

MODULE 1: Description

The emphasis in Module 1 “My Musical Body” is on the child and the discovery of their own musical body, surroundings and instruments.

The intention in this Module is to

- develop the child’s creative confidence in their ability to express their own musical sounds
- develop the child’s awareness of the rhythms and sounds around them (this is vital in the art of creative listening, discovery and understanding ourselves and others)
- develop the child’s sense of the wealth of stimulation and inspiration that surrounds them every day
- develop the child’s understanding of the [CREATIVE PEDAGOGY](#) used in this program.

There are 3 Exercises in the Module. Each exercise should be completed within the same session. Sessions should generally last for an hour or more.

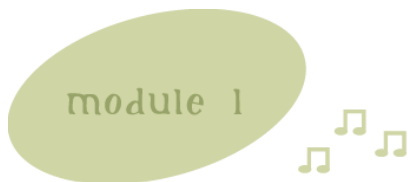
In this module the children work alone. Exercise 1 may be the most difficult for the children and their teachers as the emphasis is on the child paying attention to their inner world. Therefore, there is an [example](#) of how exercise 1 may be directed in the classroom

In Exercise 1 ‘Me’ the children concentrate on the sounds and rhythms of their own body. This is their first repertoire of sounds and their primary listening and expressive exercise.

In Exercise 2 “Around Me”, the children learn to develop an awareness of other rhythms around them in parks, schools corridors, streets, sea-sides etc. This provides them with a second repertoire of sounds, and enables them to discriminate between sounds in the continuous symphony and start to identify their preferences.

In Exercise 3 “Listen to My Instrument”, the children develop an awareness of the different types of instruments and the sounds they make: percussion, strings and wind. This creates an awareness of the need to develop further their craft/skill to express their own musical compositions.

At the end of the Module, the schools are in [video conference](#) with each other to perform samples of the composition composed in the Module. They also discuss as a group their experiences throughout the process.



Exercise 1: 'Me'

Introduction

In Exercise 1: "Me", the children will journey through the first layer of the rhythmical sound space they live in – their acoustic body and its music. They will:

- explore and discover the repertoire of sounds and rhythms of their own body and voice
- assess what they like and dislike and articulate it during class discussion
- make a selection of sounds and rhythms through movement and voice and express it as musical performances.

Instruction

EXPLORE:

The teacher and children explore the sounds in the [music and sound exchange](#) and the '[World Symphony](#)' on CD or on the project web site. Each child explores their own personal repertoire of body music: body gurgles, breathing, body tapping, clapping and movement. The sounds are recorded by the teacher, logged accordingly on their sound logging chart and later uploaded to the school web site.

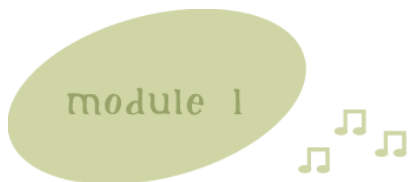
ARTICULATE

The children articulate how they made the various body sounds and rhythms through listening to the recordings and class discussion. They state their likes and dislikes and why this is so. They make choices and develop ideas for the final composition by grouping sounds they want to work on. Each child creates a music score for their final composition: giving each sound they select a character symbol and repeating it on the score in accordance with their arrangement.

The children use a length of black paper and coloured chalks to create their score. No duration of the score is longer than 30 seconds and coloured chalks to create their score. The duration for any score is 30sec's approx

EXPRESS:

The children express their own musical body's composition "Me" by taking one idea and performing it for the class using their score as a guide. The final composition is recorded to mini disk and samples are recorded to the project web site schools page.



Exercise 2: “Around Me”

Introduction

In Exercise 2: “Around Me” the children journey through the second layer of the rhythmical sound-space they live in: the natural and man-made worlds. They will

- develop an awareness of other rhythms around them in their environment (the continuous world symphony)
- actively explore and discover a second repertoire of sounds and rhythms from which they can develop new compositions.
- begin to hear the communications between the different sounds in the world symphony and realise that they can pick and choose the sounds that interest them for their compositions.

Instruction

EXPLORE:

The teacher and children explore the nature and manufactured tracks in the [music and sound exchange](#), and the [‘World Symphony’](#) on CD or on the project web site. They also explore, record and log the sounds from their environment, e.g., the class-room, corridors, the street, the park, the sea-side.

- listen to a tree, what sound does it make?
- listen to the sea, what sound does it make?
- listen to a thrush, a hawk, a seagull, how are they different?
- listen to a car and a truck how are they different?

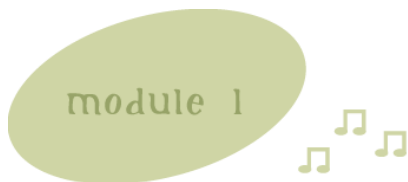
ARTICULATE:

They articulate the sounds they recorded, decide on what they like and dislike and create audio files of the selected sounds they want to work with on the computer for their final composition.

They edit various possibilities for the composition, manipulating the various sounds as they make their final decisions.

EXPRESS

The expression of their final edit is an electronic composition. This is played for their class. The final composition is recorded to mini disk, with samples recorded to the project web site schools page.



Exercise 3: 'Listen to my Instrument

Introduction:

In Exercise 3: "Listen to My Instrument", the children will journey through the third layer of the rhythmical sound-space they live in, developing an awareness of the different types of instruments and the sounds they make. They will:

- listen to and play percussion, strings and wind instruments
- through active discovery and exploration of the instruments develop an awareness of the need to further develop their craft/skill in order to produce their own musical compositions
- develop an awareness of the need to appreciate other children's work.
- create a final composition from this new musical repertoire and the repertoire of sounds they have recorded from their bodies, voices and environment.

Instruction

EXPLORE:

The teacher and children explore the music in the [music and sound exchange](#), and the '[World Symphony](#)' on CD or on the project web site. In this exercise it is imperative that each child explores one of the 3 types of instruments: percussion, wind and strings. The children could have material to make these instruments rather than give them real instruments: gut for strings stretched across a piece of wood/tin, bamboo lengths where the children make holes to create different sounds, different containers with different materials to stretch across them to make percussion instruments.

ARTICULATE:

Here the children describe and discuss the various sounds and music which can be created with the instruments. The teachers may introduce formal musical language at his point in accordance with their educational curricula. The children explore ideas for their final composition.

EXPRESS:

Each child selects an instrument and composes and arranges a composition they play for the class. The duration is no more than 1min. The final composition is recorded to mini disk as well as samples uploaded to the project web site.

VIDEO CONFERENCE

The schools are in video conference with each other. Having seen how the children developed ideas from Module 1, the teacher selects a group of 3 children to perform their compositions for the other schools. The children and teachers enter into dialogue with each other about Module 1.

REFLECTION:

With further stimulation and inspiration the children will develop the craft of listening and expression and enjoy the creative energy that it gives them and others. They will realise that "I am music and my world is a musical place. The relationship between them and their environment is an endless story, and that 'I have the choice to enjoy and develop that relationship forever'. The teacher may have an open discussion with the class about their experiences in Module 1.