

COUNTERPOINTS OF THE SENSES

A photograph of several young children in a room, possibly a dance studio or a classroom, engaged in a movement activity. They are wearing colorful clothing and appear to be in motion, with some arms raised and bodies leaning. The background is slightly blurred, showing other people and a dark setting.

March
26th-30th
2019

BODILY EXPERIENCES IN MUSICAL LEARNING

MERYC19
BOOK OF ABSTRACTS

MERYC19

COUNTERPOINTS OF THE SENSES BODILY EXPERIENCES IN MUSICAL LEARNING

March 26th-30th 2019
De Krook, Ghent, BE

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Cover photo

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Layout

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Early childhood music education in Italian School Programs a historical approach

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Abstract

This paper aims to introduce the historical development of early childhood music education curricula in Italian school programs (1969, 1991, 2007, 2012) by performing a content analysis (Bardin 2011; Moscovici 1981) of the government documents. This study was carry out in the context of Italian “inclusive” school system, and in the framework of the European project STALWARTS (Sustaining Teachers and Learners with the Arts: Relational Health in European Schools). Our main purpose is to indagate the implicit conceptions about early child music education concerning the relationship between music education and both “inclusive” school and bodily experiences. The point from we move is that the knowledge necessary for the development of good practices go beyond from strictly musical competences, making sure that the disciplinary path must consider a wider range of pedagogical “know how”. Method: we are doing a semantic analysis and multiple correspondence analysis of the texts of governmental school programs.

From the ongoing analysis, the first results are showing that the relationship between music and body develops more and more explicitly in the documents; in the same way, the proposal for an inclusive school is updated in the direction of enhancing the integrity of the person in schooling context. The results will be discussed in the light of the "psychology of the conducts" as declined within the musical education by Delalande (1993), and from the debate on social representations of music in contemporary research (Adessi & Carugati 2010, Fraboulet 2007).

Keywords

Music education - children - curriculum - musical conduct

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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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