



ART ATTACK

ART FOR SELF-EMPOWERMENT



Co-funded by the
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ART ATTACK



The project arises from the common partners' concern about the social and mental health consequences that the pandemic and lockdown are leaving on the people, especially on youth.

The reports from WHO and Unicef show how worldwide youth mental health is at risk: statistics say that 27% of the youth interviewed reported feeling anxiety and 15% depression; 46% report having less motivation to do activities they usually enjoyed. 36% feel less motivated to do regular chores.

We have observed also in our environments and communities many youth showing diseases of anxiety, depression, or in other cases food diseases, or even less visible symptoms like demotivation and lack of initiative for an uncertain future.

Mental health is a fundamental part of the 17 UN Sustainable Development Goals: good mental health is related to the ability to reach the SDGs. Poor mental health and unfulfilled human potential pose major risks to the

changes that are needed if we are to reach the SDGs. Projects focused on methods to support youth facing psychological vulnerabilities and psychosocial disabilities, as well as promotion of resilience and mental health generally, must be prioritized. The project aims at re-motivating youth and enhancing their sense of initiative for a wider and more positive view of the future and they will develop a strong personality with a lot of self-confidence in their strength which automatically leads to better chances and opportunities.

OBJECTIVES

Our Goal and Vision

Empower the competences of Youth workers and Art Educators, providing them creative methods for emotional management, self-awareness, communication, through art and creative writing, for the benefit of their target group, especially of disadvantaged youth;

Empower and reinforce creative skills, communication and career competencies of young artists through innovative Trainings (Artistic residency settings);

Contaminate the world of Art with the non-formal education and career path through discovering good practices in the 3 countries;

Develop in participants (Youth workers, art experts, young artists, youth target, especially those with fewer opportunities) competences and attitude toward creative learning as a tool to face life challenges and unpredictable situations;

Enhance international cooperation between the organizations and create outputs (Video and Booklet) for the benefit of Youth work quality development.

PARTNER ORGANIZATIONS

The project includes 5 partners coming from 3 different countries, geographical regions, and backgrounds:

Kinderfreunde Mühlviertel

Austria

Linzer Veranstaltungsges.m.b.H

Austria

Associazione Agrado

Italy

Il CoWorking di E.

Italy

Associação Check-IN

Portugal



ART ATTACK

ACTIVITIES

01 February 2023 - 01 February 2025

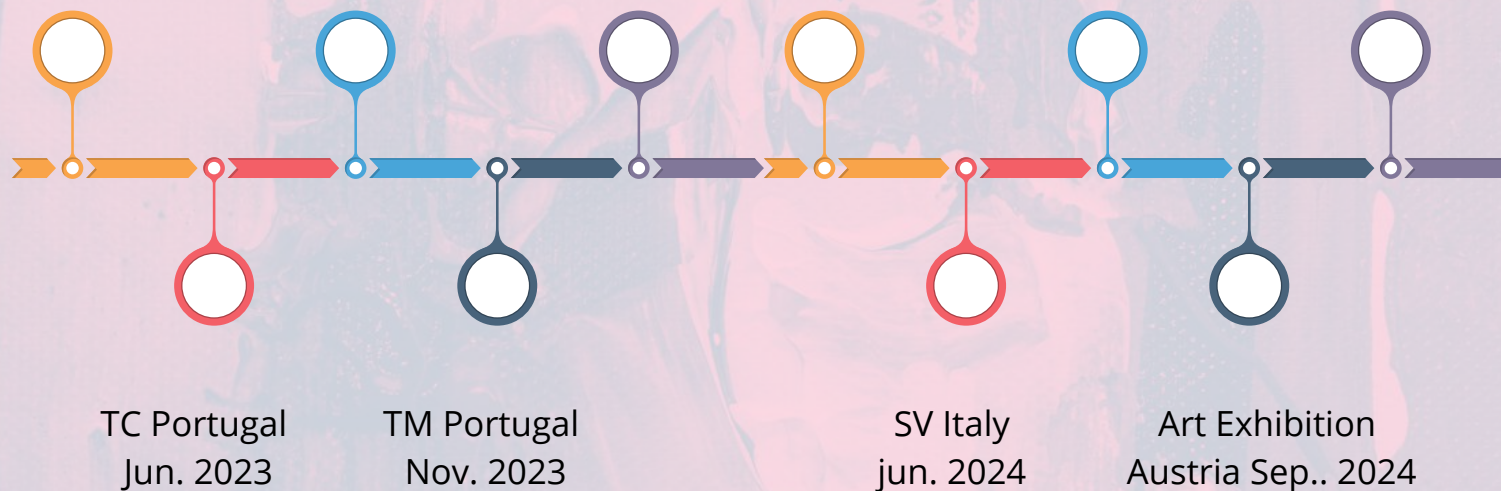


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TIMELINE

Kick off meeting Austria Feb. 2023 Local workshops Jul - Sep.. 2023 SV Austria Jan . 2024 SV Portugal Apr . 2024 Art Residency Austria Sep. 2024 TM Italy + ME January 2025



TM = Transnational Meeting
SV= Study Visit
ME: Multiplying Event



ART ATTACK

2.1 TRAINING COURSE

Alcoutim, Portugal
29th June - 06 July 2023



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2.1 Training Course

The Training Course was the core activity for the empowerment of Youth workers and educators for their own benefit and especially for the youth groups with whom they work with.

Youth workers and educators learned techniques on creative process, self expression and emotional management through artist tools and methods.

In a second step they had the chance to experiment these methods and tools in their local environments with other colleagues (Local workshops) to bring the international dimension into the local one and spread the contents in their territory.

The specific objectives of the TC were:

- Provide learnings to youth workers and educators to use with their youth;

- Provide them tools and methods from the art field for the self-knowledge, emotional management (through Dada poetry, creative writing...), and communication (Transactional Analysis, Empathic listening,...);

- Facilitate learnings through crossing different contexts tools (art, creativity, psychology,...);

- Let youth workers and educators meet to share their concerns and tools in a multicultural environment for a holistic learning;

- Pass them competences for supporting their youth on emotional side;

- Bring the learnings in their local environments for a wider number of educators and for a wider local impact.

- Test the methods and provide feedback to each other.

These objectives met and supported especially the project objectives:

1. Empower the competences of Youth workers and Educators working with youth, providing them creative methods for emotional management, self-awareness, communication, through art and creative writing, for the benefit of their target group, especially of disadvantaged youth.
2. Contaminate the world of Art with the non-formal education and career path through the mutual support between the knowledges and perspectives of the 2 fields;
3. Create a multicultural dimension for inclusion, exchange of cultures and stereotypes fighting.

The TC was held in Alcoutim (Portugal) from the 29th of June till the 06th of July 2023. It was 6 training days + 2 travel days.

We had 20 participants in total.

Number of participants per partner:

- Kinderfreunde Mühlviertel (Austria): 4 participants
- Linzer Veranstaltungsges.m.b.H (Austria): 4 participants
- Associazione Agrado (Italy): 4 participants
- Chiarugi Eleonora (Italy): 4 participants
- Associação Check-IN (Portugal): 4 participants (+ 2 local staff).

Hosting Organization – ASSOCIAÇÃO CHECK-IN

Check-In – Cooperation and Development is a non-profit organization, founded in 2010, based in Beja and operating from Lisbon, Portugal. It works in close cooperation with public and private entities, actively participating in quality of life improvement activities. Our aim is to promote lifelong learning opportunities, to encourage social integration, education for sustainable development and social entrepreneurship. Our working methods are furthermore deeply rooted in the European core values, such as the respect for human rights, democracy, gender equality, ecological awareness, intercultural tolerance and solidarity between the people. Our organization mainly focuses on youth and adult mobility, non-formal education and the overall sharing of knowledge, through the support of European cooperation initiatives: KA1 (Training Courses, Youth Exchanges, Job Shadowing), KA2 (Innovation or exchange of best practices), Erasmus+ Sport and Citizens, Equality, Rights and Values Programme (CERV).

CHECK-IN is also a proud member of Anna Lindh Foundation and EURODESK multiplier.

You can find at: <http://checkin.org.pt/en/> or www.facebook.com/ngocheckin.

THE PROJECT IS SUPPORTED BY: Erasmus+, KA220-YOU - Cooperation partnerships in youth, Austrian National Agency. Approved with reference number:

2022-2-AT01-KA220-YOU-000097010

+ info about Erasmus + www.ec.europa.eu/programmes/erasmus-plus/index_pt.htm



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2.2. TRAINING COURSE SESSIONS

PROGRAM

TC "ART ATTACK - Art for self-empowerment " Alcoutim, Portugal 29th June - 6th July 2023								
"	Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
08:00	Breakfast							
09:30		Morning opening	Morning opening	Morning opening	Morning opening	Morning opening	Morning opening	Departures of participants
09:45		Presentations and Team Building	My Parent, My Adult and My Child	A walk with Vivian	DADA	"The stage is yours"- preparation	Follow up and dissemination plan	Departures of participants
11:00	Comfort Break							
11:30		Team building	Transactional Analysis on stage	A walk with Vivian	VIDEO Bring your poem where it belongs.	"The stage is yours"- Preparation	Eye collection and evaluation	Departures of participants
13:00	Lunch							
15:00	Arrivals	The smell of childhood	The power of Mistakes	Empathic Listening	Cultural visit in Alcoutim	"The stage is yours"- Preparation	Final Evaluation	
16:30	Comfort break							
17:00	Arrivals	Feelings collage	Michelangelo	I'm here, I'm present	Cultural visit in Alcoutim	The stage is yours- Performance	Youthpass Delivery	
18:00	Welcome games	How our child artist feels	How our child artist feels	How our child artist feels -	How our child artist feels	How our child artist feels	Celebration time	
20:00	Dinner							
21:00	Official welcome	Time for connection	Cultures: Mode ON	Free Night	Free Night	EVALUATION	Farewell Party	



2.2.1 Feeling Collage

ACTIVITY

Title: "Feelings collage"

Length: 1,5 hour

Material: Magazines, newspapers, images already cut, A4 sheets, scissors, glue sticks, colored pencils, threads and pins.

It is an activity that can be used for multiple purposes (introduction, evaluation,..) ad with multiple targets (children, adults, seniors, disabled persons,..).

In this case we used it as an introductory tool to break the ice on creativity.

The topic that we asked each participant was: "What love is not"- through using papers, images, words cut by newspapers and magazines.

Instructions:

-Trainers introduces the idea of collage as a child activity to do in an intuitive way, searching for fun and following your own taste and creative process without self-judgment.

-He/she gives the topic on which to work: "What love is not".

-On the floor it is already set the materials (colored and various)

-Participants have 40 minutes to create their own collage on this topic.

-When finished, each one hangs his/her own collage at a thred(small rope) along the room, with pins (like clothes out to dry).

-When all the collages are hanged, the whole group goes visiting the gallery and everybody briefly explains their own collage feelings.

-Debriefing in circle on the activity.

2.2.1 Feeling Collage



2.2.2 Transactional Analysis

GENERAL OVERVIEW

- Transactional Analysis is a personality theory which gives us a picture of how people are structured psychologically.
- Transactional Analysis is underpinned by the philosophy that people can change and we all have a right to be in the world and be accepted.
- Transactional Analysis (TA) was greatly influenced by one of the foremost theories in Personality, the Psychoanalysis by Sigmund Freud.



THE THEORIST

- ❖ Eric Berne was born on May 10, 1910 in Montreal, Quebec, Canada, as Leonard Eric Bernstein.
- ❖ Eric Berne went to the United States in 1935.
- ❖ In 1936, he began his psychiatric residency at the Psychiatric Clinic of Yale University School of Medicine, where he worked for two years
- ❖ In 1943, during World War II, Berne joined the United States Army Medical Corps and served as a psychiatrist.
- ❖ In 1949, he was admitted as a Fellow in the American Psychiatric Association.
- ❖ In late 50's he started to elaborate the theory of Transactional Analysis (TA).

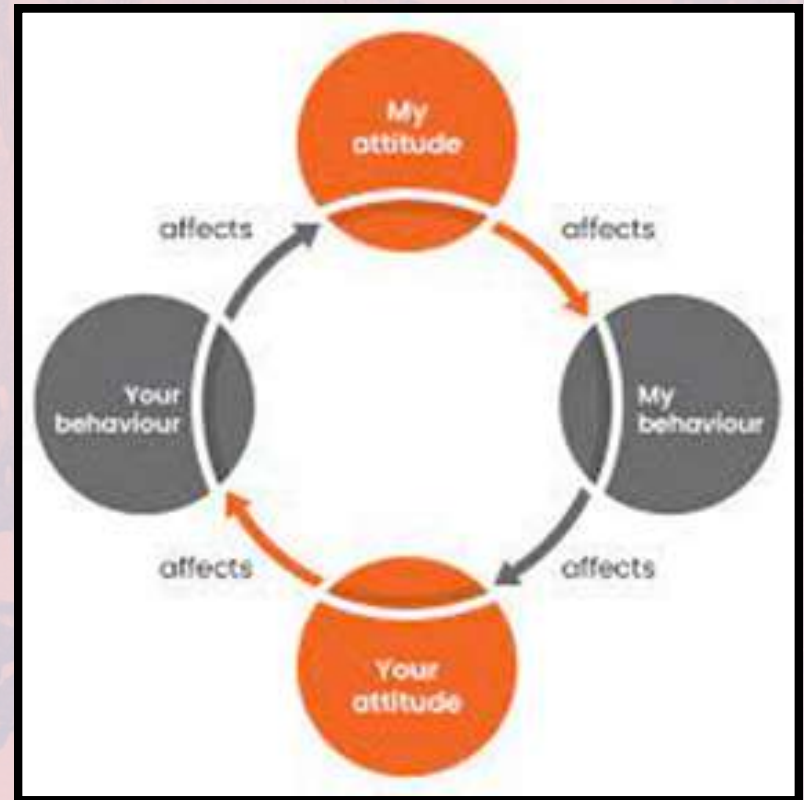
2.2.2 Transactional Analysis

TRANSACTIONS

When two people interact with each other, they engage in social transactions, in which one person responds to the other. Study of such "Social Transactions" is called 'Transactional Analysis'.

WHAT IS A TRANSACTION?

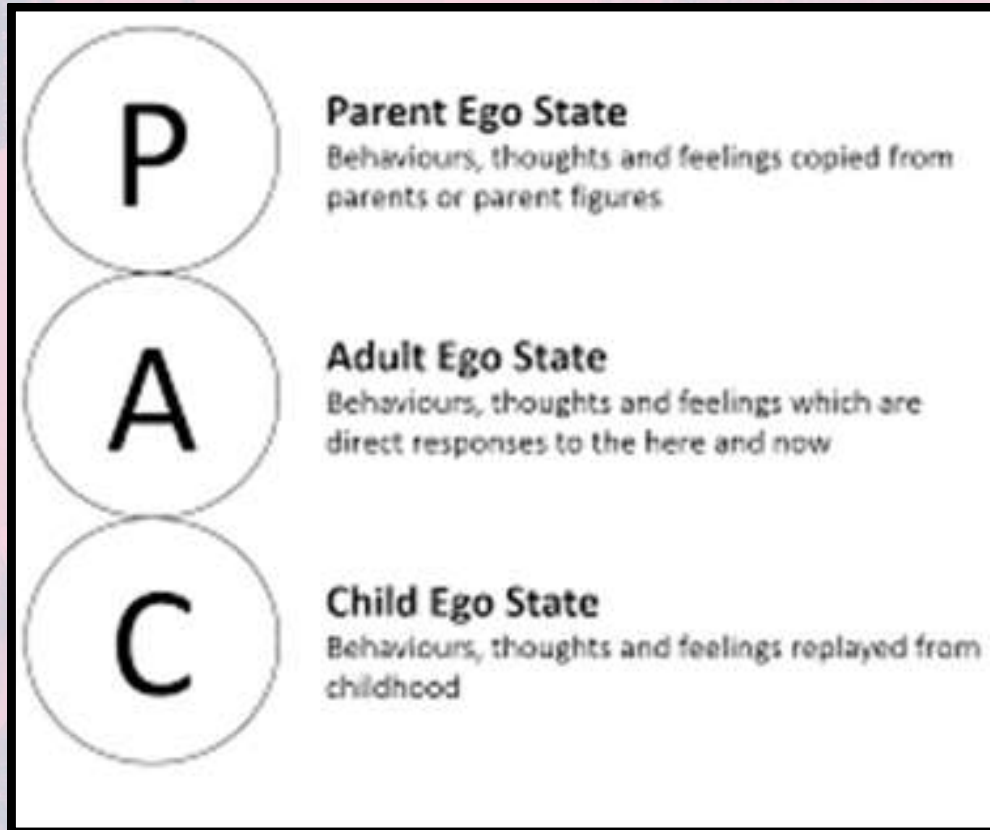
A Transaction is an exchange of two strokes between two people. The first stroke is called 'Stimulus', the second is called the 'Response'. Transactional Analysis underlines the deep connection existing between communication and relations.



2.2.2 Transactional Analysis

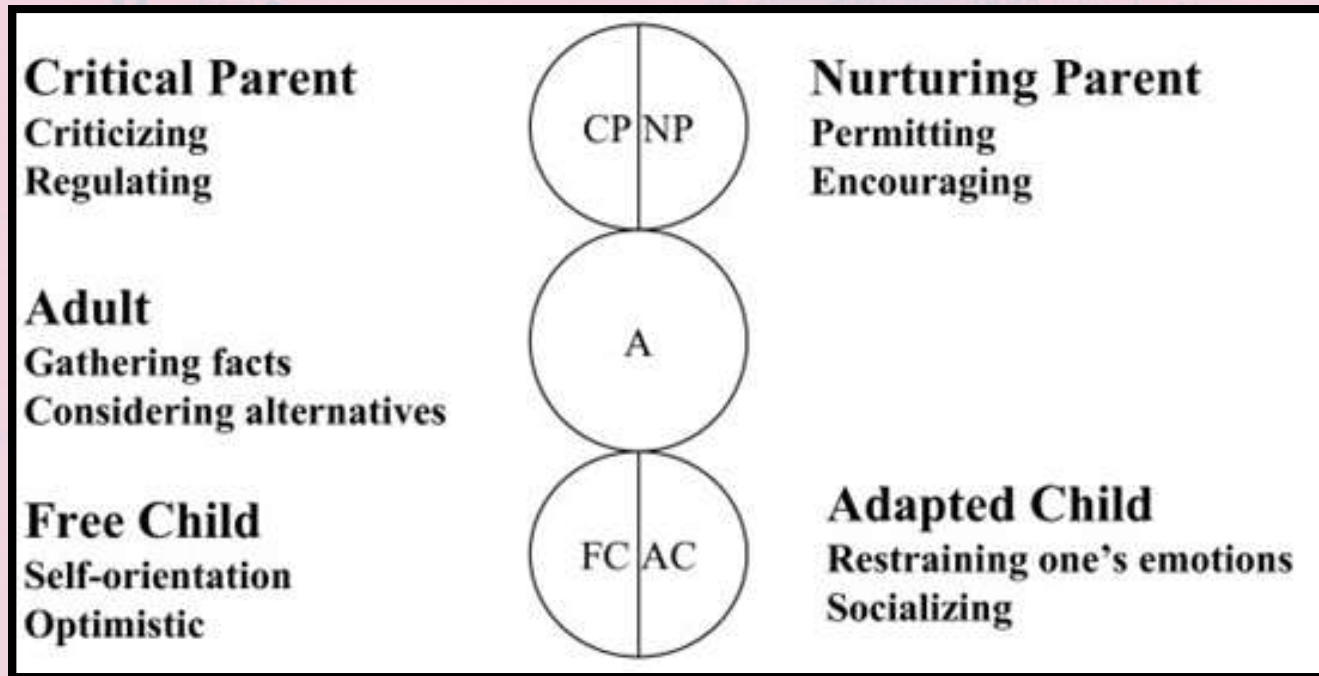
EGO STATES

Each human being has three Ego states:



2.2.2 Transactional Analysis

EGO STATES DIVISION



VIDEO on it:

[Transactional Analysis Ego States - expressions of Ego states](#)

2.2.2 Transactional Analysis


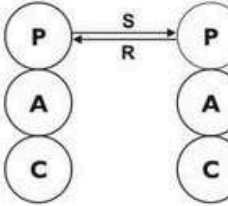


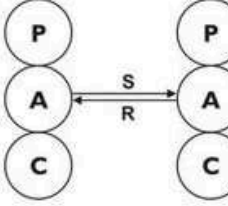


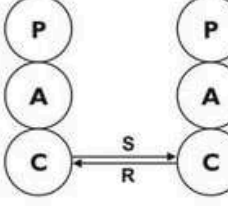


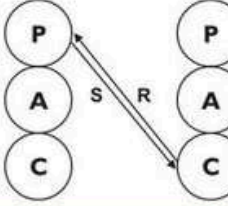

TRANSACTIONS - COMPLEMENTARY

VIDEO on it:

[Transactional Analysis Transactions - Complementary](#)

Transactions Complementary (Parallel)

The response to the stimulus is appropriate and expected.
Communication is open and may continue.

 <p>"Kids are lazy these days!"</p>		 <p>"And they're all on drugs!"</p>
 <p>"Hi, how are you?"</p>		 <p>"I'm fine thanks."</p>
 <p>"I really like you!"</p>		 <p>"I like you too!"</p>
 <p>"Where's that report?"</p>		 <p>"I.. I.. I'm sorry. It's not finished."</p>

Ref: Eric Berne (1975)

2.2.2 Transactional Analysis


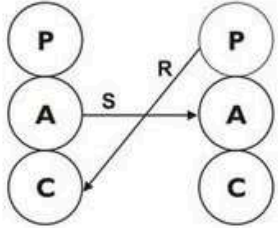


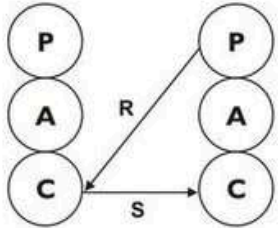


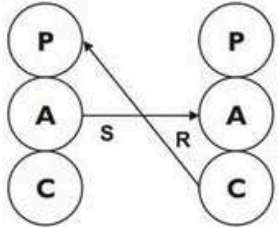

TRANSACTIONS - CROSSED

VIDEO on it:

Transactional Analysis: Crossed
Transactions explained

Transactions - Crossed

The response to the stimulus is unexpected.
Communication breaks down or changes.

<p>"What's for dinner?"</p> 		<p>"Stop bothering me!"</p> 
 <p>"Let's have some fun!"</p>		 <p>"Can't you ever be serious?"</p>
<p>"Good morning. How are you?"</p> 		<p>"I'm not feeling very well."</p> 

Ref: Eric Berne (1975)

2.2.2 Transactional Analysis

TRANSACTIONS - ULTERIOR

VIDEO on it:

Transactional Analysis Ego States and Transactions

Transactions - Ulterior

An ulterior message is sent disguised as a socially acceptable stimulus.

“How did you like my report?”
(It wasn't very good, was it?)

“It was okay.”
(I didn't like it much.)

Duplex Transaction

“Would you like to come in for coffee?”
(I want to be alone with you.)

“Yes, I'd love some coffee.”
(I want to be alone with you, too.)

Duplex Transaction

“This is our top item, but probably out of your budget.”
(I'll shame you into buying this.)

“I'll take it!”

Angular Transaction

Ref: Eric Berne (1975)

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2.2.2 Transactional Analysis

KEY CONCEPTS IN TRANSACTIONAL ANALYSIS

I'm OK - You're OK

"I'm OK - You're OK" is probably the best-known expression of the purpose of transactional analysis: to establish and reinforce the position that recognizes the value and worth of every person.

Transactional analysts regard people as basically "OK" and thus capable of change, growth, and healthy interactions.

Berne says there are 4 Life positions: Life positions are basic beliefs about self and others, which are used to justify decisions and behavior.

	You are Okay with me		
I am Not Okay with me	I am not OK You are OK <i>one down position</i> Get away from Helpless	I am OK You are OK <i>healthy position</i> Get on with Happy	I am Okay with me
	I am not OK You are not OK <i>hopeless position</i> Get nowhere with Hopeless	I am OK You are not OK <i>one-up position</i> Get rid of Angry	
	You are Not Okay with me		

2.2.2 Transactional Analysis

LIFE SCRIPT

Eric Berne proposed that dysfunctional behavior is the result of self-limiting decisions made in childhood in the interest of survival. Such decisions culminate in what Berne called the "life script," the pre-conscious life plan that governs the way life is lived out. Changing the life script is the aim of transactional analysis psychotherapy. Replacing violent organizational or societal scripting with cooperative non-violent behavior is the aim of other applications of transactional analysis.

Life scripts are defined within the field of Transactional Analysis and as such are often viewed within the frame of the parent-adult-child model. Script messages are seen as coming from:

Modelling: Visible ways adults and peers behave.

Attributions: Being told 'you're just like...'

Suggestions: Encouragement such as 'Always do your best'.

Injunctions: Demands to do or not do things.

Typical injunctions include:

- Don't
- Don't be
- Don't be close
- Don't be separate from me
- Don't be you
- Don't be a child
- Don't grow up
- Don't succeed
- Don't be important
- Don't want
- on't need
- Don't think
- Don't feel

2.2.2 Transactional Analysis

STROKES

Berne observed that people need strokes, the units of interpersonal recognition, to survive and thrive. Understanding how people give and receive positive and negative strokes and changing unhealthy patterns of stroking are powerful aspects of work in transactional analysis.

Video on it:

[Transactional Analysis games - introduction](#)

GAMES

Berne defined certain socially dysfunctional behavioral patterns as "games." These repetitive, devious transactions are principally intended to obtain strokes but instead they reinforce negative feelings and self-concepts, and mask the direct expression of thoughts and emotions.

Berne tagged these games with such instantly recognizable names as "Why Don't You..", "Yes But," "Now I've Got You, You SOB," and "I'm Only Trying to Help You."

Berne's book "Games People Play" achieved wide popular success in the early 60's.

2.2.3 “TA on stage”

Title: “TA on stage”

Length: 1,5 hour

Material: Chairs, tables

Instructions:

-Divide in groups of 4-5 people and give them 40 minutes to prepare a theatre sketch of maximum length 3 minutes to play in front of the other participants.

-The sketch should put on scene a situation of conflict/agreement/judgment/... really happened to some of the group and played by the group

-The group will have 3 minutes to perform and the rest of participants will be the audience.

-At the end of the performance the facilitator will ask the audience what they noticed in terms of communication styles, Ego States, Transactions.

-Trainers introduces the idea of collage as a child activity to do in an intuitive way, searching for fun and following your own taste and creative process without self-judgment.

-He/she gives the topic on which to work: “What love is not”.

-On the floor it is already set the materials (colored and various)

-Participants have 40 minutes to create their own collage on this topic.

-When finished, each one hangs his/her own collage at a thred(small rope) along the room, with pins (like clothes out to dry).

-When all the collages are hanged, the whole group goes visiting the gallery and everybody briefly explains their own collage feelings.

-Debriefing in circle on the activity.

2.2.3 "TA on stage"



2.2.4 “A walk with Vivian”

Title: “A walk with Vivian”

Length: 2,5/3 hours (according to the number of pax).

Material: Flipchart, laminated printed photographs, personal notebook, pens, and chairs arranged in a circle are the materials and setting utilized for the activity.

Instructions:

Outside the exercise room, there is a display of 7 photographs by Vivian Maier, strategically placed to surprise visitors and announce the exhibition.

The agenda for the session is as follows:

1. Introduction (Vivian's story) - 10 minutes
2. Visit to the exhibition of 7 photographs by Vivian Maier - 15 minutes
3. Participants select a photograph and compose a story related to that image, adopting a non-human perspective

such as an object, a cloud, an animal, etc. - 35 minutes

4. Individual reading of each story by the participants - 45 minutes

5. Debriefing (expressing feelings and selecting one word to describe the exercise) - 20/30 minutes.

The exercise is based on the life and photos of the photographer Vivian Maier. The objective of this exercise is to stimulate self expression through sensory observation and the analytical ability towards an image. It aims to place us at the center of the action within an image and transport us to that moment. The creative writing, narrating a photograph from a non-human perspective aims to stimulate free expression of Self (talking about your emotions not in first person, but “using” that object like a “channel” for it.

2.2.4 “A walk with Vivian”

The creative writing and story telling, the capacity of empathy with the emotions behind the image, create the perfect scenario for the self-expression of feelings.

The consequent reading of their stories, by each participant, contributes to create deep bounds of trust and empathy between participants and to discover treasures in each one.

The life of Vivian Maier (1929 - 2009) is so inspiring, fascinating and mysterious, especially in these times of exasperated search for individual visibility. It is an ode to modesty and at the same time a series of infinite questions on her solitude life and her low awareness of her photographic talent.

Vivian Maier is considered one of the world greatest photographers of the 20th century, and more generally, one of the great artists of that century.

But her genius did not come to light until after she died in 2009. That's when the contents of her storage containers, gained the attention of curators and critics around the world. Museum exhibits and two film documentaries followed.

Her photos, films and negatives were discovered after her death by chance, sold in an auction (garage sell goods) by John Maloof, passionate for finding treasures in this kind of stuff.



2.2.5 “Empathic Listening”

Title: “Empathic listening”

Length: 1,5 hours

Material: Music (by mobile), speakers, cards with questions that need a storytelling about your life moments (We used the cards of “Questions Game”/or you can create cards with questions on very personal/intimate topics - examples: “When was the first time you felt proud of yourself?”

Instructions:

First phase (warming up):

Participants walk in the room at the rhythm of the music (happy and fast music) and have to express their feelings and behaviours according to the 3 tasks that Trainers will give them:

These will be the tasks:

- Say good morning shake hands, in your language

- Say cute things to the people you meet (in your language)

- You met your best friends after 2 years: what do you do?

Second phase: Mirroring:

Keeping the pairs composed in the last task (above), Trainer asks the pairs to face each other like in a mirror, and decide who is A and who is B.

Soft/classic music will lead the activity.

The person A in each couple will move hands and arms (soft, slow movements) and B will follow and reproduce the same gestures like in a mirror keeping their hands at few millimeters of distance each other but without touching (you have to perceive the warmth of the other’s hands without a direct contact).

2.2.5 “Empathic Listening”

It can last 3-5 minutes. Then the Trainer will ask to change and B will lead the movements and A will follow these.

After 3-5 minutes the Trainer stops the activity with an applause. Notice the emotions around (people hugging, smiling,..).

Third phase: Choice of the topic (card) and empathic listening

The Trainer has already prepared a table or on the floor (hidden by participants) with all the question cards. The Trainer invites participants to go to the table and, led by instinct, to choose one card with one topic they feel like to talk about with the other person of their pair.

Each one chose a different card.

After this, the pairs find a comfortable corner in the big room where to sit and start the activity.

The trainer waits for all the pairs to have found a proper place and then gives the start to the activity of empathic listening

. These are the rules that the trainers tell to the pairs, and the activity starts for all at the same time, with a bell ring by the trainers. Timing is led by the trainer (starts and stops):

- A has 4 minutes to tell a story on that topic to B - B listens in silence showing only with nodding and non verbal signals that he/she is present and active.

- Then B has 1 minute to resume the story of A.
- B has 4 minutes to tell A his/her story on his/her card topic - A listens in silence showing only with nodding and non verbal signals that he/she is present and active.

- Then A has 1 minute to resume the story of B

During this time (4+1+4+1 minutes) one of the Trainer keeps the timing and rings the bell at each change, and the other goes round the pairs taking photos of them (choosing those ones whose bodies are mirroring: legs in the same positions, and so on..).

2.2.5 “Empathic Listening”

-Debriefing about the feelings during the activity + more debriefing questions: how the exercise was, if talking so deep is easy or not, how is to listen without interrupting,...)

After that the Trainer shows the photos (sent on the Whatsapp group) and shows the symmetry and mirroring effect of some pairs: usually those are the pairs that developed more engagement and empathy and connection during the exercise and their bodies reflect the depth of their mind/heart connection.

It opens to talk about non verbal and verbal language and on tips of active listening and how to develop empathy with non verbal and verbal signals (example: eye-contact, nodding, body mirroring, rephrasing sentences of the other, calling people by their own names, asking, paraphrasing (you wanted to tell that...) and so on).



2.2.6 “Dada’s poem”

Title: “DADA poems”

Length: 2,5/3 hours (according to the number of pax).

Material: Flipchart, colored cardstock, scissors, glue sticks, A4 sheets, printed poems, pens

Chairs arranged in a circle

Instructions:

1. Introduction (The Dada movement story) - 5m
2. Participants divide into 3 or 4 groups, depending on the number
3. Each participant receives a printed poem (cannot keep their own) and selects one or two verses that resonate with them - 20m
4. In groups, using each individual's choices, the group constructs their poem and glues the selected verses onto the colored cardstock

5. Individual reading of each group's poem - 30m
6. Each group is challenged to also read their poem in the Dada style
7. Each group creates a video using their poem in whatever way they see fit, as if it were a recording of the process. The video will be presented on an evening after dinner if there are projection capabilities or shared on the project's WhatsApp. The video should be artistic and conceptual.
8. Debriefing (how you feel, one word to describe this exercise) - 20m

It is an exercise on emphasizing artistic nonsense as a way to get rid of self-judgment as self-limitation. Being "silly", as eminent artists did before us (like in DADA movement), is a liberatory manifestation of our creative Inner Child, that part inside us which helps us to face challenges in creative and funny ways, and ignite our passion and motivation in life.

The Cut-Up Poetry Process that we used in the exercise was also a DADA creation, by Tristan Tzara.

2.2.6 "Dada's poem"



2.2.7 “The stage is yours”

Title: “The stage is yours”

Length: 4-5 hours (+ performance)

Material: Chairs, tables, carton boxes, flipchart papers, colors and brushes, colored pencils, plastic tissues, tissues, colored papers, ropes and string.

Instructions:

-One of the Trainers announces that this is the day where participants are called to express all together the learnings and the results of the week's journey.

-They will put up a show, choosing together the kind of show (circus, theater, mute, chinese shadows,..?) and the register (comedy, ironic, tragedy,..) and everyone will contribute in performing (a unique piece? Different sketches/exhibitions?) or staying backwards (preparing scenography, being an eventual speaker, creating tickets for audience buy,..).

-The audience will be Trainers and staff (or in case you can invite other NGOs friends and so on): only communicate more or less the number of guests who will attend the performance in order participants can set up the room (theatre) with chairs and decoration, and produce a proper number of tickets.

-Trainers stay out of the process of choice and set up of participants (they can come and check if the flow is good to have an idea of their timing and decisional process, but have not to interfere.

-Participants have 4-5 hours to decide and prepare.

-At the planned time, the audience is called inside the “theatre” and the show starts!

-Debriefing the day after: Congratulations before all. Then debriefing questions on decisional process, on creative solutions found, satisfaction of everybody, learnings and findings from the activity.

2.2.7 “The stage is yours”





3. ARTIST RESIDENCY

Klaffer-am- Hochficht, Austria
20th - 27th September 2024



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3. ARTIST RESIDENCY

Artist Residency and Exhibition:

20th- 28th September 2024 (20th arrival day - 28th Departure day)

10 young artists (from the 5 organisations from Austria, Italy and Portugal) met 9 days in Austria, in the charming venue of Muehl-fun-Viertel (among green hills and lakes, to get inspired and creating artworks.

It was in Klaffer am Hochficht- 1 hour from Linz

On 27th September we set up the artworks in an exhibition in the centre of Linz, in the amazing space of the Atelier Salzamt (<https://www.linz.at/kultur/salzamt/index.php>).

It was an Artist Residency with an added value: with the Artists there were 5 coordinators of the 5 organisations + an art curator, with different tasks, that during the week proposed small informal moments of coordination and training with the artists group.

For instance almost every day there were short moments for Team Building (get to know each other), small sessions on Artist and Social media (on how to brand yourself), how to set up an exhibition (we put it in practice together), the role of art curator and artists, questions from the artists, moment of networking and reflection on artists competences.

The idea was to create connection and knowledge through the sharing among the whole group (where for sure there were artists with main or less experience), the 5 coordinators of the 5 organisations and our art curator.

The main idea was to create a mixed community for sharing and growing together, each one sharing their knowledge and competences. The value of art is mainly create human bounds.

The artists were free in create their art work, using the techniques and materials they liked more, being aware of the exhibition space

3. ARTIST RESIDENCY

ARTISTS

Rebecca Giani 🇮🇹

Marco Pani 🇮🇹

Amedeo Desideri 🇮🇹

MUZ/Samuel Rosi 🇮🇹

Mariana Costa 🇵🇹

Mariana Baião 🇵🇹

Cláudia Roxo 🇵🇹

Gudrun Oehlinger 🇩🇪

Vera Ecser 🇩🇪

Jolanda Iuelsdorf 🇩🇪



3. ARTIST RESIDENCY



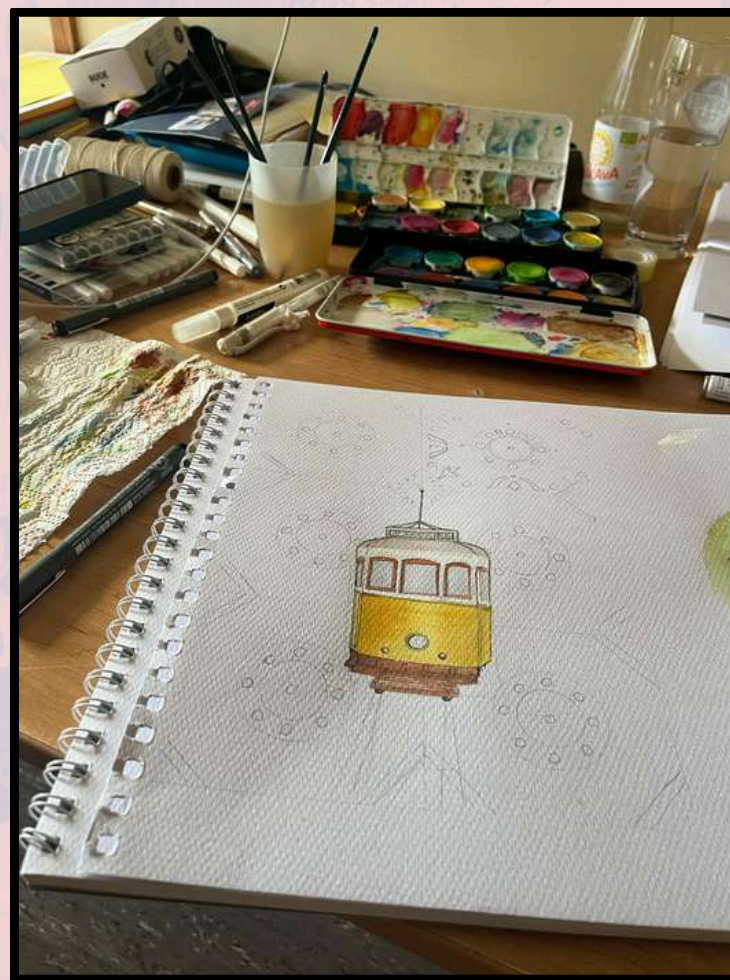
3. ARTIST RESIDENCY



3. ARTIST RESIDENCY



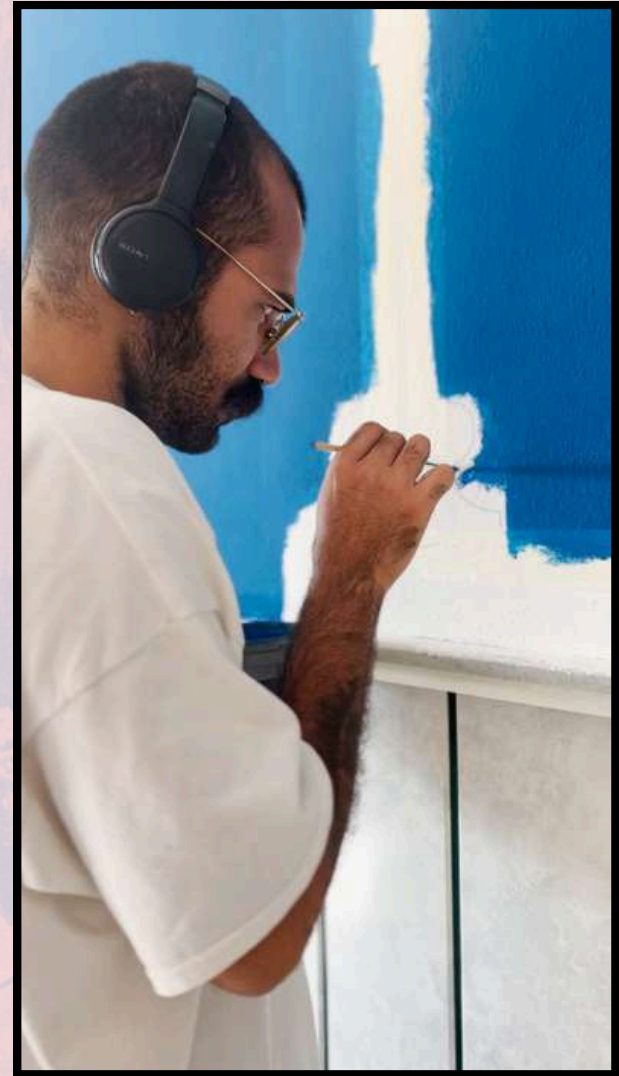
3. ARTIST RESIDENCY



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3. ARTIST RESIDENCY





ART ATTACK

4. ART EXHIBITION

Linz, Austria
Atelier Salzamt
27th September 2024



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4. ART EXHIBITION

The Art Exhibition in Linz, Austria, in the amazing space of Atelier Salzamt (@friends_of_salzamt), was the final steps of the Art Residency held in Klaffer, from the 20th to the 27th of September. The project "Art Attack" gave opportunity to 10 young artists from Austria, Italy, and Portugal, to create in a common inspiring environment, and to share Art and knowledge.

Here the artworks of the 10 artists

4. ART EXHIBITION - The Artists



4. ART EXHIBITION

Rebecca Giani

"Beyond space and time" - 2024
Expanded polyurethane, plaster,
130x67x79h



4. ART EXHIBITION

Marco Pani

"Voice of silence", 2024

Plaster

95 x 75 x 27



4. ART EXHIBITION

Marco Pani

Shadow of the eternal, 2024

Plaster

92 x 91 x 47



4. ART EXHIBITION

MUZ | Samuel Rosi

Mozarthaus, 2024

Acrylic paint on wall

Variable dimensions



4. ART EXHIBITION

Amedeo Desideri

Sandy-made, 2024

Sand and cooper

40 x 50



4. ART EXHIBITION

Mariana Costa

No title, 2024

Clay

Variable dimensions



4. ART EXHIBITION

Mariana Baião

No title, 2024

Textiles



4. ART EXHIBITION

Claudia Roxo

No title, 2024

Paper mache, acrylic colors.



4. ART EXHIBITION

Vera Ecser
Jolanda Iuelsdorf



4. ART EXHIBITION

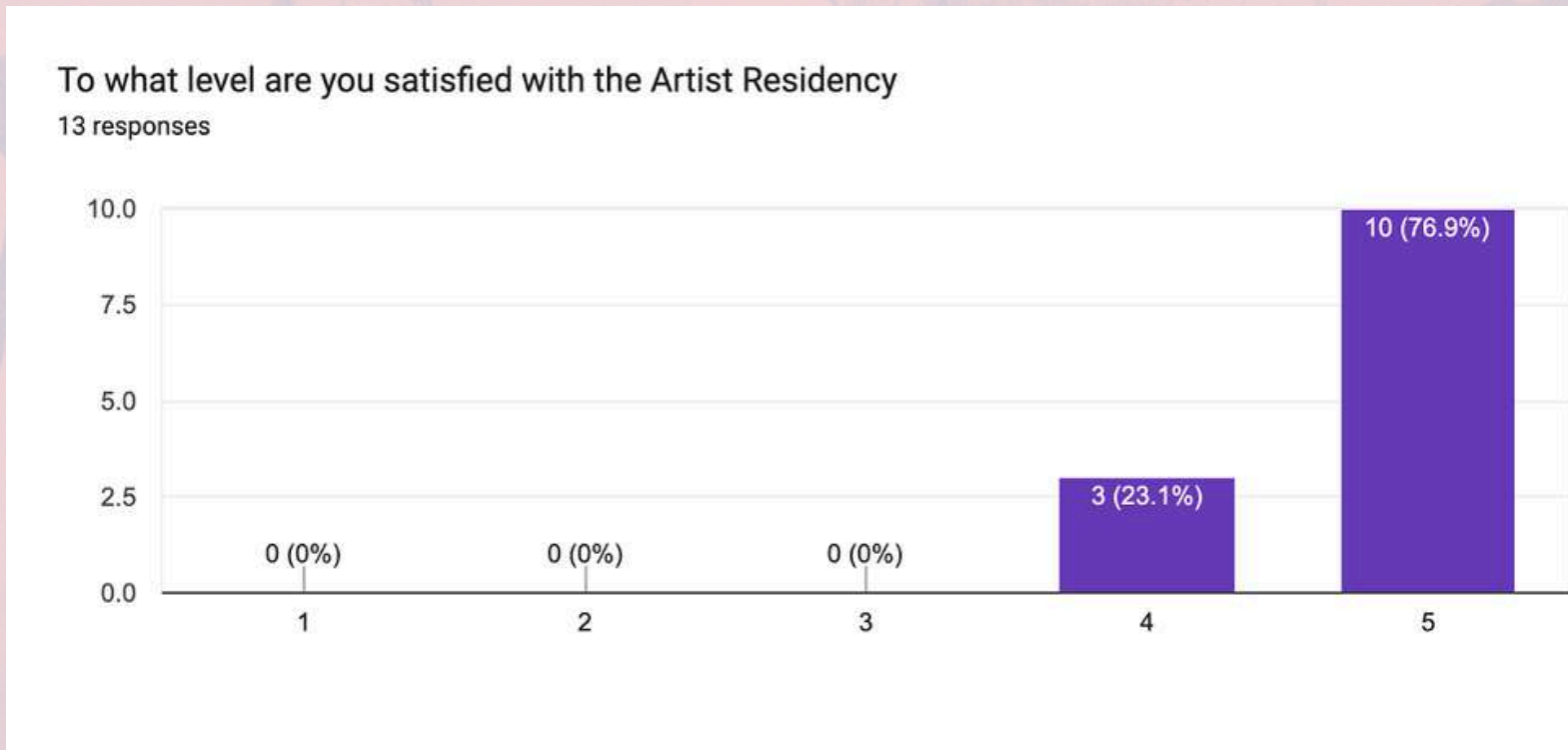
Gudrun Oehlinger

Artistic Timeline of the project



EVALUATION

76,9% of the respondents were extremely satisfied with it, while the 23,1% affirmed that was satisfied with it:



Regarding the knowledge and skills that they gained or improved during this Artist Residency, here is the full list:

- *Motivation to look at life and at ideas from a different perspective;*
- *Logistic organization*
- *During this residency I was able to improve my knowledge of English, come into contact with different realities and be able to expand my skills in sculpture;*
- *In terms of my work I experimented with techniques for the first time that are quite hard to do where I live, so that was really helpful and positive;*
- *I gained a lot of overall knowledge and skills by seeing everyone's work and daily practices;*
- *Cooperation and respect for the work of others;*
- *I improved my confidence in making my own work surrounded by other artists, learned a lot with other artists with their techniques and not only;*

- *Working with other materials (saw it from the other Artists) interesting to see other approaches;*
- *Clear communication and problem solving, artistic setting up of an exhibition;*
- *I worked about new types of works;*
- *I learned a lot about Theater in Education and Played with Vera. This was a lot of fun*

The next question was related to the results of the Artist Residency and how they will be reused in their own organization.

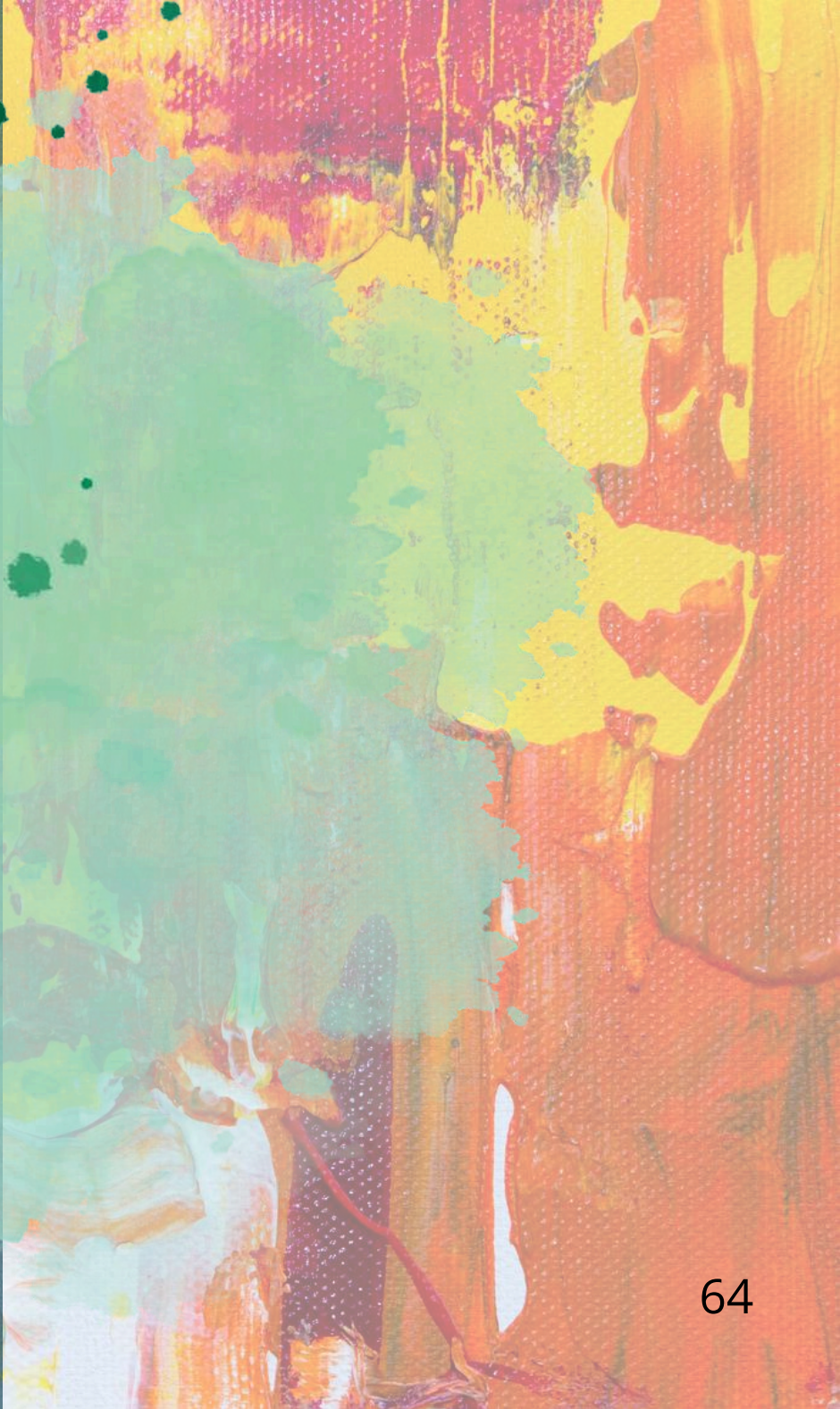
- *Helps to trigger new ideas for future projects;*
- *I'll try to repeat this experience;*
- *I will use the results of this experience to increase my skills in sculpture and in the organization of time and spaces;*
- *This really motivated me to keep looking and participating in similar projects;*
- *I try to loosen up a bit more as a person;*

- *Creating events with a more specific focus, also starting with the network that was created and becoming a reference point for participating artists from a social media marketing point of view;*
- *It will be used for next projects, and the booklet and video will be inspiring tools for the Agrado staff;*
- *New works for my portfolio;*
- *We will continue to work on a piece and perform it or want to Show / discuss it at Schools*

To summarize this event, the last question asked participants to describe the meeting with keywords:

- *Motivational, widening horizons, safe space*
- *Organization, commitment, friendship*
- *Growth, commitment, fun*
- *Unique, cheerful, encouraging*
- *Fun, cultural expansion, collaboration*
- *Empowering, beautiful, important*

- *Intense, reflexive, enhancing one's skills*
- *Creation, interaction, introspective*
- *Connection, inspiration, amazing!*
- *Organizations, availability, introspection*
- *Community, union, learning together*
- *Useful, fresh, beautiful*
- *Chic, colorful, diverse*



THE PROJECT STAFF

Stefanie Pömmer - Kinderfreunde Muehlviertel - Austria
Sandra Holzer - Kinderfreunde Muehlviertel - Austria
Gudrun Oehlinger - Kinderfreunde Muehlviertel - Austria
Manfred Forster - Linzer Veranstaltungsges.m.b.H
Vera Ecser - Linzer Veranstaltungsges.m.b.H
Iolanda Iuelsdorf - Linzer Veranstaltungsges.m.b.H
Laris Guerri - Associazione Agrado APS - Italy
Ottavia Lassi - Associazione Agrado APS - Italy
Eleonora Chiarugi - Il CoWorking di E. - Italy
Silvia Vallesi - Il CoWorking di E. - Italy
Rui Guerreiro - Associação Check-In - Portugal
Nicola Ferretti - Associação Check-In - Portugal
Duarte Alves - Associação Check-In - Portugal

THE PROJECT STAFF



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