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"School for Life" and "Life and Works"

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Abstract: "School for Life" and a review of the life and work of musicians represent a project activity related to the commemoration of the 250th anniversary of Ludwig von Beethoven. The activities were based on new school reform with a sudden on informatics, while the instructions for reassessing the project from the European community of Europeana had an emphasis on STEAM activities. STEAM activities connect the skills and abilities of pupils who have attended fifth and sixth grades in several subjects such as History, Mathematics, Music, Computer science, and English. Using the "School for Life" on the voter was on the development of tensile skills that were combined with the name of an intermediate theme. Europeana instruction was used as the initial basis, which was expanded with the available digitalized literature containing data important for the life of the musician himself. The paper used a micro-method where each pupil had an independent activity in which he demonstrated his or her skills and abilities. The second part was about editing these works, and the third part involved presenting them at school. Innovation was seen in adapting content on all electronic devices and using applications that made certain tasks easier for students, thus giving a modern interpretation of the Ode to Joy, the anthem of the European Union. Realization of activities by connecting work in class, individual work, integration of all project activities, using existing resources, available Wi-Fi networks, tablets, and laptops, which we received as part of the school project, saw the possibility of realization and peculiarities of work in a virtual environment. We have tackled unexpected tasks using previously acquired skills and combining knowledge in various subjects. Our "School for Life" reform is in its second phase and has been going on since 2017. age. In this case, the history subject does not end until September 2021. when all grades of primary schools will have new textbooks, made according to the same criteria.

Keywords: Reinventing Beeethoven, Europeana Pro, Project, School for Life

1. Introduction

Ludwig van Beethoven was born on March 16, 1770, and died on March 26, 1827. He played piano and violin. He dedicated his whole life to music. His symphonies are a role model for others in this genre of music. The chorus of the ninth symphony is today the EU anthem. He has written numerous works, various figures between 135 and 200 musical works are mentioned. Early in his youth, he developed hearing problems. After moving to Vienna, he began to live better, and during his life, he received several larger sums of money, which is why he could be called part of the nobility. [1] Students of the elementary school "Vladimir Nazor", Slavonski Brod, Croatia participated in the challenge #reinventingBeethoven. [2]

For one sonata he had to work for three months. for her he would get 40 ducats. [3] (up to 44 pages). He began living as a wealthy man in 1800 when he received his first allowance, which he published in letters. It was about 600 forints. Somewhat later in the south of the Monarchy, in 1831, 800 forints came for the construction of a new parish church (the middle of the three versions that were built in three drafts throughout the Monarchy). [4] The range of works is increasing, including the price list of services. For four musical works, he would ask for 70 ducats from Venice. He would ask for between 10 and 20 ducats for one piece of written music. [5] Of the larger amounts, it is worth mentioning in 1809, when he received a total of 4,000 forints from three people. Today's update dictionary was about money that a man in Croatia with an average salary could

dream of today (150,000 USD). The last major sum of money he received a month before his death, February 1827. from London for 1,000 forints. His official career ended in 1801 due to hearing problems. [6] He lived like an artist, simply and withdrawn, striving for perfectionism and searching for his thoughts of reason with the damage of nature and the river Rhine, where his 6th symphony was composed.

"School for life" is school reform in Croatia, which has been going on since 2017. The second phase is currently completed. It was attended by fifth, sixth, and seventh-grade students. One of the most important innovations of the reform is the use of informatics, but also the creation of lifelong skills that are applied based on cross-curricular topics (Health, Learn how to learn, Civil education, Entrepreneurship, Personal and social development, Sustainable development and Use of information technology and communication). The teacher has a smaller role of data source for a particular subject and is increasingly a kind of activity editor. The teacher introduced the students to the work plan and gave them preliminary instructions in the online classroom (Office 365). We created an online classroom in Yammer and only for that event - Ludwig van Beethoven and his 250 years, and 8 students participated. [7] The students were diligent in their work so far and did not have any problematic behavior, but they responded independently. In their work so far, they have shown interest in one or all of the subjects that were listed as important for the realization of the outcomes (History, Mathematics, English, Computer science, and Music culture). After the basic introduction, he gave them instructions in the classroom, dividing them into teams. The starting point for digital material for data collection, video, and music content creation was Europeana. Although we did not make full use of it because the materials were all protected by visible signs, so we chose similar content. [8]

We decided on one of the three categories "Life and works". We tried to achieve the main goal of acquiring basic knowledge of music through STEAM learning. How e produces sound, what is harmony and what are the types of rhythm, and the relationship between music and mathematics. Besides, there was an emphasis on a historical overview of Beethoven's life trying to give interesting details from their biographies that can be instructive to all, and characteristic enough that they can be remembered and used in future life. Beethoven's experiential knowledge was evident in events outside his residence, and that was the French Revolution and the actions of Napoleon Bonaparte. [9] Some authors classify them as classicists, and others as romanticism. [10] Namely, he lived in a turbulent period and everyone is right, it depends on which part of his life they observe. Another reason for doubt is the chronological observation of his work, rather than his overall contribution and unique assessment.

In the online classroom, we set up a reminder of the activities after we divided work and instructions in the task with a review of the content we will be working on. The teacher gave instructions for the selection of photographs, text, digital content (which we have already worked with the students in Flipgrid), a modern interpretation of "Ode to Joy", instructions for making a modern interpretation on mobile phones. Also, there were technical instructions for connecting the basic version of "Ode to Joy" with the modern interpretation of "Techno" applications. The goal was for each of the students to be acquainted with more things at the same time to connect their knowledge and have a higher level of adoption, provided that the activities do not create negative stress for them. The idea was to create problem-based teaching in some way, but for the student to reach the goal and remember a procedure that he could use in the future in all or at least some subjects. In this way, it would be easier to deal with everyday news that is horizontal (IT), but also vertical (news in the science of each subject) due to the use of online learning in an everyday physical school.

As sources, we used the Europeana site, Britannica, the largest online encyclopedia with two works: *Beethovens letter 1790-1826* by Lady Wallace. The second work is *Ludwig van Beethoven* by Franz Hoffman [11] and the third George P. Upton. We also reviewed the available content on other sites during the last tagging. We would highlight the content related to Beethoven's house. We used helpful questions to characterize his personality from Beethoven's *Child's book of great musicians Beethoven* by Thomas Tapper. [12] We have completed new ideas about Ludwig with web portals that have interpreted his life in a modern way. The approach to the topic was not at a high level nor did more prior knowledge of his life be required. [13]

2. Content

The educational - pedagogical value of the project is in the fact that it prepares teachers, students, and other staff for full-time classes, for which there are already projections. In current terms, it is best to define this approach in work after regular classes, regardless of what it was specifically called, additional, extracurricular, and the like. Teachers with students on the example of this type of project can experience what is meant by problem-based teaching, without stress, problem, activation of professional service, suffering GIK, limiting the use of publisher's material (physical or digital), and the like. In a way, each student needs to be approached individually. Some students have enough prior knowledge, so the teacher's instructions are enough, others need additional clarification, others understand with small introductory remarks by their peers. In this case, the teacher can follow the "School for Life" to realize the "portfolio" of activities and act evenly. Regular classes involve more students and are sluggish, which makes it less possible to "improvise". At the same time, improvisation, the use of auxiliary tools (in the methodological or IT sense) is a daily occurrence for active participants in the "School for Life". Improvisation in this sense represents the highest percentage of realization given the proposed activity that each teacher plans before entering the classroom. In today's school system, every teacher must make a triple preparation. Content, information, and

methodological. Why does it have to be that way? The new OGIKs (indicative annual performance curricula) have made, at least from history, a thematic division, the IT is updated every day, the settings are unlocked and locked, the Internet services are repaired, and CARNet is maintained. These changes necessarily encourage the teacher to harmonize the envisaged methodological ideas with the time, environment, and community in which he works. Partial work and misunderstanding only bring or increase the frustration of all who work, but on an institutional principle.

Evaluation, grades, we worked according to the "School for Life". For example, six components are listed: Sources, content, material acquisition, time, presentation skills, and updates (use of all seven cross-curricular topics. You can see a more specific example in the table below.

Table 1. *Evaluation works.*

components	excellent	good	satisfying	poorly
Sources	The student cites the sources of experts and specialized portals (encyclopedias, historical portals, research historical channels)	The student cites professional sources in the Croatian-speaking area	The student lists the data that is at the top of the "Google" search engine. "	The student uses only the textbook as a source of data and pictures its parts
Content	Representative and evenly distributed. It does not cite text but notes that serve as a reminder to the student. The images are a feature of the theme and have not been seen before	Lists parts of the text from the source as a reminder so you can read. The images do not fully reflect the theme, there are too many or too few	The scholar does not make notes but only the text, but is grammatically correct. Images are either missing or randomly selected.	Grammatically inappropriate text that is not artistically refined. Image, chart, projection, reconstruction, video clips no.
Adoption of material	The student uses the slide only when changing it.	The student uses the presentation a little	The student reads parts of the text	The student just reads the presentation
Time	The student looks at the school lesson from the classroom	The student talks until the end of the presentation, ie until the teacher interrupts.	The student finishes ahead of time.	
Marketing presentation skills	The student portrays Beethoven as an expert, a patriot, and a man we must find today if a class leader. Students clap during the presentation.	The student gesticulates evenly with body language all the time. Students without feedback during the presentation.	The student reads. Students restrained.	The student has problems with reading and computer.

3. Theoretical Connection Between the "School for Life" and Europeana in Everyday School Conditions

The teacher gave the students in the class a short presentation about the life of Ludwig van Beethoven himself. In this way, he introduced them to the basic things so that they could choose the next activities that came in the project task itself. The teacher used the data that were previously mentioned but had minor deviations. In order to make things as simple as possible and to create as little confusion as possible about chronological doubts, we have chosen *Europeana* and *Britannica* as the basic source of data. [14] The students were familiar with other sources that I used as evidence in their views, most often these were his personal letters if there were no factual information about his life.

Figure 1. *Digital content and video edit pupils works.*

After the theoretical introduction and the classical type of teaching, students were given basic instructions, on an individual level, about the programs they will use. They chose tablets and mobile phones for use, so in fact, it was more about applications and customized versions of programs than desktop computers for tablets and mobile phones. The basic background was "Music Video Coffee"(on the English language name app). This program made it possible to quickly create videos using images. The advantage of such a program for that age was that the photos could be reworked. The background music was also easy to insert. The limitlessness of the content and usage was in the simple insertion of additional music content. Each new music background for a new video could be made independently or downloaded from YouTube. Students were given special instructions for this. These were converted pages that applied the music content to the format required for the interface being used. After each student was given basic instructions on how to handle the programs themselves and basic recommendations, given what each student had as an idea, students were given a week to work on the first tasks. Student K. M. received an "Introductory", ie a summary of L. v Beethoven. M. G. was given a section relating to his musical journey. F. B. focused on the painting as a historical source. F. G. chose the part relating to his long-standing illness, and that was hearing loss. Using the same programs, S. L. made a part of "Life and Work". Originally M. G. and K. M. used a PowerPoint program adapted for video editing. These activities used knowledge of computer science, history, and English. [15]
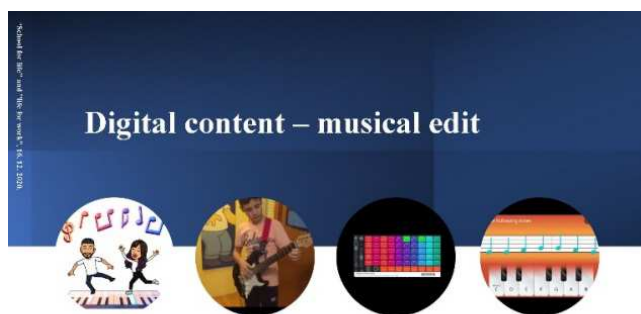
Figure 2. Digital content and music edit pupils works.

Of the interdisciplinary topics, primarily Information Technology was used. It was important for us to use ICT functionally and responsibly. Students were instructed to send all made materials to the same place in the same format (Office 365, Yammer, mp4). Due to certain downtimes within the system, we applied other things to be functional (like personal emails). We consciously and actively used the digital environment so as not to pose a problem to anyone. I limited the content of student work to one minute, I asked students to reduce the camera resolution on the cell phones they use (from 64mp to VGA format, i.e. 800x600). For each activity, I gave them a time limit so that they would not overdo unnecessary things and thus damage their eyesight, health, device, or Internet connection that they used in our country (domain A - functional and responsible use). [16] 2.4 and 5G are available in Croatia with the promised speed of 10Mb/s. The state representative guarantees the fastest data transfer at 20Mb/s. It is realistically possible to conduct ZOOM conferences in our country, during the crowd at 400 kb/s (domain B - communication and cooperation). We gave students the freedom to choose the images, how to create animations of the images themselves, the choice of music, and the duration of viewing one slide, ie images. In this way, we encouraged to research and critical evaluation in the digital environment (domain C - research and critical evaluation). Domain D - Creativity and Innovation has enabled the use of a large selection of programs. Some programs were gladly used, and some were used due to the current situation and limited time. This activity certainly enabled them to develop imagination and ingenuity, which is especially expressed in the interpretation of "Ode to Joy" and the musical part of the project. [17]

The mentioned activities adopted certain key contents of the third cycle, for the sixth, seventh, and eighth grades. [18] Some should be pointed out: (A domain) basic use of devices (mobile phones and tablets) and programs (listed in the paper), use of network programs that do not require registration, the process of installing new programs and applications, ways of storing and organizing data on a computer. three places: OneDrive, a personal device, and a USB or external SSD NVMe drive) and examples of how to create a positive identity. They use programs for making presentations, they use their own mobile phones for educational purposes. Students independently include information in independent student work on a given topic.

The same works can be used as material for a round table and the like. Simply put, all third-cycle domains with this project have been achieved above 50%. This is one of the conclusions of the Information Technology Methodological Manual: "The first expectation can result in the cross-curricular theme of Learning how to learn" (rational control of emotions throughout life). With these activities, a different format of work (from YouTube to mp4, from PowerPoint to mp4) will be a problematic type of task, not stressful, and an incentive to resent. In the very content of the musical challenge, we have put current programs and applications like Poster Maker and Sketchfab which gives us a 3D view from parts of Beethoven's life like his statue. We have included these scenes in the Video as well as applications for design solutions of images of popular sites (Pixabay.com) such as Sketch Photo Editor.

Student R. G. chose the second part of the task. He is familiar with how to use Groovepad and DJ pads. The teacher demonstrated to him how the programs are used, what they are called, and where and how to download them. The student has already used the Flipgrid virtual classroom and therefore decided to use the Simplypiano program. Eventually, he also accepted the Bitmoji app to characterize only Beethoven. As a result, he sent a 72-second music track. He used the Groovepad program. It shows a layering, ie the spread of the musical motif itself. He started using the application in a uniform rhythm, increasing the "peculiarity of the musical handwriting". The background music was used in two parts of the offered video, ie as an introductory part, where three slides by Klara and the last part by M. G. were shown. The second part of R. G.'s work was a reconstruction of the keyboard virtuoso's appearance where we tried to give a simple way of dressing. was specifically expressed in one of our sources. Renato managed to progress to "Ode to Joy" in the Simply piano program and gave instructions to others on moving to a higher level by playing the notes evenly with regard to its individual value but taking care not to lose the rhythm. The application itself had a small helper and would color each note separately to let the student know when to press it. This activity was not a problem when there were several notes, but for 5 notes the other hand had to be used and required higher-level coordination.

The third piece of music related to the compilation Ode to Joy and its contemporary interpretation is the source F. B. using the Groovepad program. In it, he used all the listed programs and actions to which he was referred. As he met them for the first time, it is great that he did them, and together with R. G., he took responsibility for performing two independent tasks. The student B. D. also found himself in that work, who made a reconstruction of the Ode to Joy on guitar with the help of his slightly older brother on keyboards. The refrain "Ode to Joy", which is part of the 9th symphony and represents the anthem of the European Union, has 5 notes and, with minimal prior knowledge of C major, should not be mastered for a long time. An example of this is the video of B. D. who performed it himself.

Figure 3. Work in the classroom on the poster.

After the theoretical and digital parts, we approached the creative part. Students provided ideas for making posters that would inform the school about project-related events. The teacher provided a theoretical framework that the students completed with the teacher. A poster was chosen and the students chose the saying they thought best expressed Beethoven's character. "I'd rather write 10,000 notes than one letter." [19] We chose "Ode to Joy" as a joyful symphony that ends the life of Beethoven himself as a creator. The second verse of the Ode was chosen, the text of which was written by Friedrich Schiller himself. The main motive was, of course, the title, which was taken from the challenge. Next to it was the most popular and most famous of his paintings, by Karl Stieler, in 1820. These colors served as the dominant ones on the poster. We made two bars of "Ode to Joy". The second part of the poster was filled with photos that the teacher had previously edited in Photo Scape in the CB movie frame menu. By choosing these topics, students focused more on the value of notes and their appearance (half, quarter, octave, and extended note) and basic things in musical works such as the violin key, the extent to which the work is performed, and the part of the musical sentence that is specifically stated. [20]

The use of new technologies served us for the realization of the "School of Life" with the help of interdisciplinary topics. They are Personal and Social Development, Sustainable Development, Entrepreneurship, Information Technology, Learning to Learn, Health, and Civic Education. We applied the mentioned topics with regard to the possibilities of work. We subordinated the project to the possibilities of students and their free time, but also the purpose of education, to be in the positive memory of students so that they can be more motivated and learn as many skills that will benefit them in the long run and will become easier over time. adopt and will need less time, but will thus remain equally up to date with the news they face. [21]

4. Conclusion

The realization of the #reinventing Beethoven project was a success. 11 countries from the European Union participated in the project with 13 artworks. Students from Croatia were self-motivated, used their own prior knowledge, completed all assignments, and had no negative side effects. They got acquainted with the new topic, connected several subjects (History, Informatics, Music culture, English language, and Mathematics), and saw their connection on the example of the life of Ludwig van Beethoven. At the same time, we used all learning platforms like the classroom, the Yammer environment, making a promotional poster. It is possible for students to use their individualization with specific tasks and thus develop unhindered, given the prior knowledge of individual subjects, before participating in the project. The result of the work is a series of video independent works, which have visual and musical content. In this way, they adopted the content in the greatest possible way because the conventional type of work, ie frontal work, was avoided.

Observing only one cross-curricular topic Information and Communication Technology, we concluded that students adopted most of the content of the third cycle, and only the current sixth grade had previous experiences with the new approach in teaching. Due to limited time and content, it would be difficult to check and learn more. We are proud of all the students and we hope that we have achieved the goals of the project from several perspectives: educational, innovative, IT, and respecting the rules of *Europeana*.

The disadvantages of such work are in the minority, but they are not negligible. Service cannot be affected (school network, Wi fi distributors, older versions of devices, device mismatches due to working on multiple platforms such as mobile phones, tablets, and laptops). These problems can be solved by constant connection with pupils and basic prior knowledge of working on similar tasks (Flipgrid and YouTube). Another possible side effect was the congestion of the Wi Fi network, so the data could be delayed for several days (max 2 days) or could not be read immediately (usually next day) or needed to be redesigned in another digital environment.

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Biography

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