

## Who is the Course For?

This course will open doors into a MAGICAL NEW VISION OF MUSIC for CLASSES 1 & 2 and will inspire everyone involved in music making with young children.

♦ *A Bookshop of Resources* related to the course theme will be available.

## Testimonial

Michael is a source of wonderfully exciting musical ideas, instruments, songs and activities and he chooses them all with careful pedagogical aims in mind to create something entirely unique. The effect his workshops had on our trainee teachers was simply stunning. He encourages even the least confident teacher to lose their reticence and be drawn in by the truly inspirational nature of his sessions. Michael is a superb trainer of teachers and his vision deserves to spread.  
*Christine Waite - Lecturer in Primary Music Education, Reading Univ. 1996-2004*

## Course Tutors

*Michael Deason-Barrow* - Director of Tonalis - lectures in universities and conservatoires on music. He has taught music in both comprehensive and Steiner Schools, and in special needs education, and has given the plenary lecture at the renowned 'Oxford Conference in Education'. Recently he has led trainings for the government's flagship singing organisations, 'Sing Up' and 'Youth Music', as well as for 'The Voices Foundation'. Today he runs courses all over the world connected to a new vision of music education.

*Lorin Panny* is a movement and eurythmy teacher. On this course she will introduce you to the New Tonalis Classroom Instruments and how to teach Music through Movement.

**FEE: £130** (for booking by May 15<sup>th</sup>) **£140** (by July 1<sup>st</sup>) **£148** (thereafter)

**Concessions: £120** for STUDENTS and 2 TEACHERS FROM THE SAME SCHOOL (by June 1<sup>st</sup>)

**Work Scholarship Fee: £90** A work scholarship is available to students.

**Times:** 16<sup>th</sup>: 12:00noon - 7:00pm; 17<sup>th</sup>-18<sup>th</sup>: 10am - 6:30pm; 19<sup>th</sup>: 9:30am - 1:30pm

**Meals:** Lunches and suppers are available at local cafés.

A Registration Letter incl. Travel directions will be sent on receipt of your application.

**TONALIS, 4 Castle Farm Close, Leighterton, GLOS, GL8 8UY**

✂ **Application Form - 'Teaching Music in Classes 1 & 2'**

Please complete and send to the above address, with a non-refundable  
£40 Deposit/Admin.fee payable to 'Tonalis'.

Name: \_\_\_\_\_ email: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_ Tel: \_\_\_\_\_ Mobile: \_\_\_\_\_

Would you like to receive an accommodation list  
of local B&Bs and family hosts (c.£22/night)?

Yes

No

# When Music fills the Sky

## Teaching Music in Classes 1 & 2



Discover a New World of Music in Classes 1 & 2

- ♦ Bring Wonder, Imagination and Play into Music Education
- ♦ Tune Music Education to Children's Natural Development
- ♦ Sing and Play a Magical Array of Music for Classes 1 & 2 and much more . . .

*Tonalis*

Led by Michael Deason-Barrow

**16<sup>th</sup> - 19<sup>th</sup> JULY 2012**  
(Midday) (1:30pm)

VENUE - Tonalis Music Centre, Stroud, GLOS

Enquiries: Tel./Fax: 01666-890460 / info@tonalismusic.co.uk

**Would you like to  
be supported in your music teaching year by year -  
starting with Classes 1 & 2 this year (and culminating in Class 8)?**

**We invite you to join this new series of annual workshops  
designed to help class (and music) teachers with their MUSIC TEACHING  
as they journey through each class.**

*This year's course will help you -*

- ◆ Take a voyage of discovery into new worlds of music making with young children and enter into a deeper understanding of their innate musicality
- ◆ Develop confidence in your musicality, singing and use of classroom instruments

*Above all, this course will provide you with:*

- ◆ A Treasure Trove of Ideas to help you make informed choices about 'WHAT' MUSIC TO USE WITH CLASS 1 & 2 CHILDREN and 'HOW' TO TEACH IT.

**Along the way you will have the opportunity to  
SING AND PLAY A STUNNING ARRAY OF MAGICAL CHILDREN'S SONGS.**

## Key Themes for Music Teaching in Classes 1 & 2

### Explore a New Guide to Pentatonic Music

Why do experts talk about the value of using pentatonic music in early childhood?  
What are its gifts? What is the deeper meaning of pentatonic music?  
Is it just about using certain pitches? And, is there just one type of pentatonic scale?

*On this workshop you will have the chance to EXPLORE EVERYTHING ABOUT PENTATONIC MUSIC,  
e.g. ◆ how the 'mood of the 5th' pentatonic calls for*

- i) open sounding instruments, ii) light filled voices, & iii) 'pentamorous' breathing rhythms
- ◆ how there are many different types of pentatonic scales which can enable you to create a developmental progression from Class 1 to Class 2 - from pentatonic in the mood of the 5<sup>th</sup> (Class 1) → G major, E minor, Hungarian and Japanese semi-tonal pentatonics (Class 2).

*N.B. The course will also give guidelines to help you COMPOSE YOUR OWN PENTATONIC MUSIC.*

### Investigate Children's Experiences of Time in Music

Our thinking about rhythm is so governed by measuring time into beats and metres that it is difficult to appreciate how music can evoke other kinds of time. Yet young children's rhythm improvisations tend to be pulse free. So come and explore:

- ◆ how you can get into rapport with children's natural rhythms
- ◆ how time can live in the lightness of the upbeat or the weight of the downbeat
- ◆ what are 'breath rhythms', and ◆ the unique qualities of different metres.

## Learn how to Develop and Inspire Young Children's Singing

*Come and explore*

- ◆ the new singing curriculum Tonalis has created to meet the early stages of childhood via voiceplay that is full of imagination and fantasy.
- ◆ the voice qualities that characterise singing in early childhood
- ◆ how to develop your own voice so that you can confidently lead singing and provide an appropriate vocal model to for children to imitate
- ◆ how to teach songs in a way that addresses the whole child - body, heart, mind and spirit - using visual, aural and movement based methods.

### Let's Play - Musical Games for Classes 1 and 2

In comparison with other areas of children's play music has missed out on being recognised.

*This course will therefore explore with you:*

- ◆ musical games that develop children's awareness of the elements of music (e.g. timbre)
- ◆ voice explorations that broaden singing to include spontaneous vocal play and movement.

### Play a New Orchestra of Classroom Instruments

Come and explore our stunning orchestra of new acoustic classroom instruments which have been created to match tone qualities and playing techniques, to the development of the child, *from new forms of lyres, harps, bowed psalteries and flutes, to percussion and gongs.*

*Also discover:*

- ◆ how specific instruments relate to the thinking, feeling and willing of the child
- ◆ how you can add instruments to songs and stories leading to painting in sound
- ◆ how some instruments reach up towards the light, whilst others reach down to the earth.

### Natural, Organic and Universal Musicing

Young children's primary response to music is via its timbral and textural elements encountered in the elemental being of each instrument. To understand this we will explore:

- ◆ nature's instruments, such as stones, shells, wood chimes and seeds (e.g. the rain tree), etc.
- ◆ how the voices of instrumental materials (e.g. skin, wood or metal) shape sound and enable children to work with the 4 elements of earth, air, water and fire.

### Music in the Listening Space

Explore how young children's listening is wide open and how music lives for them in the surrounding space (compared to adults' listening which is more inward and centred).

*To help you make a connection to the 'Listening Space' we will explore with you:*

- ◆ open and closed forms of musical instruments
- ◆ breathing spaces in singing
- ◆ how to work with the afterglow of tones where music continues to sound in the etheric realm
- ◆ how gong playing creates a dialogue between centre and periphery.