

COUNTERPOINTS OF THE SENSES

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BODILY EXPERIENCES IN MUSICAL LEARNING

MERYC19
BOOK OF ABSTRACTS

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Storytelling with the MIROR-platform in the Italian inclusive school

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Abstract

Theoretical background and content

Our poster introduces a practice activity carried out in the inclusive context of an Italian primary school, with a deaf child and his classmates. We used the MIROR-platform, a particular reflexive system to enhance the musical creativity of children. The project is based on the hypothesis that reflexive interaction can enhance musical creativity, emotional flow state and inclusion (Addressi, 2014; Ferrari & Addressi, 2016).

Age and characteristics of participants

The activity is realized in a classroom with twenty 10 years old children, and their teacher. The activity will be guided by the first author of this poster during her internship in the school.

Aims of the project

The musical activity aims to let all children express themselves through the sounds, invent a storytelling and the soundtrack of the story by means of the MIROR-platform. The deaf child will be able to perceive the sound through tactile vibrations by placing his hands on the sound-speakers and he can receive a visual feedback from the platform monitor.

Method or pedagogical approach

One of the pedagogical strength within the child/MIROR's interaction is the ability of the system to involve the children in a dialogue in which the repetitions and variations generate a cognitive conflict. The child is called to solve it during the real-time interaction. The communication with the deaf child is in sign language.

The activities

The activities are carried out in 8 days: two for week. Each activity lasts 2 hours and follows different phases: the children invent the story, build the storyboard, then they compose the soundtrack of the story with the Orff instruments, they compose the soundtrack with MIROR-platform. Finally, the children assemble the storyboard with the musical composition, listening and sharing the compositions with the children of the other classes. The same phases are repeated also for the story told in sign language.

The outcomes

The children realized a clip where the storyboard is invented by them and the soundtrack is composed using the MIROR-platform.

Conclusions and implications for future practice

The children, included the deaf child, will be able to compose music and express their emotions by means of the sound. It will be interesting to apply this project in other contexts of deafness, because an "auditory disability doesn't deny the presence of innate musicality" (Ford 1985)

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