



Introductory music draft

Premise

In this project, the artistic knowledge, pedagogical and therapeutic will be placed at the service of the school environment for children aged three to six years as a preparatory musical education at the school.

Course

Purpose of the course will be to place the children from an early age, in a harmonious and creative, musical phenomenon to ensure that this important human expression with time becomes a tool in individuality in the developing world, through which the child can learn to grow. Music, like other art activities, has the power, with the right and careful manner, to be able to educate the human being to the balance between the mental sphere, psychic and corporeal.

Objectives

The goal of the workshop will be to make sure that the experience of imitation of children may increase in them not only being familiar with the sense of rhythm, with the perception of certain sounds (notes) or indeterminate (the strike of a tambourine), with the melodic sense and the sense of intonation, but also with the group work, the harmony of the music that will accompany the gesture and the sense of devotion towards this art so deep and indispensable. Teacher's task will be to gently lead the children through the language of sounds, rhythms, rhymes and poetry to stress that exploration and cautious, playful and imaginative forces of the intellectual, emotional and physical growth which then accompany the child discover the world with its laws and its history from the first class all the way from the school.

Method and structure of the project

The project will have ten months duration with weekly meetings of about 60 minutes. In each meeting there will be provided a small break to allow the children a breath in the rhythm of the laboratory. The experience will be organised during the ten months in three phases. In the first phase, the children will come slowly in the rhythm of the laboratory so that they can become familiar with and practice the songs, rhythms, rhymes, poems, running time, the simple and small dances to conclude with the instruments. The use of Orff instruments with the addition of the pentatonic flute will be essential to create experiences that balance between the fundamental centrality of singing and instrumental periphery. In the second phase, for the first few months the children will experience a full and fluidity of learning and the last phase will be the focus of the work devoted to the representation of a short essay and a little of what will be ahead of them for the programme for the following year.



The conduct of intervention actions

The educator will observe carefully and with empathy individual individuality of children, their temperaments and their constitution. Imagine a programme that in its articulation can meet the existing differences without losing sight of what surely will manifest itself as a phenomenon, "the personality of the class", that the real painting during the workshop will unravel as the image of the class through the colours and gestures individual music born from the sensitivity of different children. The choice of repertoire will also follow a seasonal path so that it can give children a sense of how to live a balanced and creative magic of metamorphosis of nature during the course of the year in music.

Contents

The sound experience will be explored in several ways. The song will be experienced as a child's chance of being able to perceive himself as a tool. The movement accompanied by the singing will be the ferryman experience instrumental device. The repertoire will be based on the popular international, regional Italian and with the addition of unpublished compositions specifically for the class by the teacher.

Intervention methods

The intervention techniques take inspiration from different pedagogical models but also music therapy: Benenzon, Priestly, Nordoff and Robbins, Edgar Willems, Giulia Cremaschi etc.

Materials

The instruments used are almost all belonging to the family of percussion instruments: rhythm sticks, cymbals, tambourines, metallophones, maracas and eggs sound (Orff instruments), along with these the pentatonic flute and harp pentatonic.