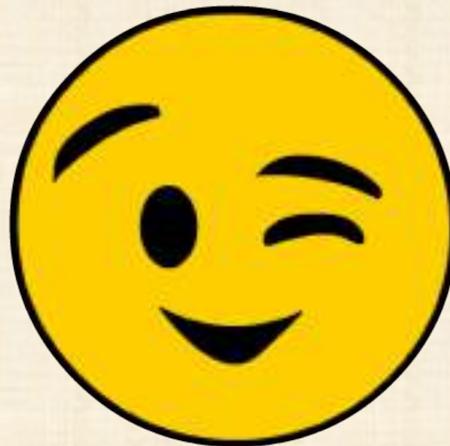


**P/J Y42MUSIC: Dr. John L. Vitale**  
**Session #6A: November 13, 2018**

**Orchestra Hidden Camera Prank**

**Welcome  
Back From  
Practicum!**



# Brain Teaser Activity: Famous Movie Theme Songs



# Listening Activity:

## Musical Contour Shapes



1

2

3

4

5

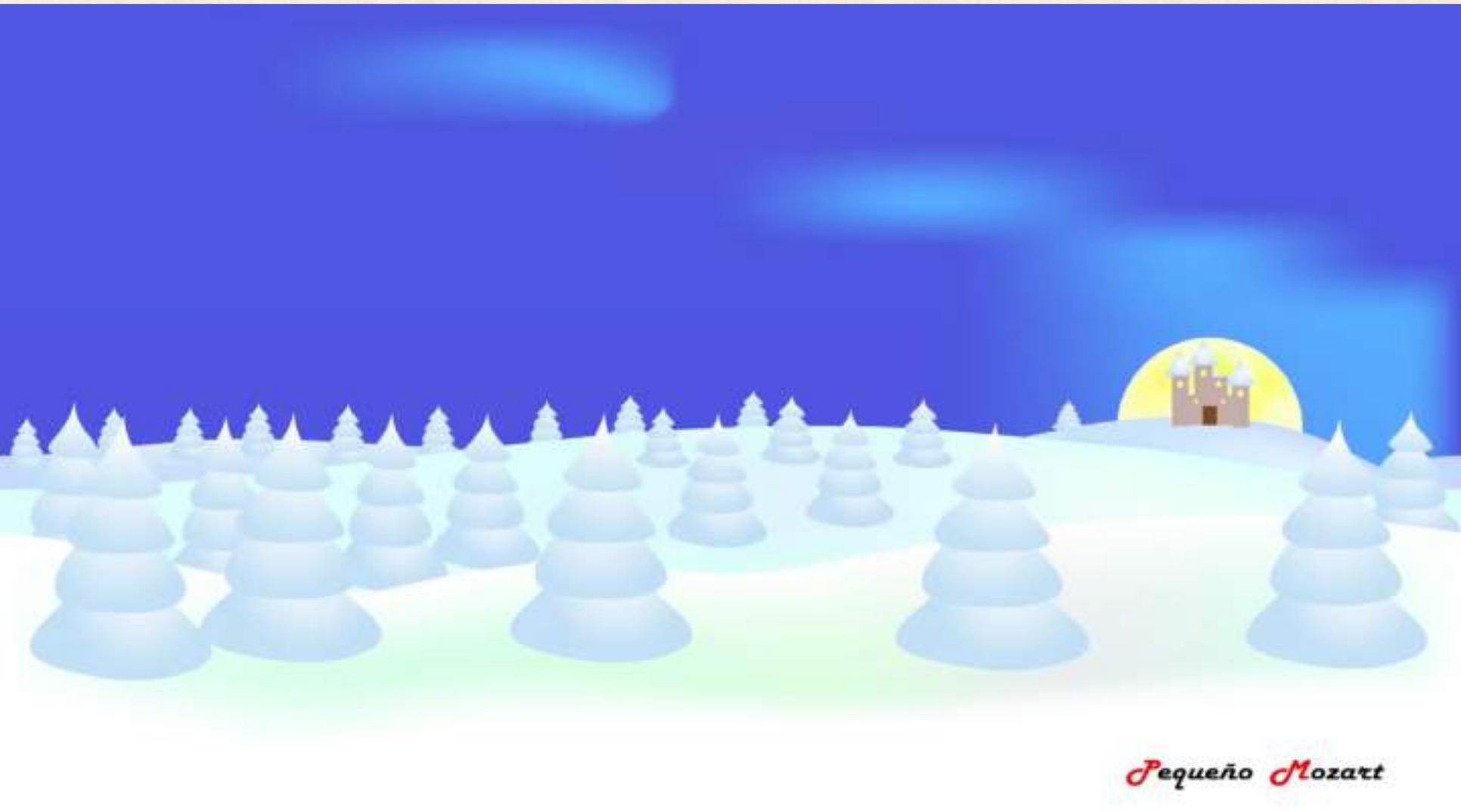
6

7

8

# Musical Movements: Rhythm Practice

## The Nutcracker: Dance of the Sugar Plum Fairy (Tchaikovsky)



*Pequeño Mozart*

Source: <https://www.youtube.com/watch?v=qC3ZIV0ppAc>

# Session #6A Overview

- (1) Brainteaser Activity**
- (2) Listening Activity: Musical Contour Shapes**
- (3) Musical Movements: Rhythm Practice**
- (4) Doodle Video From Last Session**
- (5) Creativity:**
  - **Importance**
  - **Current Status**
  - **Philosophical Perspectives**
- (6) Music Education as A Vehicle for Creativity**
- (7) Audiation (Inner Hearing)**



# I Can't Stop The Feeling Doodle Video: 1:30 Class



Available on the Course Website:

[drjohnvitale.weebly.com](http://drjohnvitale.weebly.com)

# I Can't Stop The Feeling Doodle Video: 3:30 Class



Available on the Course Website:

[drjohnvitale.weebly.com](http://drjohnvitale.weebly.com)

# Preamble To Creativity



All you've done is chisel all day! Do something useful,  
like helping your brother drag those rocks up the hill.

# Creativity in Education:

(1) Importance

(2) Current Status

(3) Philosophical Perspectives



# The Importance of Creativity in Education

- In an age where **80%** of the jobs that current elementary students will have in the future do not even exist (Lautman, 2011).



What job will you  
have in the future?



Lautman, M. (2011). *When the boomer's bail: A community economic survival guide*. Albuquerque, NM: Logan Square Press.

# The Importance of Creativity in Education

**BUSINESS** 07/14/2017 11:34 EDT | Updated 07/14/2017 12:57 EDT

## 85% Of Jobs That Will Exist In 2030 Haven't Been Invented Yet: Dell

Get ready for a globalized workforce and a lifetime of retraining, report from Dell says.



By Daniel Tencer



BLOOMBERG VIA GETTY IMAGES

Dell Inc. signage is displayed outside of the company's headquarters in Austin, Texas on Feb. 18, 2013. The company has issued a report arguing that 85 per cent of the jobs that will exist in 2030 haven't yet been invented.

July 14  
2017

SPONSORED FEATURE

Source: [https://www.huffingtonpost.ca/2017/07/14/85-of-jobs-that-will-exist-in-2030-haven-t-been-invented-yet-d\\_a\\_23030098/](https://www.huffingtonpost.ca/2017/07/14/85-of-jobs-that-will-exist-in-2030-haven-t-been-invented-yet-d_a_23030098/)

# How Can We Prepare Kids For Jobs That Don't Exist Yet?

Literacy, numeracy and scientific knowledge will always be critical. But recently, the World Economic Forum asked executives from some of the world's leading companies what they thought the most important job skills would be in 2020. Their number one response? Complex problem solving. Other skills on their top ten list included critical thinking, creativity, collaboration and emotional intelligence.

"We have become obsessed with two aspects of education -- math and languages," adds Peter Gamwell, co-author of *The Wonder Wall: Leading Creative Schools and Organizations in an Age of Complexity* (Corwin Press, 2017).

**Source: [https://www.huffingtonpost.ca/craig-and-marc-kielburger/future-job-market\\_b\\_16687862.html](https://www.huffingtonpost.ca/craig-and-marc-kielburger/future-job-market_b_16687862.html)**

# How Can We Prepare Kids For Jobs That Don't Exist Yet?

## The Bottom Line . . .

Yesterday's classroom won't prepare our kids for tomorrow's job market.



Source: [https://www.huffingtonpost.ca/craig-and-marc-kielburger/future-job-market\\_b\\_16687862.html](https://www.huffingtonpost.ca/craig-and-marc-kielburger/future-job-market_b_16687862.html)

# The Importance of Creativity in Education

Perhaps more than any other entity, **CREATIVITY** plays a significant role in:

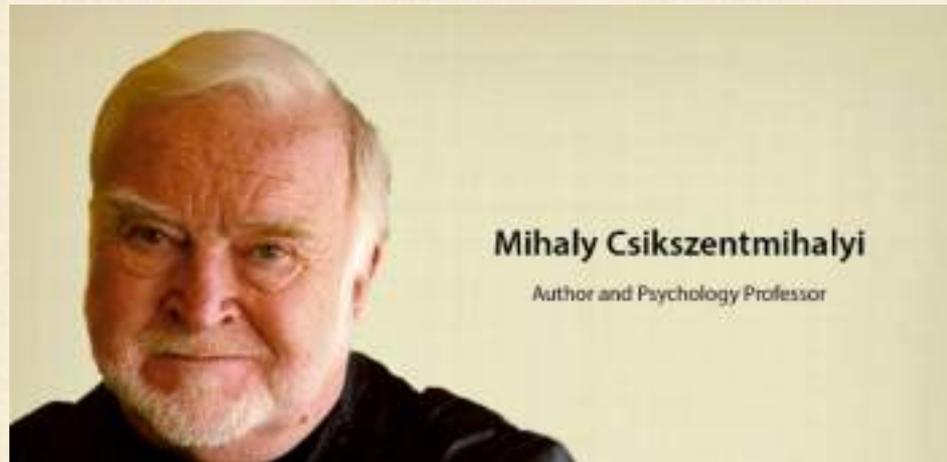
- **Complex Problem Solving**
- **Critical Thinking**
- **Collaboration**
- **Emotional Intelligence**



# The Importance of Creativity: What Scholars Are Saying

*“Creativity needs to be cultivated and is necessary for the future of society.”*

**(Csikszentmihalyi, 1996)**



**Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York, NY: Harper.**

# The Importance of Creativity: What Teacher Educators Are Saying

- *Teachers at all levels and in all subjects should be striving for a pedagogy rooted in creativity (McWilliam, 2007; Lin, 2011)*



**McWilliam, E. L. (2007) Is Creativity Teachable? Conceptualising the Creativity/Pedagogy Relationship in Higher Education. In 30th HERDSA Annual Conference: Enhancing Higher Education, Theory and Scholarship, 8-11 July 2007, Adelaide.**

**Lin, Y. S. (2011). Fostering creativity through education—a conceptual framework of creative pedagogy. *Creative education*, 2(03), 149.**

# Current Status: Schools Kill Creativity

**Video: Do Schools Kill Creativity? Sir Ken Robinson**

The Most Viewed TED Talk Ever <https://www.youtube.com/watch?v=iG9CE55wbtY>



Play from  
13:09:  
3 Types of  
Intelligence  
and the  
Gillian Lynne  
Story

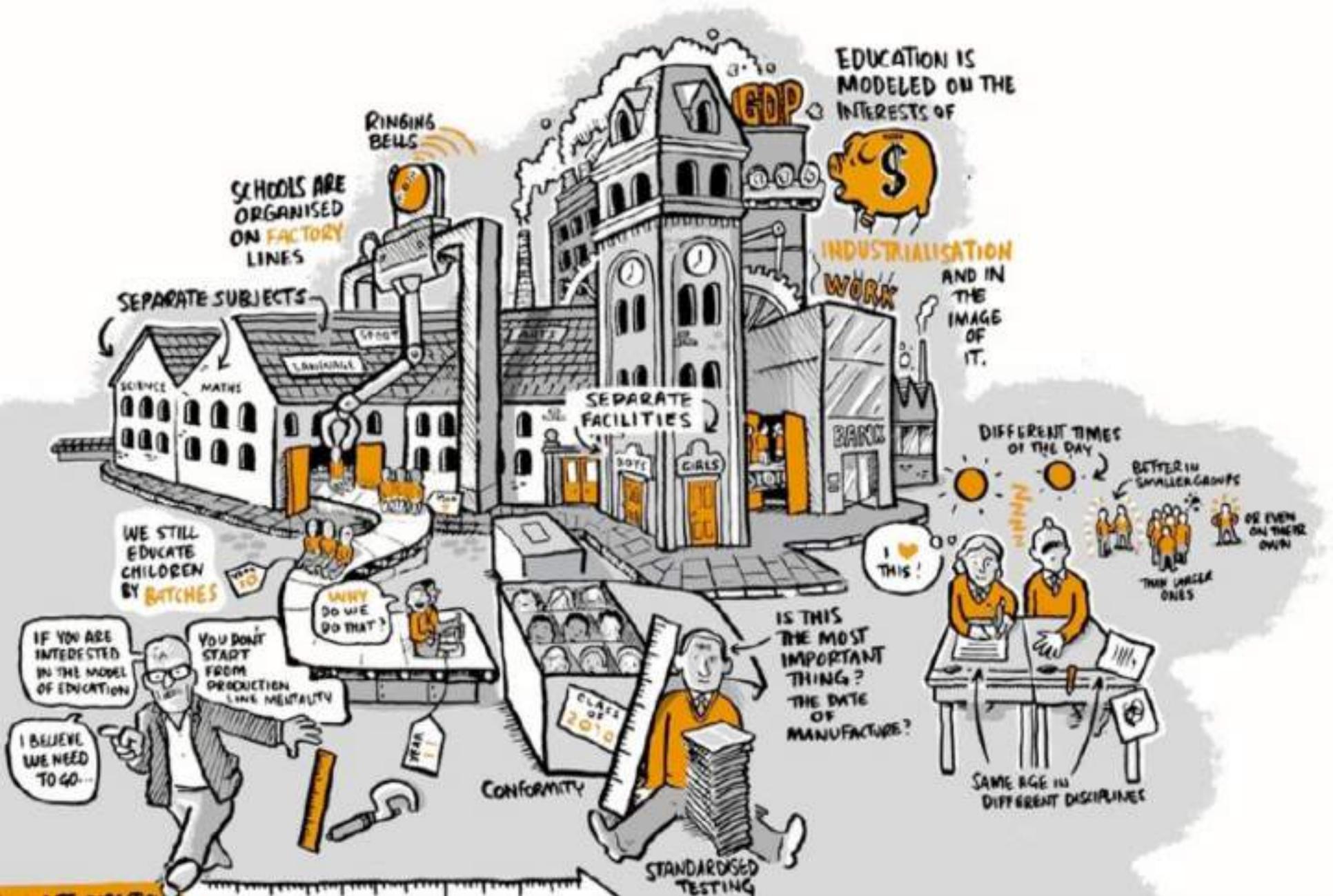
# 3 Main Points from Sir Ken Robinson

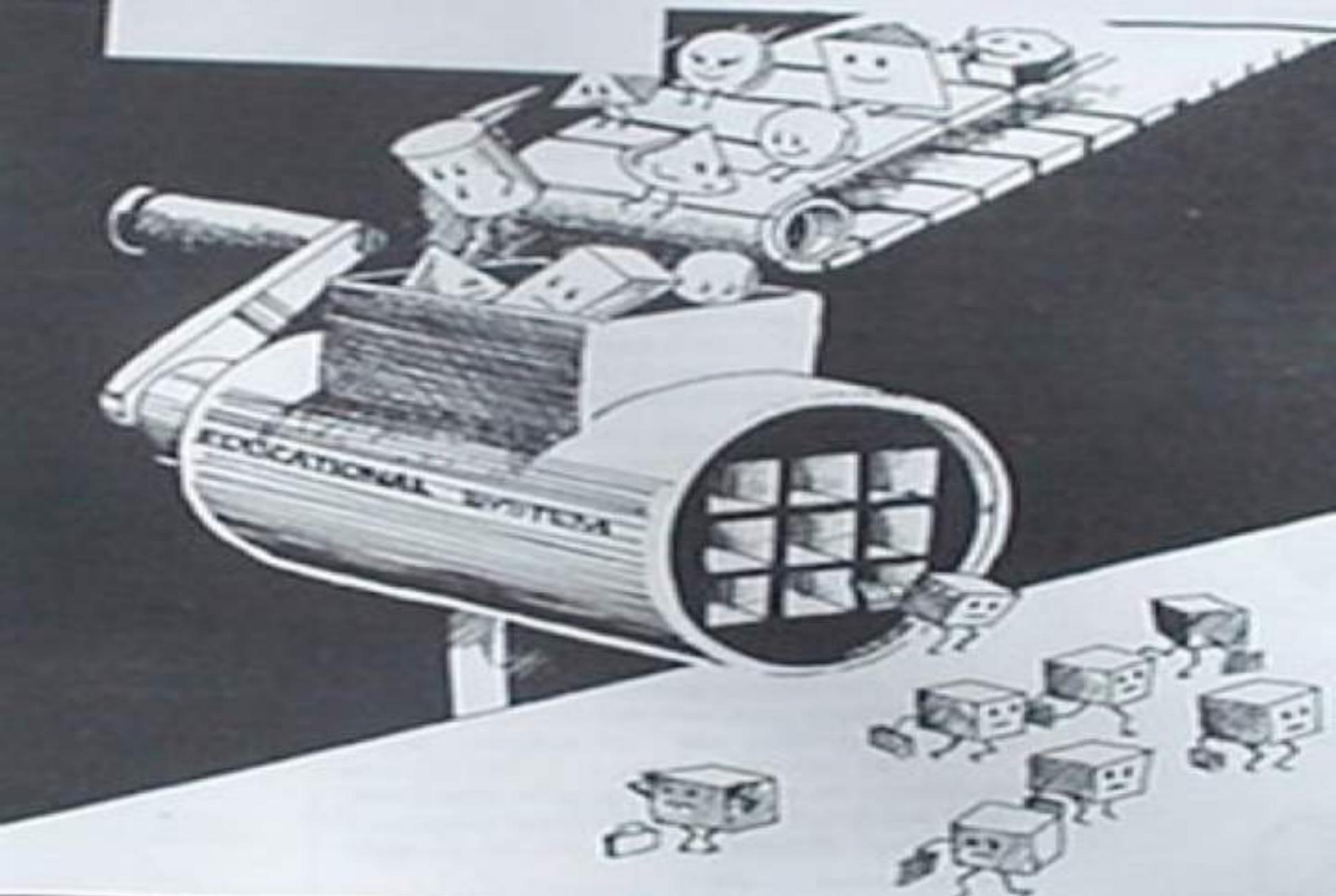
## Schools Kill Creativity in Three Principal Ways:

### Point #1: Schools Are Industrialized

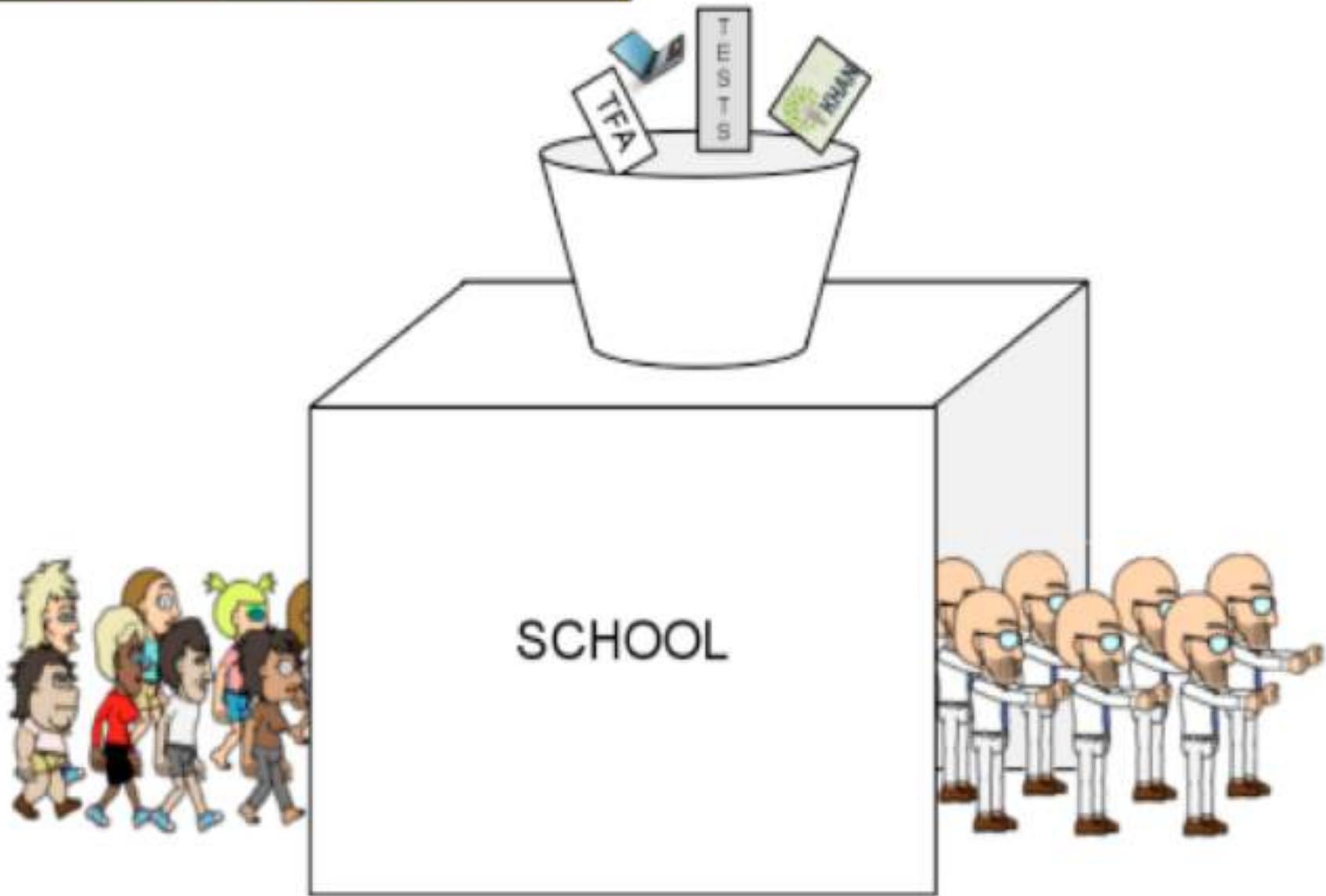
*“If you look at public education systems in their general shape, they are manufacturing processes. And a lot of it happens -- we separate people by age, it's a very linear process, very focused on certain types of outcomes.”*

**Ken Robinson**



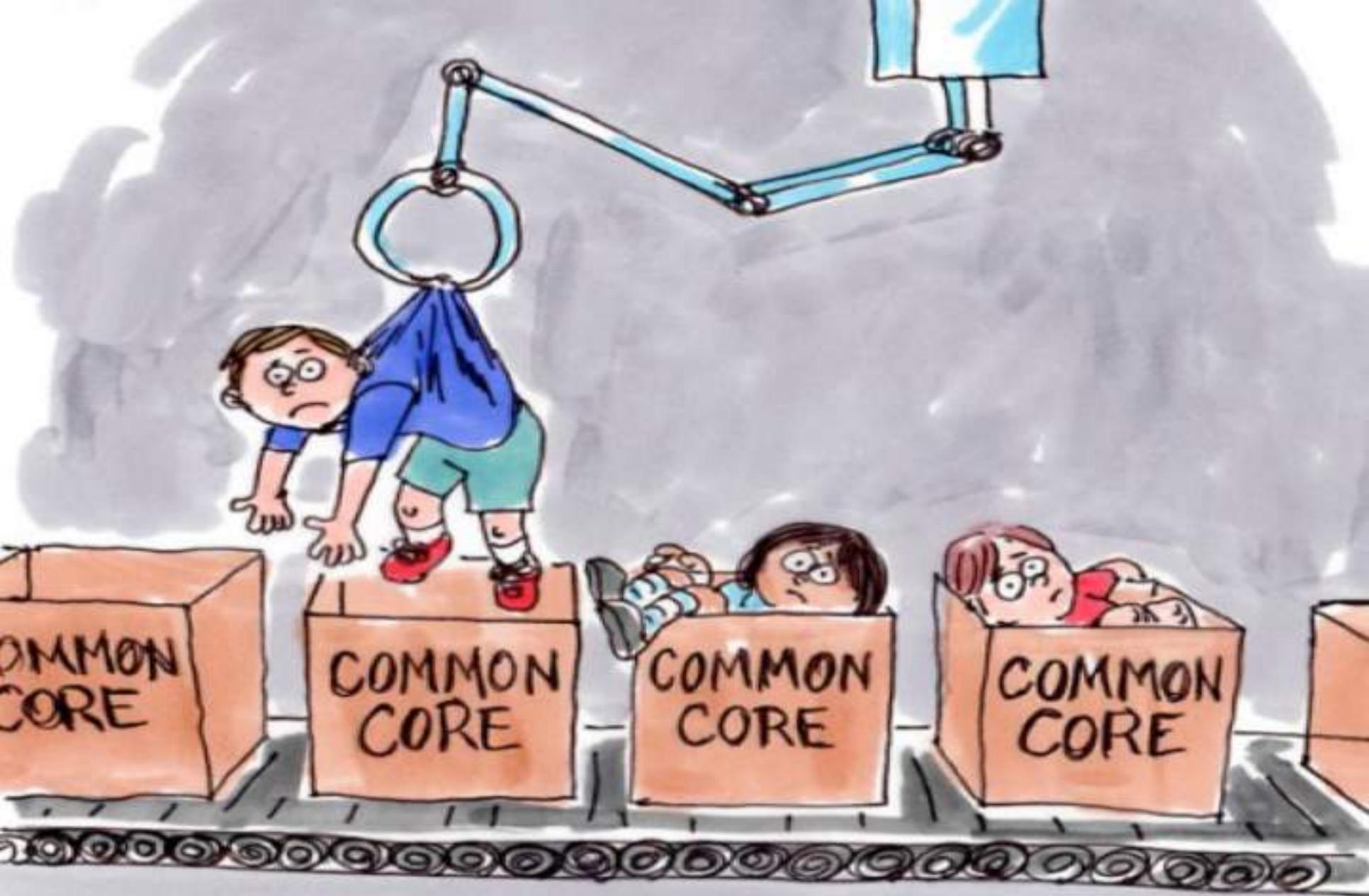


THEY DISCOVERED THAT IF THEY ADDED JUST A PINCH OF SALT,  
SCHOOLS PRODUCED 10,000 MORE ENGINEERS.





Source: <https://ahmadrefae.wordpress.com/2014/09/21/36/>







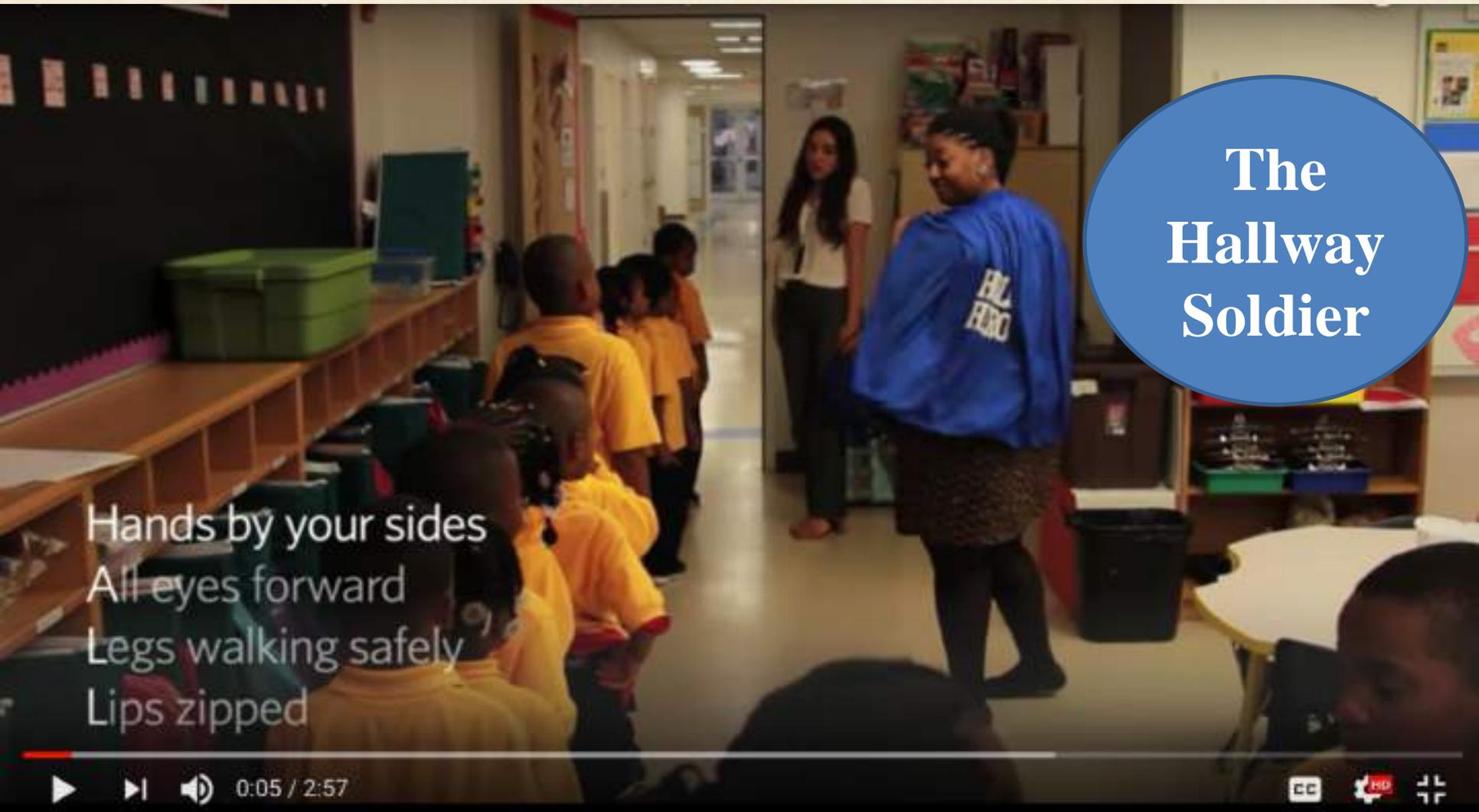
Source: <http://fwfx.info/mass-production-industrial-revolution.html>



Source: <https://mikewiernicki.com/2015/12/18/filling-gaps-buy-a-program-or-help-teachers-grow/>

# How to Teach Your Class to Line Up

Source: <https://www.youtube.com/watch?v=nDq71S0UyD8>



Hands by your sides  
All eyes forward  
Legs walking safely  
Lips zipped

The  
Hallway  
Soldier

School is More About **Conformity** and **Militaristic Traditions**

# 3 Main Points from Sir Ken Robinson

## Schools Kill Creativity in Three Principal Ways:

### Point #2: Schools Create a Hierarchy of Subjects

*"At the top are mathematics and languages, then the humanities, and the bottom are the arts."*

Ken Robinson



**Math  
& Languages**



**Humanities**



**Arts**



**3 Main Points from Sir Ken Robinson**  
**Schools Kill Creativity in Three Principal Ways:**

**Point #3: Classes Are Rigidly Timed:**

*“If you live in a world where every lesson is 40 minutes, you immediately interrupt the flow of creativity.”*

**Ken Robinson**

# Typical Weekly Class Schedule

Mrs. Mear's class

Grade  
4



## Daily Schedule for class

Please note: This schedule is subject to change without notice due to various assemblies, field trips, presentations, switch days, etc.

### CLASS 4-2 2018-2019 SUBJECT SCHEDULE

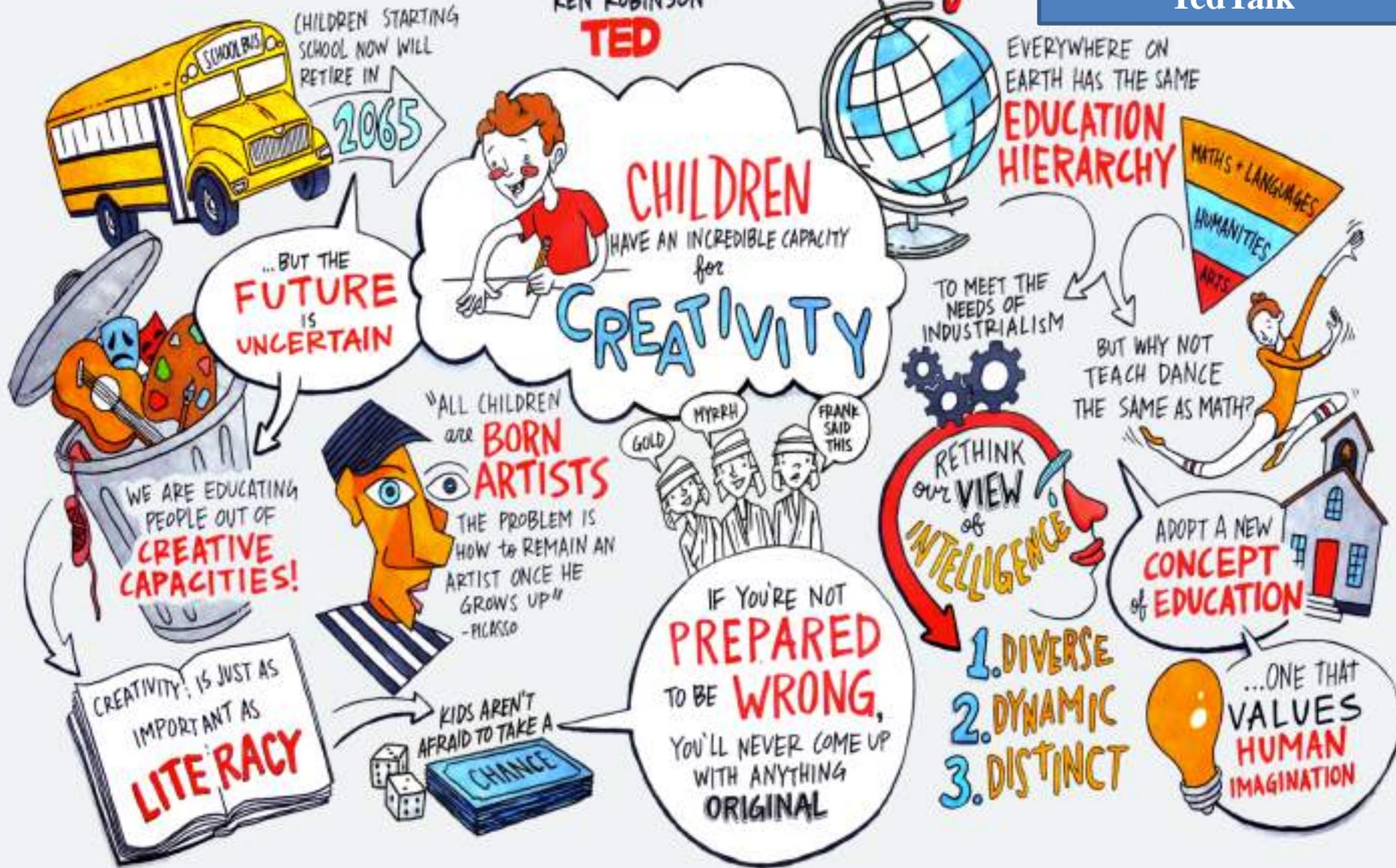
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1</b> (8:55-9:55 am)	French ☺	Language	Language	Math	Math
<b>Period 2</b> (9:55-10:35 am)	Health	Language	Language	Math	Physical Ed. ☺
<b>1<sup>ST</sup> NUTRITION BREAK ~ 10:35-11:15 am</b>					
<b>Period 3</b> (11:15-12:05 pm)	Language	Math	Math	Language	Language
<b>Period 4</b> (12:05-12:55 pm)	Library	Math	Math	Drama/Dance ☺ RTI Planning	Music ☺
<b>2<sup>ND</sup> NUTRITION BREAK ~ 12:55-1:35 pm</b>					
<b>Period 5</b> (1:35-2:35 pm)	Math	French ☺	Visual Art	Science	Social Studies
<b>Period 6</b> (2:35-3:15 pm)	Physical Ed. ☺	RTI Doing	Visual Art	Science	Social Studies

Source: <http://mrsmeat.weebly.com/weekly-classroom-schedule.html>

# Do Schools Kill Creativity?

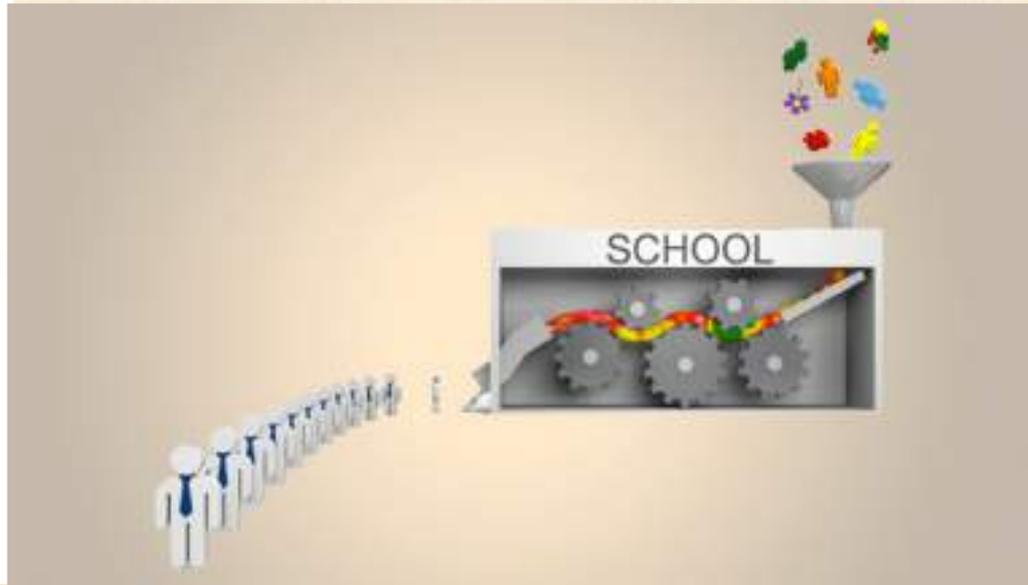
A Visual Summary of  
Ken Robinson's  
TedTalk

KEN ROBINSON  
**TED**





Creativity



**What did you think about Ken Robinson's idea that schools kill creativity?**



# Preamble: Philosophical Perspectives on Creativity



Perspective...

# Philosophical Perspectives on Creativity

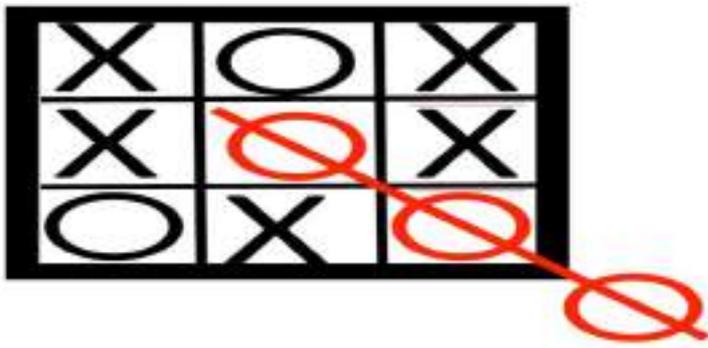


**VS.**



**(1) Freedom**

**(1) Limits**



# (1) Freedom for Creativity to Flourish:

- Absence of Limits
- Absence of Boundaries
- Absence of Constraints

Needed for  
Creativity to  
Flourish

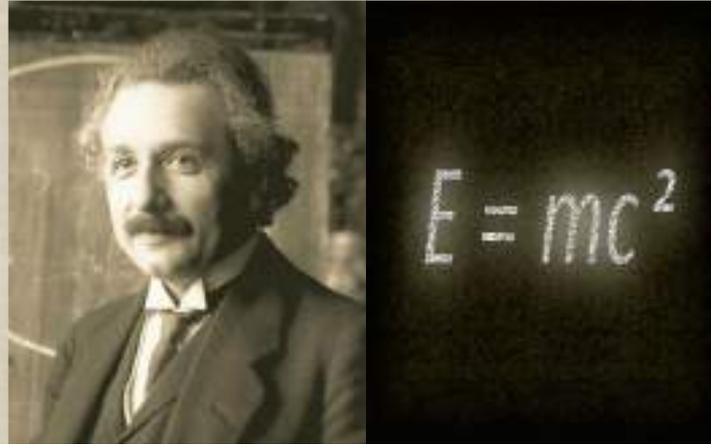
Think Outside of the Box



Imagination



# Famous Examples of Creative Freedom



## Theory of Relativity Revelation

Albert Einstein's unleashed imagination was an important ingredient to his success. After months of intense mathematical exercises he homed in on the gist of his special theory of relativity while taking a break from his work *"and let his imagination wander about the concepts of space and time."*

# Daydreaming

- Although most daydreams are idyllic and pleasant, society has developed many **negative connotations** about them.
- Students who daydream in school are considered to be **off task**, and workers who daydream can **slow down productivity** and **jeopardize safety**.
- Moreover, the term “daydreamer” is often used to describe an individual who has **not had much success in life**.



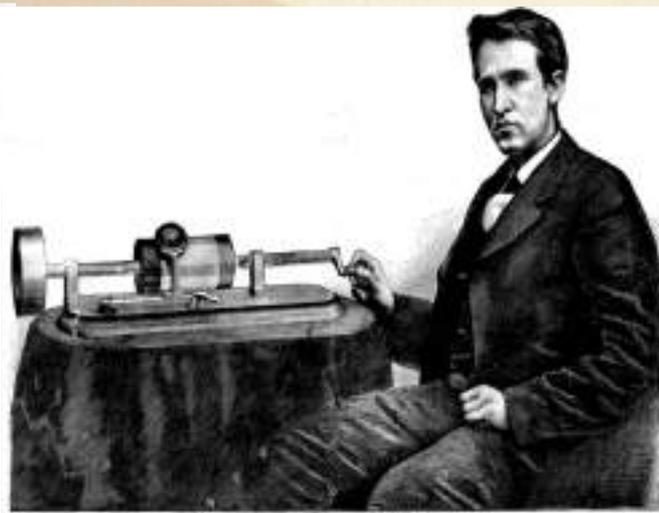
# Daydreaming Cont.

- According to author Amy Fries, however, researchers are discovering that **daydreaming is an effective way to creatively think and solve problems.**
- In his book *Get Out of Your Own Way*, author Robert Cooper says: **“Brain scans show that simply imagining a complex and compelling goal will actually fire the same neurons that will be required to actually achieve the goal.”**
- After only three months of school, famous inventor Thomas Edison was **kicked out for consistently being off task and daydreaming.**

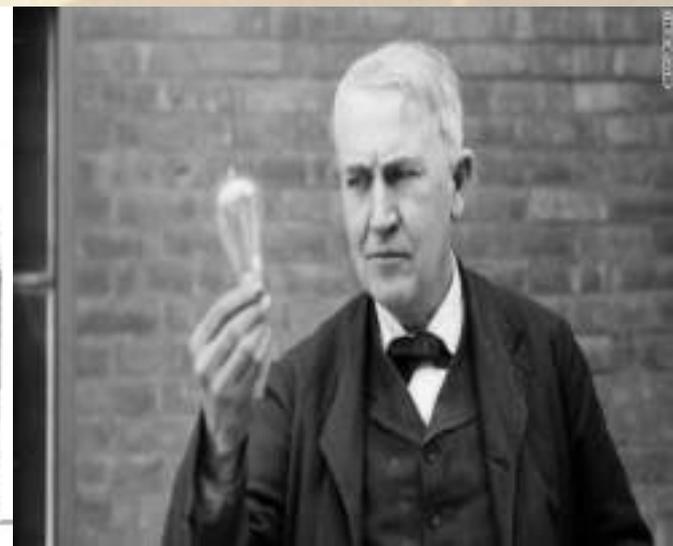


# Thomas Edison

- Think about all of the wonderful inventions Edison was thinking of in his daydreams; **the phonograph, the light bulb, and the motion picture camera** (among two thousand others).



EDISON AND THE FIRST PERFECTED PHONOGRAPH.





People who daydream are more likely to have empathy.



Daydreaming can lower blood pressure.



Mind-wandering promotes creativity.



# *The Scientifically Proven* **BENEFITS OF** **DAYDREAMING**

Daydreaming, like nighttime dreaming, consolidates learning.

$$a^2 + b^2 = c^2$$



A wandering mind usually has a better working memory.



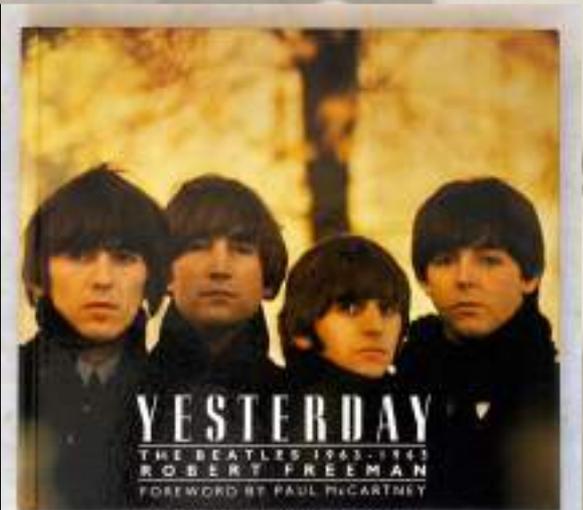
# Dreaming While We Are Sleeping

- **Dreaming during sleep is the ultimate form of thinking outside the box**
- **Some of the greatest ideas came from dreaming**



# Great Ideas From Dreaming: Music

*Yesterday*: Paul McCartney dreamed he heard a string quartet playing the song. He woke up and realized that it was an original piece of music, and played it on the piano within minutes. **The most recorded song in the history of the world was born.**



# Cryptomnesia

McCartney's initial concern was that he had subconsciously plagiarized someone else's work, known as **cryptomnesia**, when a forgotten memory returns without it being recognized as such by the subject, who believes it is something new and original.

*"For about a month I went round to people in the music business and asked them whether they had ever heard it before. Eventually it became like handing something in to the police. I thought if no one claimed it after a few weeks then I could have it."* **(Paul McCartney)**



# Great Ideas From Dreaming: Art

Surrealist painter Salvador Dali has called many of his works "**hand-painted dream photographs,**" and one of his most famous renderings (*The Persistence of Memory*) was inspired by an actual dream.



# Great Ideas From Dreaming: Science

## Periodic Table of Elements

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18																												
1 <b>H</b> Hydrogen (1.00794)	Atomic # Symbol Name Atomic Mass																2 <b>He</b> Helium (4.002602)																												
3 <b>Li</b> Lithium (6.941)	4 <b>Be</b> Beryllium (9.012182)	<table border="1"> <tr> <td><b>C</b> Solid</td> <td colspan="4"><b>Metals</b></td> <td colspan="2"><b>Nonmetals</b></td> </tr> <tr> <td><b>Hg</b> Liquid</td> <td>Alkali metals</td> <td>Alkaline earth metals</td> <td>Lanthanoids</td> <td>Transition metals</td> <td>Poor metals</td> <td>Other nonmetals</td> </tr> <tr> <td><b>H</b> Gas</td> <td></td> <td></td> <td>Actinoids</td> <td></td> <td></td> <td>Noble gases</td> </tr> <tr> <td><b>Rf</b> Unknown</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>										<b>C</b> Solid	<b>Metals</b>				<b>Nonmetals</b>		<b>Hg</b> Liquid	Alkali metals	Alkaline earth metals	Lanthanoids	Transition metals	Poor metals	Other nonmetals	<b>H</b> Gas			Actinoids			Noble gases	<b>Rf</b> Unknown							5 <b>B</b> Boron (10.81)	6 <b>C</b> Carbon (12.011)	7 <b>N</b> Nitrogen (14.007)	8 <b>O</b> Oxygen (15.9994)	9 <b>F</b> Fluorine (18.9984032)	10 <b>Ne</b> Neon (20.1797)
<b>C</b> Solid	<b>Metals</b>				<b>Nonmetals</b>																																								
<b>Hg</b> Liquid	Alkali metals	Alkaline earth metals	Lanthanoids	Transition metals	Poor metals	Other nonmetals																																							
<b>H</b> Gas			Actinoids			Noble gases																																							
<b>Rf</b> Unknown																																													
11 <b>Na</b> Sodium (22.98976928)	12 <b>Mg</b> Magnesium (24.305)	13 <b>Al</b> Aluminum (26.9815386)	14 <b>Si</b> Silicon (28.0855)	15 <b>P</b> Phosphorus (30.973762)	16 <b>S</b> Sulfur (32.06)	17 <b>Cl</b> Chlorine (35.45)	18 <b>Ar</b> Argon (39.948)																																						
19 <b>K</b> Potassium (39.0983)	20 <b>Ca</b> Calcium (40.078)	21 <b>Sc</b> Scandium (44.955912)	22 <b>Ti</b> Titanium (47.88)	23 <b>V</b> Vanadium (50.9415)	24 <b>Cr</b> Chromium (51.9961)	25 <b>Mn</b> Manganese (54.938045)	26 <b>Fe</b> Iron (55.845)	27 <b>Co</b> Cobalt (58.933195)	28 <b>Ni</b> Nickel (58.6934)	29 <b>Cu</b> Copper (63.546)	30 <b>Zn</b> Zinc (65.38)	31 <b>Ga</b> Gallium (69.723)	32 <b>Ge</b> Germanium (72.64)	33 <b>As</b> Arsenic (74.9216)	34 <b>Se</b> Selenium (78.96)	35 <b>Br</b> Bromine (79.904)	36 <b>Kr</b> Krypton (83.798)																												
37 <b>Rb</b> Rubidium (85.4678)	38 <b>Sr</b> Strontium (87.62)	39 <b>Y</b> Yttrium (88.90584)	40 <b>Zr</b> Zirconium (91.224)	41 <b>Nb</b> Niobium (92.90638)	42 <b>Mo</b> Molybdenum (95.94)	43 <b>Tc</b> Technetium (97.9072)	44 <b>Ru</b> Ruthenium (101.07)	45 <b>Rh</b> Rhodium (102.9055)	46 <b>Pd</b> Palladium (106.42)	47 <b>Ag</b> Silver (107.8682)	48 <b>Cd</b> Cadmium (112.411)	49 <b>In</b> Indium (114.818)	50 <b>Sn</b> Tin (118.710)	51 <b>Sb</b> Antimony (121.757)	52 <b>Te</b> Tellurium (127.6)	53 <b>I</b> Iodine (126.90547)	54 <b>Xe</b> Xenon (131.29)																												
55 <b>Cs</b> Cesium (132.90545196)	56 <b>Ba</b> Barium (137.327)	57-71	72 <b>Hf</b> Hafnium (178.49)	73 <b>Ta</b> Tantalum (180.94788)	74 <b>W</b> Tungsten (183.84)	75 <b>Re</b> Rhenium (186.207)	76 <b>Os</b> Osmium (190.23)	77 <b>Ir</b> Iridium (192.222)	78 <b>Pt</b> Platinum (195.084)	79 <b>Au</b> Gold (196.966569)	80 <b>Hg</b> Mercury (200.59)	81 <b>Tl</b> Thallium (204.3833)	82 <b>Pb</b> Lead (207.2)	83 <b>Bi</b> Bismuth (208.9804)	84 <b>Po</b> Polonium (209)	85 <b>At</b> Astatine (210)	86 <b>Rn</b> Radon (222)																												
87 <b>Fr</b> Francium (223)	88 <b>Ra</b> Radium (226)	89-103	104 <b>Rf</b> Rutherfordium (261)	105 <b>Db</b> Dubnium (262)	106 <b>Sg</b> Seaborgium (263)	107 <b>Bh</b> Bohrium (264)	108 <b>Hs</b> Hassium (277)	109 <b>Mt</b> Meitnerium (268)	110 <b>Ds</b> Darmstadtium (271)	111 <b>Rg</b> Roentgenium (272)	112 <b>Uub</b> Ununbium (285)	113 <b>Uut</b> Ununtrium (288)	114 <b>Uuq</b> Ununquadium (289)	115 <b>Uup</b> Ununpentium (289)	116 <b>Uuh</b> Ununhexium (289)	117 <b>Uus</b> Ununseptium (289)	118 <b>Uuo</b> Ununoctium (289)																												

For elements with no stable isotopes, the mass number of the isotope with the longest half-life is in parentheses.

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57 <b>La</b> Lanthanum (138.90547)	58 <b>Ce</b> Cerium (140.116)	59 <b>Pr</b> Praseodymium (140.90766)	60 <b>Nd</b> Neodymium (144.242)	61 <b>Pm</b> Promethium (145)	62 <b>Sm</b> Samarium (150.36)	63 <b>Eu</b> Europium (151.964)	64 <b>Gd</b> Gadolinium (157.25)	65 <b>Tb</b> Terbium (158.92535)	66 <b>Dy</b> Dysprosium (162.500)	67 <b>Ho</b> Holmium (164.93032)	68 <b>Er</b> Erbium (167.259)	69 <b>Tm</b> Thulium (168.93402)	70 <b>Yb</b> Ytterbium (173.054)	71 <b>Lu</b> Lutetium (174.967)
89 <b>Ac</b> Actinium (227)	90 <b>Th</b> Thorium (232.03806)	91 <b>Pa</b> Protactinium (231.03688)	92 <b>U</b> Uranium (238.02891)	93 <b>Np</b> Neptunium (237)	94 <b>Pu</b> Plutonium (244)	95 <b>Am</b> Americium (243)	96 <b>Cm</b> Curium (247)	97 <b>Bk</b> Berkelium (247)	98 <b>Cf</b> Californium (251)	99 <b>Es</b> Einsteinium (252)	100 <b>Fm</b> Fermium (257)	101 <b>Md</b> Mendelevium (258)	102 <b>No</b> Nobelium (259)	103 <b>Lr</b> Lawrencium (260)



# **GREAT IDEAS FROM DREAMING: THE PERIODIC TABLE**

**Dmitry Mendeleev** dreamt of an arrangement of elements that would change modern chemistry forever, then popped up about 20 minutes later to record it.

*“I saw in a dream a table where all the elements fell into place as required. Awakened, I immediately wrote it down on a piece of paper ... Only in one place did a correction later seem necessary.”*

# Freedom of Creativity

(e.g. Day-Dreaming & Dreaming)

Also Promotes a Social Justice Perspective

- Students have the freedom do/create what they want, which is tied into:

*(1) Unschooling*

*(2) Self-directed Learning*

*(3) Autonomy in Education*

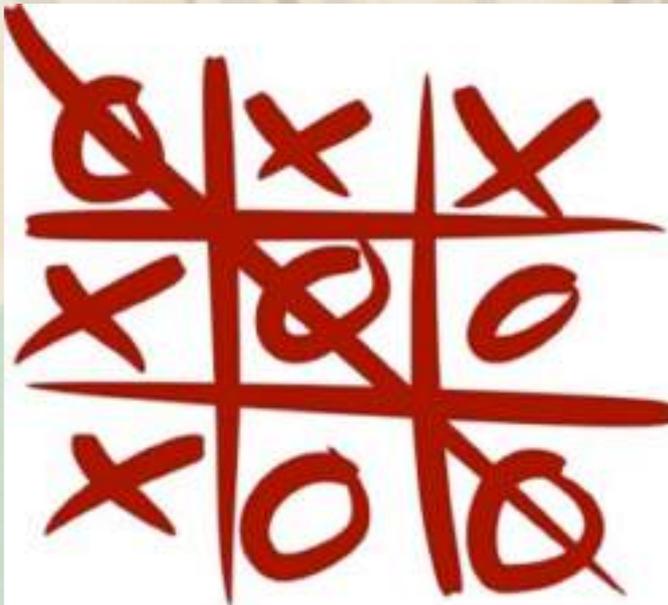


## (2) Limits Needed for Creativity to Flourish

- Presence of Pressure
- Presence of Boundaries
- Presence of Constraints

Needed for  
Creativity to  
Flourish

**Think Inside-The-Box**



**Necessity is the  
Mother of Invention!**

**Difficult or impossible  
scenarios prompt creative  
solutions!**

*“I define creativity as the ability to develop great ideas while under pressure.”*

**Michael Levin (NY Times Best Selling Author)**

# Necessity is the Mother of Invention!

Difficult or impossible scenarios  
prompt creative solutions!



Very Creative  
Dog!

Turns Stick  
on 45 Degree  
Angle

**Necessity is the Mother of Invention!**

**Difficult or impossible scenarios  
prompt creative solutions!**



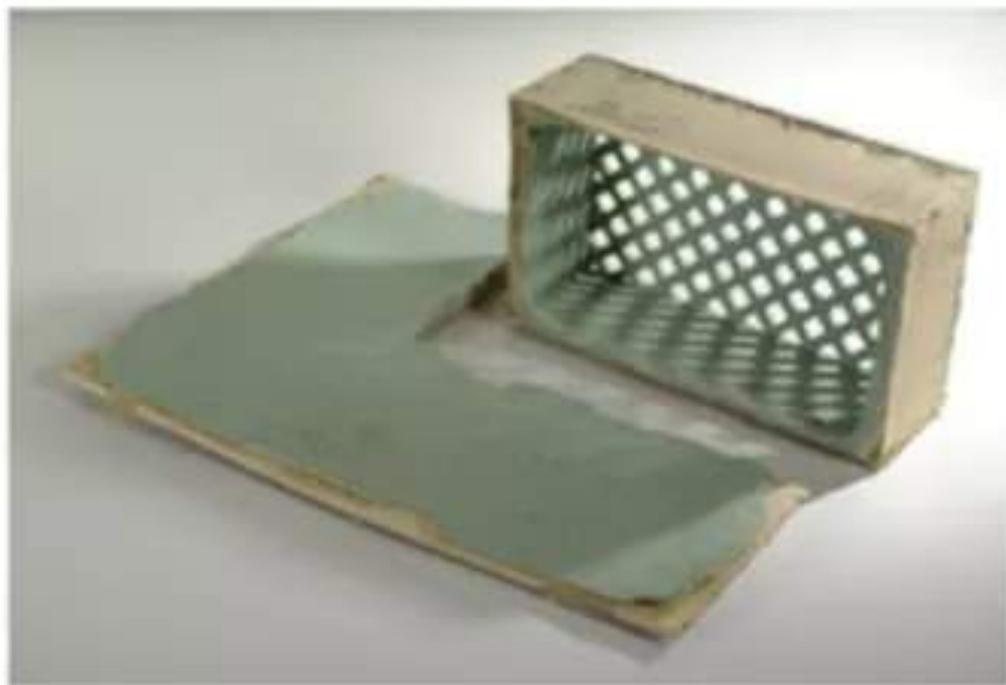
**Creative  
Solution By  
Handicapped  
Person.**

# Examples of Creative Ideas In the Presence of Limits

## Escape From Alcatraz: June 11, 2062

- The men allegedly dug through the concrete fortress using a **metal spoon** (strengthened with silver from a dime) and an **improvised drill** crafted from a stolen vacuum cleaner.
- Adding to the intrigue, they smartly muffled the sound of their drilling with accordions played during music hour and left behind **papier-mâché dummies**, whose heads they topped with hair stolen from the prison barber shop, in their place.









# Examples of Creative Ideas In the Presence of Limits

- In publicly funded schools, for example, **teachers must find creative solutions** to working with **limited resources and funding**.
- How many music teachers have asked for more money for programs only to be told by their administration, “you have to be more creative when you have less money to work with”?

**DO**  
**MORE**  
*with*  
**LESS.**



**The world sends us garbage, we send back music:  
Favio Chavez at TEDxAmsterdam**

Source: <https://www.youtube.com/watch?v=CsfOvJEdurk>



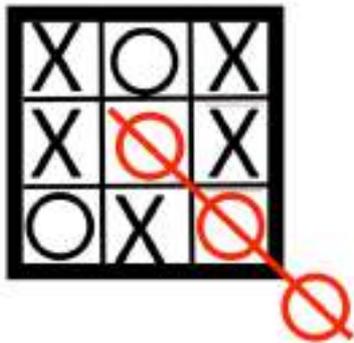
**No Money – No Problem: Creative Ways to Make Instruments**



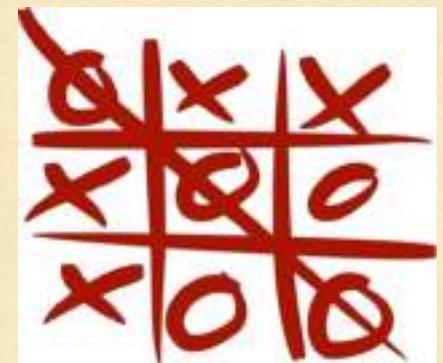
**Where are you on the creativity scale?**

**Choose a number between 1-10.**

1 2 3 4 5 6 7 8 9 10  
**Freedom** **Limits**



**Out of the Box  
Thinker?**



**In the Box  
Thinker?**

# Creativity Challenge With Limits: 30 Circles Challenge

- You have 30 circles on a piece of paper
- With a pen or pencil, you have 3 minutes to turn as many of the blank circles as possible into recognizable objects

## Quantity:

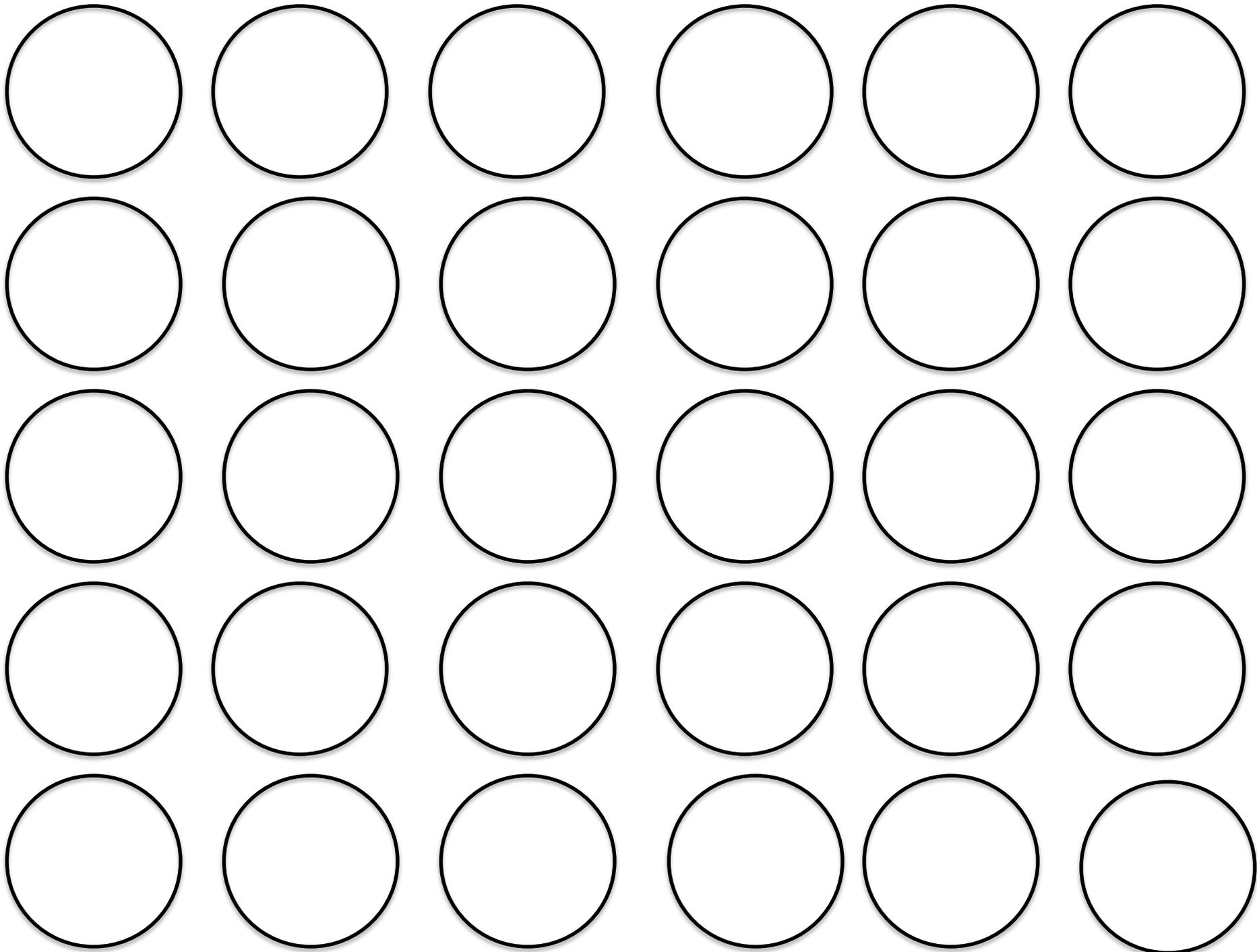
How many  
objects can you  
create?

**Try to Balance  
Your Creativity**

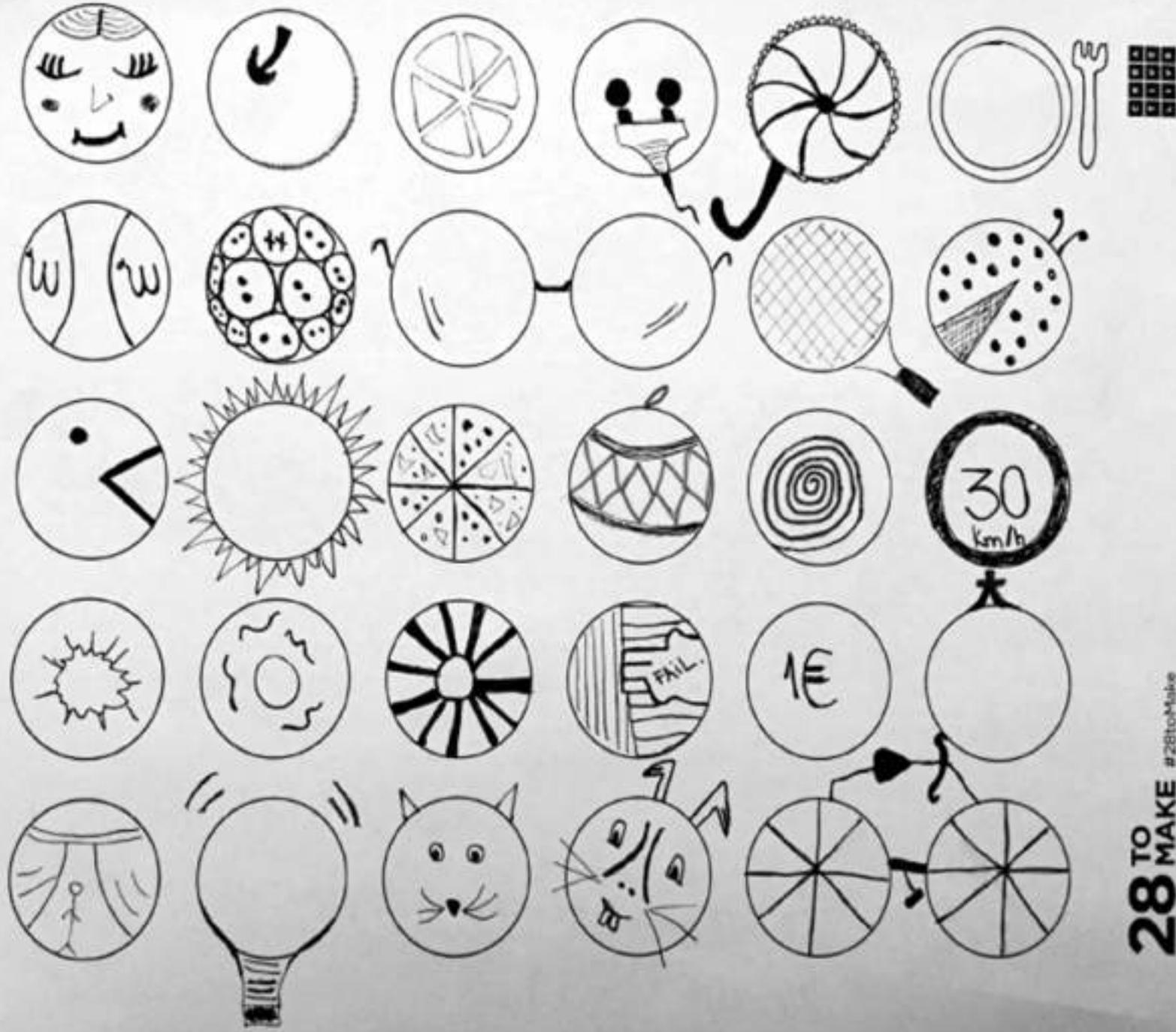
## Quality:

How different  
are your  
objects?



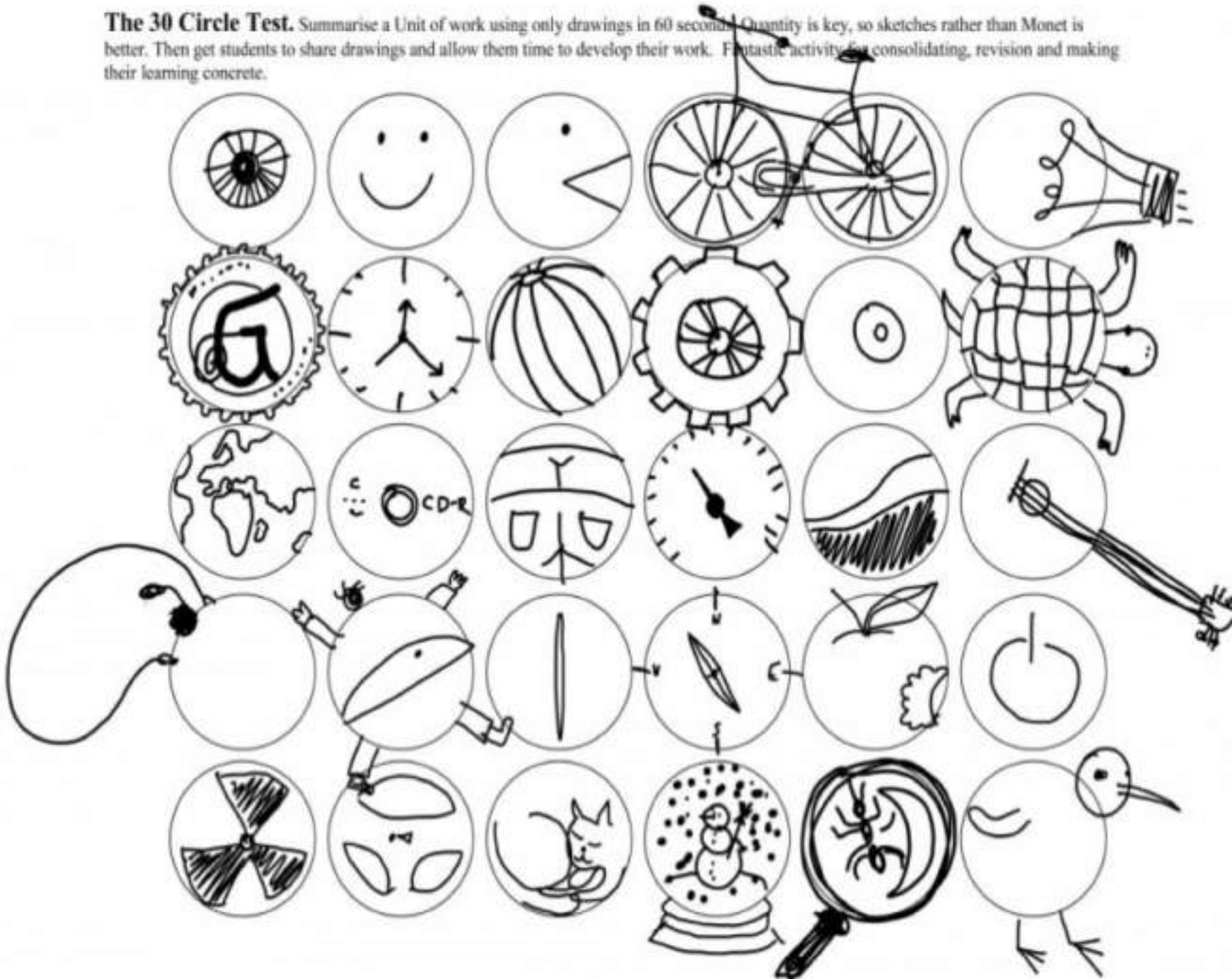


# What Others Have Done . . .

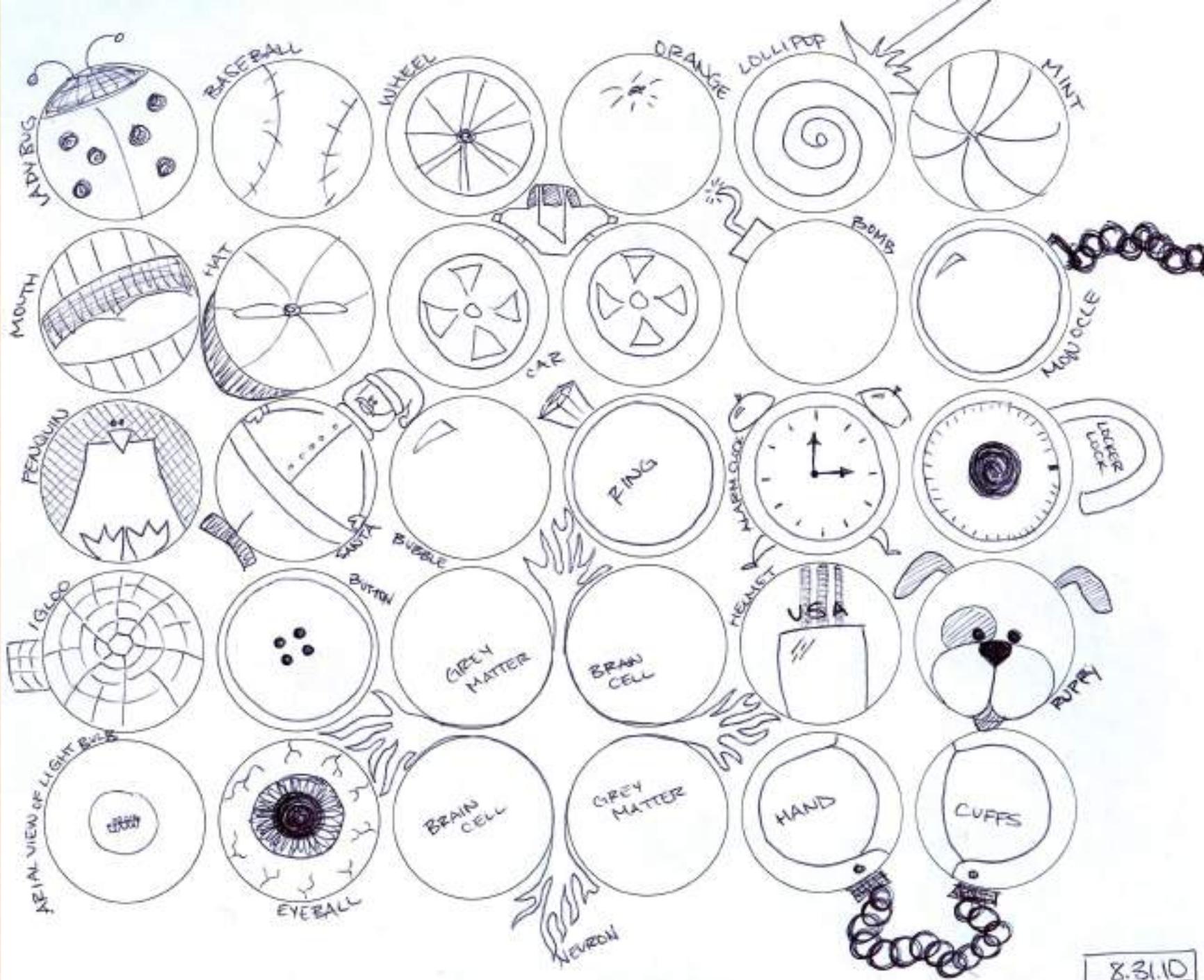


# What Others Have Done . . .

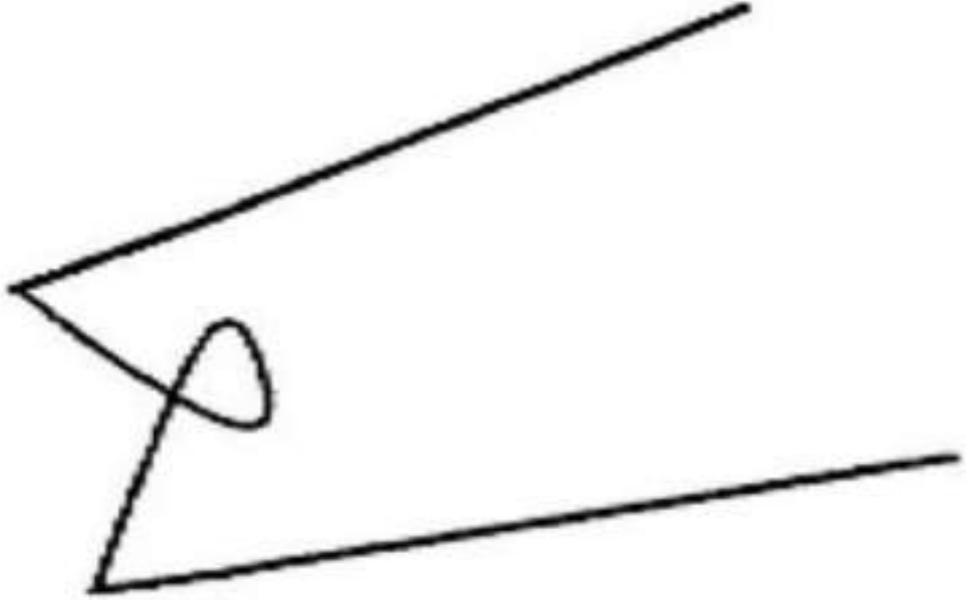
**The 30 Circle Test.** Summarise a Unit of work using only drawings in 60 seconds. Quantity is key, so sketches rather than Monet is better. Then get students to share drawings and allow them time to develop their work. Fantastic activity for consolidating, revision and making their learning concrete.

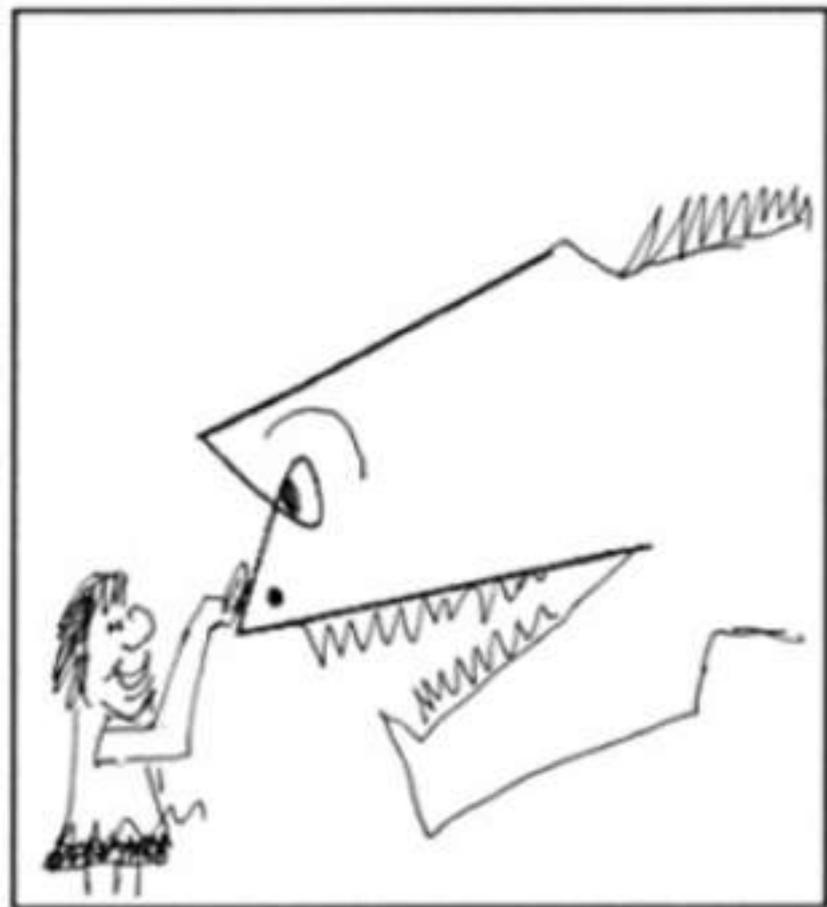
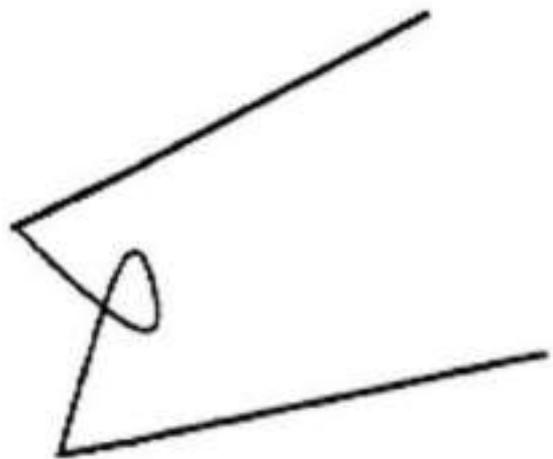


# What Others Have Done . . .



# Incomplete Figure Test





NEW FRIEND

# Incomplete Figure Test



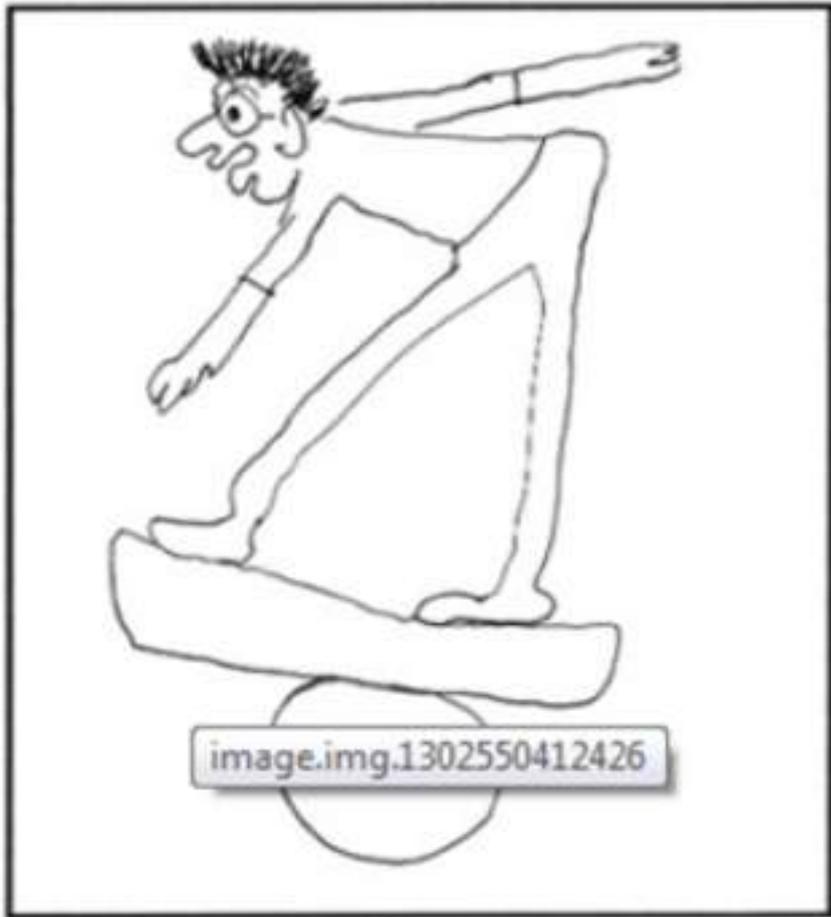
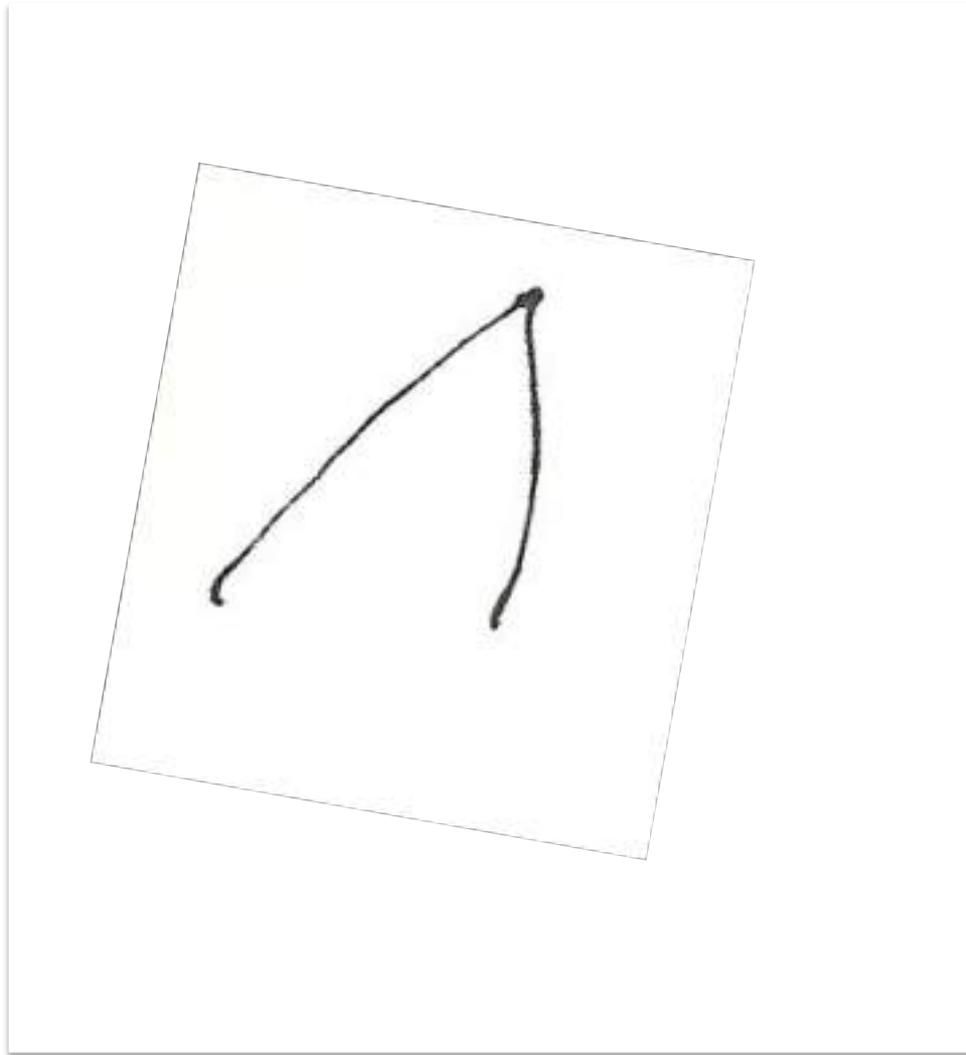


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BALANCING ACT



# Music Education as A Vehicle for Creativity



Composing

Improvisation

Arranging





## **Nota Bene:**



- **Performing a piece of music exactly the way that the composer intended **is not true creativity****
- **Learning to perform a piece of music exactly the way that the composer, however, **can be a building building block that leads to becoming musically creative.****

# Music Education as A Vehicle for Creativity: Composing

## Preamble

We encourage primary students to **paint/draw** whatever they feel, regardless of what the end product looks like, because it allows children to emote and help find their place in the world.



# Music Education as A Vehicle for Creativity: Composing

## Preamble

**We have all seen these products displayed in classrooms and/or magnetized to the refrigerator for proud display in the homes of primary-aged children.**



**We do not, however, allow for the same level of creative expression through music!**



# WHY?

**(1) Visual Bias** (from a previous lecture)

**(2) Teachers Don't Like It** (too loud & distracting)

- Children, however, **can learn to compose music at very early ages** by allowing them to experiment with a variety of musical instruments. This is the start of creativity and creative thinking.
- Even basic percussion instruments (such as rhythm sticks) can be used to create meaningful compositions

# Children Experimenting With Accordions and Then Playing 'Twinkle, Twinkle Little Star'



Music-making for babies and the early years

Source: <https://www.youtube.com/watch?v=32XjBxfx6VU>

# Two Students Who Made Their Own Instruments (Creative) and Composed Their Own Music (Creative)



# When Working With Students, Give Them:

**(1) Freedom** to experiment and be creative (as in the previous two videos), which is equivalent to having students paint whatever they want

**(2) Limits** -- by providing ideas and prompts (plots, storylines, motifs, etc.), which is like giving students an outline for them to colour



# Example of Ideas and Prompts

## Horse Galloping:



**Sequence:** Slow, getting faster, getting faster, super fast, getting slower, getting slower, real slow, stop.

All students need are plastic cups for this prompt.

## Change In Weather:



**Sequence:** Sunny, clouds moving in, wind picking up, thunder, heavy rain, rain slowing down, sunny again.

Simple percussion instruments can be used OR by using the human body as a sound source.

# Audiation: Inner Hearing

- The ability to hear music inside your mind's ear is a **fundamental aspect of composing and being creative through music**
- Once again, the music education curriculum **does not cultivate audiation (inner hearing)** as much as it should
- There are many **fun activities** that can be done to cultivate audiation



# Let's Try A Very Basic Audiation Exercise!



Happy birthday to you  
Happy birthday to you  
**Happy birthday dear Joey**  
Happy birthday to you



## Instructions:

- (1) **Blue Text** (sing out loud)
- (2) **Red Text** (sing in your mind's ear)
- (3) Do not pause after the word "Joey"
- (4) I will count everybody in "1, 2, 3, ready, sing"

# Let's Change It Up A Bit . . .



Happy birthday **to you**  
Happy birthday **to you**  
Happy birthday **dear Joey**  
Happy birthday **to you**



## Instructions:

- (1) **Blue Text** (sing out loud)
- (2) **Red Text** (sing in your mind's ear)
- (3) Do not pause after the word "Joey"
- (4) I will count everybody in "1, 2, 3, ready, sing"

# Let's Change It Up Some More . . .



**Happy birthday to you**  
**Happy birthday to you**  
**Happy birthday dear Joey**  
**Happy birthday to you**



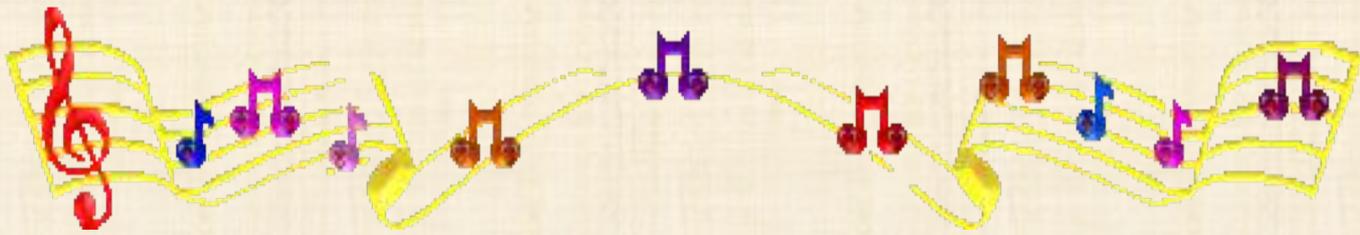
## Instructions:

- (1) **Blue Text** (sing out loud)
- (2) **Red Text** (sing in your mind's ear)
- (3) Do not pause after the word "Joey"
- (4) I will count everybody in "1, 2, 3, ready, sing"

# Next Session Preparation:

- **Ukulele Workshop & Group Formation**
- **Attendance Critical Next Three Sessions**
- **Ukulele Concert Worth 10% of Final Mark**





Have a Great Day!

