

The Musical Future of Children

Open Doors into
A New Vision of Music Education

A New Modular Part-time Foundation Training

Part 1: The Singing Child (20 days)

Part 2: Children's Musical Development (20 days)



- For
- ◆ Class Teachers
 - ◆ Music Specialists
 - ◆ Singing Teachers
 - ◆ Instrumental Teachers
 - ◆ Children's Choir Leaders
 - &
 - ◆ Everyone who feels passionately about
The Future of Children's
Music Education

Tonalis

Course Leader: Michael Deason-Barrow

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

- ◆ Are you searching for a new vision of music education?
- ◆ Would you like to bring new zest and inspiration to singing with children?
- ◆ Do you want to make a difference to the 'Musical Future of Children'?

Our 2 Trainings -

i) 'THE SINGING CHILD' and

ii) 'CHILDREN'S MUSICAL DEVELOPMENT'

will provide you with training in all aspects of music education and explore all the key questions teachers face regarding music education in the changing society of the 21st century.

You will find our work offers a radical and positive alternative to current orthodoxies in music education and invites you to think differently about music making with children.

Music in Teacher Training Programmes for CLASS TEACHERS often struggles to receive enough time. We believe this lack of initial training for teaching music - particularly in primary schools - is undermining the gifts music education can bring to children and schools.

Just as significantly, many MUSIC TEACHERS often find their music training did not prepare them to teach music to children (e.g. how to link music to children's musical development).

So if you are looking for
a New Vision of Teacher Training in Music Education -
that will:

- Open Doors into a Deeper Understanding of Children's Innate Musicality and Provide you with a New Age By Age Progression for Music Teaching matched to the Phases of Children's Development
- Enable You to Bring about Wonder-full Singing with Children
- Teach you New Dynamic Approaches for Creating Music with Children, so music comes from Inside the Child - (i.e. as a composer) - not just from the Outside
- Offer you the opportunity to Sing and Play a Stunning Array of Music which you will find is full of Wonder and Imagination
and much more

THEN THIS TRAINING IS FOR YOU!

A Question of Balance

A Key starting point for Tonalis Music Teacher Training is based on asking:

Do you think anything is one-sided or being left out of music education?

Music education today is often based on the teacher's own musical tastes - and the unconscious influences of their musical upbringing - as well as the use of particular idioms (e.g. Classical Music, etc.), as opposed to being based on a child centred approach - which is the Tonalis way.

Moreover, there is an ever increasing clash today between children's natural musical development and our technology driven and fashion conscious popular culture, which is beginning to blind us to children's deeper needs. Thus Tonalis seeks to bring new balancing insights into music lessons so that the natural child can be addressed through music.

So here are a few examples of what we mean by balancing insights:

Do we just work with:

Children as Inheritors of Music	<i>or include</i>	Children as Creators of Music
Classical, Electronic, World, Folk or Plastic Instruments	" "	Instruments created specifically to match children's consciousness
Learning Music via Eyes & Ears	" "	Learning Music Kinaesthetically
3rd-based Harmony	" "	Music based on other Intervals, e.g. 2 ^{nds} , 4 ^{ths} , 5 ^{ths}
Beat/ Metre based Rhythms	" "	Free and Breath Rhythms
Major and Minor Scales	" "	Modal and Non-Western Scales
Western Classical Music	" "	Jazz, World and Folk Musics, etc.

What do we mean by Children's Musical Development?

Does it merely imply teaching simple to more complex forms of music, singing songs, developing instrumental mastery, and following National Curriculum guidelines?

Or do you think music education should also be linked to

CHILDREN'S • SOCIAL • PHYSICAL • EMOTIONAL • PERCEPTUAL AND • SPIRITUAL DEVELOPMENT,
namely to the **WHOLE CHILD?**

(which you will find is the perspective underlying all Tonalis' teaching).

This Training will therefore study such themes as:

- ◆ Where/how can you find objective criteria for choosing songs for different ages?
- ◆ Which musical idioms best support different phases of children's musical development - e.g. Popular, Jazz, World, Folk or Classical?
- ◆ How can you link the elements of music lessons to the dynamics living in other subjects - so that they support each other and work out of the same picture of child development?
- ◆ Where can you find well researched progressions for introducing melody, rhythm and harmony, etc. in ways that are linked to children's musical development?

PART 1: THE SINGING CHILD-SINGING ANIMATEUR TRAINING

Singing is one of life's most expressive activities and one of the most 'wonder-full' ways of making music. It is part of our birthright and a vital part of our being. Moreover, it builds a great sense of group identity and enables children's creative and emotional expression to find a voice.

We have all witnessed how young children love singing and experienced the excitement, joy and fulfilment they express when exploring their voices. (Conversely, older children - e.g. adolescents - often express embarrassment towards singing.) So what is happening here?

Whilst huge changes have taken place in music education in recent years, voice education - by comparison - has been left behind in schools.

In fact, it is now widely agreed that children's singing is in decline, partly because vocal education is seldom worked with in teacher training, and partly because whilst we accept that to play/teach an instrument we need a good working knowledge of that instrument, the same criteria is rarely applied to teaching singing.

e.g. Do you have the knowledge to:

- help children who cannot sing in tune or who struggle to sing high notes?
- transform breathy or pressed voices, or • help adolescent boys during their voice change?

So come and learn how to bring new life into children's singing and become

A Singing Animateur

so that any dull or forced singing is replaced by ringing voices that are full of wonder and joy.

This training will demonstrate how excellence in voice and song teaching is available to everyone who wants to explore new and creative approaches to children's singing.

It will address the needs of:

- Schools • Peripatetic Voice Teachers • Children's Choir Leaders
- Parents • After School Music Club Leaders and • Community Musicians, etc.

Along the way we will sing a fabulous range of songs together, including:

- *New Songs written especially for Children* • *Songs from World Cultures, Medieval & Renaissance Times* • *Folk Songs* • *Classical & Contemporary Voicings* • *and much more...*

KEY THEMES

Voice Education for Teacher and Child

We will provide you with all the PRACTICAL KNOW-HOW you need for voice education, and awaken your understanding of how children's (and adults') voices work so you can offer:

- a good vocal model for children to imitate,
- qualitative feedback on children's voices.

Above all, the training will help you develop both children's vocal expressivity - and your own voice - through imaginative voice games and exercises that will teach you how to:

- *Extend the Range of the Voice* • *Enliven the Resonance and Colours of the Voice*
- *Free the Breathing, Larynx and Tongue from Tensions that inhibit Vocal Freedom, etc.*

Explore a New Curriculum for Developing Children's Voices

Where is the curriculum for helping children to develop their vocal instruments, given that there are developmental programmes for learning instruments and music?

Tonalis has therefore created a new singing curriculum that includes voice exercises that are full of fantasy and imagination which we have designed for each stage of childhood from pre-school → the early school years →

The Changing Voice in Adolescence

- e.g. ♦ Learn how to Transform Singing into an Inspiring Experience for all Teenagers
- ♦ Understand the unique voice ranges and anatomy of the 'changing voice'
 - ♦ Explore a new guide to appropriate repertoire, idioms and voice exercises

Teach Songs Creatively - New Holistic Methods

Discover How to Teach Songs in a way that Addresses the Whole Child

- body, heart, mind and spirit - using visual, aural and movement based learning.

- ♦ Explore how to introduce a song and engage active listening
- ♦ Learn how to extend song teaching using improvisation, movement & instruments

+ Voice Play - Would Anyone Like to Make a Song?

Explore how to broaden singing lessons to include the joy of improvisation.

New Ways into Part Singing

Explore Tonalis' Exciting Newly Researched Progression for Teaching Part Singing so that children learn to move harmoniously from the cohesive world of singing in one unified melodic/rhythmic continuum to the individuation needed to sing in parts,

from drones → call & response → overlapping voices → partner songs

→ ostinati → parallel harmonies → hockets → contrary motion

- ♦ Teach ROUNDS using new creative approaches (e.g. via the use of instruments & movement)

Tuning in - How to Help Children who cannot Pitch Match

Explore all the Factors that Cause Inaccurate Pitch Matching (e.g. physical, vocal, musical, etc.)

- ♦ Learn new exciting methods to help pupils who have been told they are either tone-deaf, can't carry a tune, or uncertain in their pitch matching, so that you can transform any child's lack of vocal confidence into a lifelong love of singing.

Children's and Youth Choirs

Every choir leader wants to help their group sound fantastic. This training will provide you with a treasure trove of ideas for creating successful children's choirs, including:

♦ THE PRACTICE OF CHORAL CONDUCTING SKILLS

♦ NEW GUIDELINES FOR CREATING A CHORAL CURRICULUM

- + *How to:* ♦ Find Appropriate Repertoire ♦ Plan Programmes ♦ Prepare the Score
- ♦ Plan Rehearsals (e.g. how to create Entry Points/Orientations into each piece)
 - ♦ Design Choral Warm-ups that ready the Choir for Singing

PART 2: CHILDREN'S MUSICAL DEVELOPMENT

How is a child's orientation in time, space and music different to that of adults'?

This training will explore

How to Tune Music Education to Harmoniously Meet the Needs of Children's Natural Musical Development.

through studying insights from the following:

- Developmental Psychologists
- Holistic Educationalists (e.g. Rudolf Steiner)
- Well-known Music Education Pioneers (e.g. Kodaly, Orff, Dalcroze and M.Schaffer)
- Anthroposophical Music Educators (e.g. Ahlbom, Riehm, Ruland, Werbeck & Wünsch)

Through integrating the above you will find we have created
A NEW MUSIC CURRICULUM FOR THE 21ST CENTURY
Outlining Progressions for Teaching the Elements of Music
and Class by Class Themes for Music Education.

e.g.

From Pentatonic and Modal Music to Major and Minor

Explore what are Pentatonic and Modal Scales and why they are great for young children.

- ♦ Research how pentatonic music calls for transparent open sounding instruments, light filled voices and pentamorous breath rhythms?
- ♦ Investigate a new developmental progression for teaching melody, from - pentatonic scales in the mood of the 5th → G major, E minor and semi-tonal pentatonics → the moods of different modal scales → major and minor tonality.

Children's Experiences of Time and Space in Music

Discover how Music Can Evoke Different Kinds of Time, from:

- ♦ Circular to linear time, and eternal and breath time to pulse time
- ♦ Investigate how these different realms of time mirror children's consciousness.

Teach Music through Movement

Explore the Role of Movement in Children's Musical Development from Hearing with the Ears to Listening with the Whole Body

- ♦ Investigate how movement can teach all the elements of music
- ♦ Discover the elemental life of each instrument in movement
- ♦ Learn how to teach notation, listening and voicework through movement.

Teach Music to the Whole Child - New Holistic Methods

Music is Multi-sensory by Nature. i.e. It is Aural, Kinaesthetic and Visual.

Come and learn how to teach music to children in a way that addresses the whole of their being.

Teach Music Globally - World Musics in Education

Investigate Tonalis' New Guide for Charting a Journey of Discovery through Global Musics.

- ♦ Explore how the music of specific cultures relates to different stages of children's musical development and learn the skills to teach music from a cross-cultural perspective
- ♦ Discover how the elements of music (e.g. rhythm) can be taught from a world perspective
- ♦ Explore rhythms, harmonies, songs and instruments from all around the world.

Create Music with Children - The Child as Composer/Improvisor

Music lessons often focus on music as a re-creative art - with children viewed as inheritors of music - rather than as creators of music. So come and discover how to:

- ♦ Bring wonder, imagination and play into music education via a curriculum created by Tonalis for bringing improvisation and composition into the classroom

+ *Create your own children's songs & arrangements with the aid of our composition classes.*

A New Classroom Orchestra of Instruments

Explore an Exciting Orchestra of Newly Designed Acoustic Classroom Instruments which have been specifically created to match

the tone qualities and playing techniques, etc. to the development of the child from new forms of lyres, bowed psalteries and flutes, to lap xylophones and gongs

- ♦ Explore a new progression for introducing recorders from interval → pentatonic → C-flutes.

From Sound to Symbol - New Ways to Teach Notation

Learn an Innovative Progression for Teaching Music Reading to Children

- ♦ Explore making music visible in its broadest sense, from children's earliest symbolisations of music → stepping stone pathways → neumes → Guido's hand staff → shape note and dash notations → sol-fa → graphic scores → conventional notation.

Sharing Music

Discover How Social Ideals can Inspire A New Art of Musicing in Schools

- ♦ Explore inclusive music making and new ideas for mixed ability teaching
- ♦ Awaken co-operation through singing, classroom instruments and circle games
- ♦ Investigate improvisation and group composition as arts of co-creation.

New Perspectives for Instrumental Teachers

Are you an Instrumental Teacher looking for New Perspectives to deepen your work?

If so, we feel sure that the themes listed below will benefit your practice.

- ♦ Explore how to link instrumental teaching, children's musical development and classroom music making; and how to bring movement into instrumental teaching
- ♦ Bring improvisation, play, and a wider range of styles into lessons
- ♦ Discover new ideas for teaching group instrumental lessons.

Remedial Aspects in Music Education

Explore how Music Pedagogy can include and be deepened by Therapeutic Elements.

GET INSIDE THE INNER LIFE OF MUSIC

Our trainings will help you:

- i) get inside the music, ii) read music more fluently, iii) develop your aural skills.
- go beyond dry rules so that you can engage with deeper levels of musical understanding and participate in a larger musical reality than music theory books speak about
- discover the inner life of the elements of music - (e.g. scales, intervals, and rhythms, etc.) - through exploring them experientially

via IMPROVISATION, MOVEMENT, SINGING AND INSTRUMENTAL PLAYING.

**This Journey into the Inner Life of Music will be
an Exciting Journey into the Heart of Musical Meaning:
and will illuminate the Order, Mysteries and Laws which Govern Musical Creation.**

Interval Stories and the Mysteries of Melody and Rhythm, etc.

Each different interval is like a unique colour, or a different food which has specific nutritional properties. Today we understand the importance of eating a balanced diet and the value of encouraging children to explore the being of each different colour in painting. Yet most songs children learn today are based upon a one-sided use of the interval of the 3rd, the triad, and major/minor scales.

These trainings therefore offer you the chance to explore:

- ◆ How different intervals - and scales - have unique characters and roles and awaken different qualities of consciousness
- ◆ Magical songs that are based on the unique moods of different intervals, from the flowing nature of the 2nd → the awakens of the 4th → the spacious openness of the 5th
- ◆ What are modal scales and how to work with them in music education?
- ◆ How melodies create a 'homing and centring instinct'
- ◆ How some musics live in the lightness of the upbeat, whilst others are more rooted in the weight of the downbeat.

THE MUSIC CO-ORDINATOR & THE SINGING ANIMATEUR: NEW ROLES FOR THE MUSIC TEACHER

Many teachers feel they do not have sufficient training in music education - or a deep enough understanding of music, the music curriculum, or singing - in order to teach it effectively.

Imagine then how it would be when each Class Teacher is supported in their music teaching by Music or Singing Co-ordinators who have been trained to take on this role.

Thus a key theme of both our trainings is to help you explore these new roles so that you can:

- help your colleagues with their musicianship, singing, instrumental, aural and creative skills
- provide guidelines, work schemes and resources for music in the classroom.

WHO ARE THE FOUNDATION TRAININGS FOR?

The Trainings are for everyone interested in improving the quality of music education.

e.g. ◆ Music Specialists/Co-ordinators

◆ Singing & ◆ Instrumental Teachers ◆ Children's Choir Leaders
seeking a new vision of music education and the chance to deepen their work and gain new skills.

◆ Non-specialist Class and Generalist Teachers

who want to i) learn how to meet children's developmental musical needs

ii) develop their confidence to make music, sing, and use instruments to a high level.

◆ Parents who want to understand and support their children's music education.

◆ After School Music Club Leaders ◆ Educational Music Therapists

◆ Undergraduates who want to Train as Music Teachers

*N.B. You will find all Tonalis teaching is strongly practical
and informed by all the latest research in music education,
as well as being uplifting, joyful and life enhancing.*

N.B. The Training will sometimes be STREAMED into 2 DIFFERENT GROUPS.

i.e. 1) MUSIC TEACHERS AND PARTICIPANTS with Good Musicianship Skills

will receive classes connected to • CHOIR AND ORCHESTRA LEADING

+ An overview of MUSIC IN SECONDARY / UPPER SCHOOL EDUCATION (i.e. Classes 7 - 12).

2) NON-SPECIALISTS (at the same time) will receive classes to help them develop their skills in:

- Choroí Flute/Recorder Playing • Singing
- Music Reading • Aural Awareness, and • Practical Musicianship.

In addition, the Foundation Trainings will provide you with

• Individual Singing Lessons • Tutorials

Distance Learning.

The modular nature of the Trainings provides you with the opportunity to review, test, apply and consolidate the inspiration of the teaching within your own life and work, as well as the chance to: • practise • compose music for children and • study required reading.

N.B. We advise that a minimum of 6 hours/week should be set aside for Distance Learning.

Resources and Study Materials. To assist distance learning, students are asked to study Michael's chapters from his forthcoming books 'The Singing Child' and 'The Musical Future of Children - A New Music Curriculum', as well as other required reading.

N.B. Students will receive a Certificate of Course Completion at the end of the course.

THE STRUCTURE OF THE TRAINING

Part 1: The Singing Child (20 days, Aug.- April)

6 days in the Summer holidays
 3 days in the Oct. Half-term
 3 days in the Christmas holidays (28-30 Dec.)

3 days in the Feb. Half-term
 5 days in the Easter holidays

Part 2: Children's Musical Development (20 days, May - Jan.)

4 days in the May Half-term
 3 days in the Oct. Half-term
 3 days in the August Bank Holiday

6 days in the Summer holidays (late July)
 4 days in the Christmas holidays (2 - 5 Jan.)

N.B. The trainings can also begin at Easter.

(N.B. PARTICIPANTS CAN TAKE PART 1 ONLY, OR BOTH PARTS 1 & 2 SUCCESSIVELY)

TUITION FEES

Part 1 only:	£ 730	£ 760 (i.e. 2 x £380)	£790 (i.e. 3 x £263)	
Parts 1 & 2:	£1,390	£1,430 (i.e. 2 x £715)	£1,470 (i.e. 3 x £490)	£1,515 (i.e. 4 x £378)
If paying in:	1 instalment	2 instalments	3 instalments	4 instalments

Discounted Fees: £30 off the above fees for Early Booking by May 15th.
 £70 each off the above fees for 2 Teachers from the same School
 £80 off the above fees for Full-time Students & People on Income Support (with evidence)

Work Scholarship Fee (for whole training): £140 off the above fees

A LIMITED number of Work Scholarships are available to help with setting up, clearing away, etc.
 Priority will be give to students and people on Income Support. (Please check availability.)



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TESTIMONIALS

Tonalis is a rare and wonderful organisation. It is seldom one comes across music education training of equal dynamism and integrity. Under Michael's remarkable leadership, 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**

Tonalis' uniquely practical research offers a treasure chest of ideas and materials for teachers and vital insights to enable them to awaken their listening for the inner music of each child. **KEVIN AVISON - Author of "A Handbook for Waldorf Teachers"**

This course was a revelation. It affected my musicianship and my pedagogical vocation on every level: the way I think about music as a creative process, myself as an artist, and the way I approach music in my teaching. Michael's vast artistic and pedagogical experience all contributed to unlocking dormant creative capacities in me, and allowed me to grow in my teaching.

FABIAN LOCHNER - Former Director of Music, Sunbridge College, U.S.A.



TONALIS TEACHING STAFF

MICHAEL DEASON-BARROW (GRSM, ARCM, PGCE)
 - Director of Tonalis - has taught at all levels - from universities to head of music in both comprehensive and waldorf schools, as well as being a music therapist in special needs education. Today he runs courses all over the world connected to music education. Increasingly, he is being recognised for being that rare exponent of music, an expert with a universal attitude, a specialist equally at home with professional musicians and non-specialists alike.

PIA POULSEN is a singing teacher, voice therapist and former school music co-ordinator. On this training she will teach singing and assist with group work.

LORIN PANNY - is a eurythmist who specialises in teaching music through movement, the new instruments Tonalis uses, and new forms of circle games to deepen students' awareness of the elements of music.

VENUE

The Tonalis Music Centre is housed in the 'Centre for Science and Art' in Stroud (GLOS). Stroud is a lively old mill town situated in the midst of the unspoilt, beautiful countryside of the Cotswolds. Eating out is easy in local cafés which our students find suit all tastes and budgets. Train connections to all parts of the country are excellent.

APPLICATION FORM - The Musical Future of Children

Please complete and send with a non-refundable £40 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

*We will send you a list of local hosts or B&B/hotels for you to make your own arrangements.
Prices for local family hosts are approx. £20/person/night. (N.B. Own transport may be necessary for these.)*

On a separate A4 page please could you please respond to the following questions:

- i) Your aims in taking the training?
- ii) Your musical background so far (e.g. at school and any private music tuition, etc.)?
- iii) Do you play any musical instrument(s) and to what level? Do you read music?
- iv) Please list any work experience in music (e.g. teaching or performing)
- v) Please list any music or teaching qualifications/exams you have
- vi) Do you have any health problems, physical disabilities or learning difficulties (e.g. dyslexia)?



Meals: Lunches and Suppers are available at local cafés.

A Registration Letter - including Travel Information and Registration Times etc.
- will be sent on receipt of *the Application Form and Deposit/Admin.Fee.*

