their own “lived body” (Le Boulch) in relation with reality, promoting transversal skills, such as self-esteem, team building, problem solving, abstraction and responsibility.

Circus skills require an integrated activity of knowledge and know how, of concrete actions and recalling acquired skills, stressing the role of the body as a thinking agent.



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Albert & Friends Instant Circus is a registered charity No: 1061370

Company limited by guarantee in England & Wales No: 3282305



Supported using public funding by
ARTS COUNCIL ENGLAND



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