

CREATING MUSIC WITH CHILDREN

Bring Wonder, Imagination
& Play into Music Teaching



Music as a Creative Journey
For Child and Teacher

Tonalis

Course Leader: Michael Deason-Barrow

26th - 30th August 2008

VENUE - Tonalis Music Centre, Stroud, GLOS
Enquiries: Tel./Fax: 01666-890460 / info@tonalismusic.co.uk

***'Every Child is an Artist -
the Problem is How to Remain an Artist once she grows up.'***
(Picasso)

**Come and Explore an Exciting Innovative Curriculum for
Developing Children's Musicality through the use of Improvisation & Composition.**

We often speak of 'PLAYING' music, or ask, 'what instrument do you PLAY?'

Yet music learning is often characterised by a lack of play.

The best way to help children discover, understand and learn about the expressive life of music from the inside is to enable them to create music through composing and improvising.

This Course will:

- Offer you new dynamic approaches to creating music with children
- Empower teachers' confidence in their musical and creative self
- Help you to enable music to come from 'Inside' the Child, not only from the 'Outside'
 - Provide you with a new age by age progression -
matched to the phases of children's musical development
for bringing improvisation and composition into the classroom.

Teachers and parents recognise the importance of creating opportunities for children to develop their innate imagination and understanding of the world through painting pictures and creating stories and poems, etc.

Music, by comparison, has missed out in terms of its recognition as a creative art. All too often the imaginative play of the inner child learning about the expressive life of music through exploration and discovery is excluded in deference to skill acquisition and the recreation of other people's music. The focus, in short, has been on the finished Product, not on the Act of Creation.

(N.B. It is intriguing that whilst we would find it strange if young children's painting lessons took the form of only copying the work of Old Masters, we accept that music lessons are mainly about learning fixed, finished compositions created by someone else.)

Although there have been big steps forward in regard to working with the child as a creator of music, the dominance of visual music notation in the west has led the value of improvisation to be undervalued in the total development of the musician. Consequently, music lessons often focus on music as a recreative/performance art - with children viewed as inheritors of music coming to them from outside - rather than as discoverers of music from the inside. Thus, young children's musical creations, continue to sound unfamiliar to us - unlike their paintings which we love and value so highly - not least because they give us crucial insights into each child's development. **THIS COURSE WILL REDRESS THIS IMBALANCE.**

This course will demonstrate how:-

- 1) The 'INNER' CHILD AS AN EXPLORER, DISCOVERER & CREATOR OF MUSIC
can develop their musical imagination through
 - Improvising
 - Composing
 - Arranging &
 - Interpreting Music.
- 2) IMPROVISING & COMPOSING can be part of an BALANCED MUSIC CURRICULUM
which continues to develop instrumental skills and notation, etc.,
but does so with attention to the creative process in each child.
- 3) CHILDREN'S LISTENING SKILLS CAN BE DEVELOPED
through composing and improvising as 'good improvising is about good listening'.

KEY THEMES FOR PRACTICAL EXPLORATION

> NEW HOLISTIC METHODS FOR TEACHING MUSIC CREATIVELY

Each morning the course will explore how songs can be taught creatively using innovative multidimensional means which balance:

- Visual
- Aural
- Kinaesthetic and
- Creative Learning.

> 'PLAYING' MUSICAL GAMES

We will explore musical games that develop children's awareness of the elements of music, e.g.: pitch, rhythm, harmony and timbre, etc.

> VOICE PLAY - WOULD ANYONE LIKE TO MAKE A SONG?

How can we to broaden singing lessons in music education to include:-

- Spontaneous Vocal Play and 'Playing' with words
- Improvisation with the Voice
- Creating Songs

> COMPOSING AND IMPROVISING MUSIC WITH CHILDREN

This course will demonstrate how pupil's understanding of musical elements (e.g. intervals and rhythms) develop best when they are placed in the broader context of creating music with them. *We will explore how Composing, Improvising and Arranging music:*

- leads to an ACTIVE FEELING KNOWING of music, not only a knowing about it
- gives teachers an indication of how well a new musical process/concept they have taught has been internalised and made their own by their pupils.

> HOW TO CREATE ACCOMPANIMENTS AND ARRANGEMENTS

Discover how to:

- Add sound in layers and create colour washes in sound
- Arrange music using drones, ostinati and chordal arrangements, etc.
- Add instruments to songs

> BETWEEN FORM & FREEDOM

'WITHOUT IMPROVISATION PERFORMING NEVER BECOMES PLAYING'
Improvisation brings the arts of creating, performing, and listening into a unified whole. This course will help you explore different types of improvisation and show you how to create:

- 'Framework' *Improvisations* based on rhythms, scales/modes and harmonies, + Improvisations on melodic/rhythmic motifs taken from songs, etc.
- 'Idiomatic/Stylistic' *Improvisations* - e.g. based on the 12 bar Blues Bass, etc.
- 'Graphic Scores' which call upon children's musical imaginations to realise them
- 'Free Play' *Improvisations*

> LET'S PLAY! NEW INSTRUMENTS FOR CHILDREN.

Instruments play a huge part in structuring children's musical imagination.

You will have the exciting opportunity to explore the innovative Tonalis Classroom Orchestra of newly designed classroom instruments - (specifically created for children's music making) - alongside instruments from World and Classical Music.

We will explore, for instance, how each different type of instrument creates exciting possibilities that channel children's play (e.g. how music emerges from an instrument's visual patterns).

> TEACHING NOTATION CREATIVELY - A MULTI-SENSORY VIEW

We will explore children's emergent and pre-notations and the ways they translate sound into other media and represent/map music in many different ways e.g.

- *Aurally* - using rhythm words like 'walk' and 'running' to denote ♩ and ♪♪, or syllables to denote pitch changes, e.g. do-re-mi etc.
- *Visually* - using objects like pebbles, ropes, and shapes to record their compositions, or creating paintings or drawings of the 'sounds' of music and instruments, etc.
- *Physically* - using gestures, conducting and body percussion, etc.

TESTIMONIALS

Tonalis is a rare and wonderful organisation which I am proud to have been associated with. It is seldom one comes across music education training of equal dynamism and integrity. Under the remarkable leadership, guidance and methodology of Michael, participants receive a treasure trove of ideas and skills-training. I heartily recommend these courses to anyone who feels passionately about the musicianship training of young people.

SUSAN DIGBY - Founder and Principal of The Voices Foundation

'What Tonalis achieves cuts through the inhibitions and prejudices which so negatively affect music making and restores the magic and humanity of real musical experience based in social interaction.'

NICHOLAS BANNAN - Lecturer in Music Education, The University of Western Australia

APPLICATION FORM - Creating Music with Children

Please complete and send with a non-refundable £35 Deposit/Admin. fee payable to 'Tonalis' at:-

4 Castle Farm Close, Leighterton, Glos. GL8 8UY, England.

Name: _____

Address: _____

Postcode: _____

Telephone: _____ email: _____

Do you require accommodation? Yes No

If yes: Room with local family Local B&B

(N.B. Own transport may be necessary for these.)

A list of hosts and Local B&Bs will be sent to you.

Any Relevant occupational background? _____



Meals: Lunches & Suppers are available at local cafés.

Times: The Course begins at 2:00 on Aug. 26th (& includes an evening session on the 1st day).
The Course ends at 5:00pm on Aug. 30th

A Registration Letter - including Travel Information, Accommodation List, Times, etc. will be sent on receipt of the Application Form and Deposit.

FEES

Tuition Fees: £190 (for booking by June 1st) **£200** (by July 1st) **£210** (thereafter)

£10 off the above fees for Previous Participants of Tonalis '5-Day+ Courses' and Waldorf School Teachers.

£20 each off the above fees for 2 Teachers from the same School

£25 off the above fees for Full-time Students & People on Income Support (with evidence).

Work Scholarship Fee: £130 A LIMITED number of Work Scholarships are available to students & the unwaged. (Please check availability & apply with evidence.)

Accommodation: : Room with local family or Local B&B

(Local family hosts ask for approx. £18/night, including Breakfast)

Places are limited so early application is essential.

WHO IS THE COURSE FOR?

This course is appropriate for participants of all levels of musical experience who want to explore and enjoy Creating Music with Children.

(The course will primarily focus on musicing with children ages 5 - 12.)

It will inspire:

- Class/Generalist Teachers to develop confidence in their own musicianship and value their own musical creativity so that they can begin a new musical journey with children
- Music Specialists and Music Co-ordinators through broadening the expertise you already have to include new skills, e.g. Improvising and Composing with children
- Parents
- Music and Education Students
- Pre-school Teachers

The sessions will be strongly practical, informative, inspiring and liberating.

The teaching will mainly use innovative, kinaesthetic and aural teaching methods, so a lack of music reading skills will be no barrier to participation.

We hope you will feel excited about participating in 'Creating Music with Children' and feel confident that you will return to work and life inspired and better equipped to help create the 'Musical Future of Children'.

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

COURSE PROGRAMME

Mornings: • New Holistic Methods for Teaching Songs Creatively • Music & Singing Games
• How to Create Accompaniments • A Short Lecture linked to the Key Themes

Afternoons: • Explore Group Improvisations Linked to a Developmental Progression for Teaching Improvisation • Co-create and Share Compositions in Small Groups.

TONALIS MUSIC CENTRE

Tonalis has re-drawn the horizons of the map of music to reflect the new musical, social and spiritual paradigms of the 21st. This research has enabled Tonalis to offer a New Vision of Music to people searching for a deeper understanding of music. We offer Trainings, Courses, Workshops and In-service Days connected to: • Singing • Music Education • Community Musicing • Music as a Sacred Practice • Music as a Therapeutic Art and • Choir Leading.

CONTRIBUTORS

Michael Deason-Barrow (GRSM, ARCM) is director of 'Tonalis: Centre for the Development of Music'. He has lectured in Universities, taught in Steiner Schools, been head of music in a London Comprehensive School and is a visiting teacher at the Royal Welsh College of Music and Drama. He runs workshops and courses all over the world connected to a new vision of Music Education for the 21st Century and leads a 'Foundation Training' in this field.

Pia Poulsen teaches on the 'Tonalis Music Education Training'. She also works part-time as a school music co-ordinator and teaches voicework and holistic singing therapy.

Lorin Panny is a movement teacher. On this course she will introduce participants to the New Tonalis Classroom Instruments and lead some of the music games sessions.