

ArtiCULan

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Listen to our story!

Creation of a story that combines drawing, drama and sounds from self-designed instruments for 10 - 12 years old learners.



Goals of the workshop:

- The pupils experiment with percussion and drama by varying in corporal expression, material, rhythm and intensity.
- The pupils create and decorate an instrument with different materials.
- The pupils can invent a storyline in groups of four children in which drawing, music and drama reinforce each other.
- The pupils can articulate their role and choices in the creative process and explain how the continuous alternation between drawing, music and drama has strengthened their storyline.

Language goals:

- LGt: language goal teacher
- LGs: language goal student

Duration:

200 minutes (4x 50 min)

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Description of the activities, including timing:

Activity 1: enjoying music

5 min

The pupils are welcomed in the classroom and move on the rhythm of the music of a professional artist who makes music with sustainable, natural materials. They walk and dance according to the high and low pitch of the music. They move fast as the music rises, they move slowly as the music descends. The teacher gives verbal impulses to encourage children to move. Children will start moving and hear the language.

- LGt: non-verbal communication: to create a secure context to set the mood and make children feel at ease; to focus on sensorial feeling and embodied cognition using music and motor actions, no words
- LGs: affective strategies: taking emotional temperature by listening to your body and lowering your anxiety by using music

INSTRUCTION: (visualizing with gestures and objects)

We listen to the music. We move to the music. Listen carefully and move.

Artist: *The Recycled Orchestra – 'From Trash To Triumph'* [1:24]

<https://www.youtube.com/watch?v=PfeixjFB-AM>

As soon as the film stops, the children keep moving and the musician in the classroom takes one type of material, e.g. wood, makes a sound with it and gives it to a child. He repeats this for plastic, metal and glass. Each time he gives his 'instrument' to a child. In the meantime, 4 children have a type of material. A verbal instruction is not required. Children observe the musician. As soon as the teacher returns to the wooden objects, the co-teacher also takes a material, makes music and gives it to a child. Repeat the process until all children have an 'instrument' in their hands.

- LGt: non-verbal communication: embodied cognition: to focus on sensorial feeling using music and motor actions, modeling a variety of choices to make, no words
- LGs: affective strategies: taking emotional temperature by listening to the music and metacognitive strategies: centering your learning by paying attention



Figure 1: Pauline Hoogmartens (PXL-MAD pre-service teacher) interacting with children about sounds you can make with wood.

Grouping: children see what objects they are holding and sit down with this type of material. All children sit at their 'material post'.

→ LGt: non-verbal communication: visualizing instructions with authentic materials, gestures, facial expression, intonation, speaking sufficiently slowly and articulating well

→ LGs: metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea quickly analyzing expressions while receiving messages; social strategies: empathizing with others.

INSTRUCTION: (visualizing with gestures and objects)

Look at your instrument. If you have glass, come and sit here.

If you have wood / metal / plastic, come and sit here.

Activity 2: perceiving sound

15 min

The pupils perceive sounds experimenting with different materials (wood, plastic, glass, metal). They make short and long sounds, soft and loud sounds, high and low sounds. Actively exploring is important. Pupils need to discover sounds themselves. Afterwards, the teacher can name the sound.

→ LGt: focus on language comprehension, introducing the key vocabulary -> semantic mapping actions and material, e.g. to knock, to tap, to rub, to beat, the wood, the metal, the paper ; non-verbal communication: visualizing instructions with authentic materials, gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well

→ LGs: constructing meaning ; metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea quickly analyzing expressions while receiving messages

INSTRUCTION:

I choose wood/plastic/glass/metal.

What can I do with wood/plastic/glass/metal? I can knock, tap, rub it. I can blow on it.

I make a short / long sound.

This sound is short / long. Make a short / long sound.

The music is short / long ; soft / loud ; high / low.

Wood / plastic / glass / metal is soft / loud ; short / long ; high / low



Figure 2: Leen Lambrechts (PXL-Education pre-service teacher) interacting with children about sounds you can make with metal.

Activity 3: creating instruments

30 min

The pupils observe and listen to instruments made by artists with sustainable, natural materials. Children are curious about the instruments. Children reflect upon the instruments using the Visual Thinking Strategies. Important: starting with ideas of the children.

→ LGt: idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials, gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well

→ LGs: metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea quickly analyzing expressions while receiving messages ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message

Artist: DRS Talent Show – ‘My PVC Instrument’ [04:00-05:50]

<https://www.youtube.com/watch?v=0D2o8F2MOuI>

Visual thinking strategies

QUESTIONS: (visualizing with gestures and objects)

Look! What do you hear? What do you see? What else do you see? What instrument do you see? What material is it? Is it made of wood/plastic/glass/metal? Listen! What do you hear? What sound do you hear? I hear a short / long; quiet / loud; loud / soft; high / low sound. If you were to make music with something from the kitchen. What would you choose? Do you sometimes make music?

Artist: Jean Tingely - <https://vimeo.com/187966152> [02:59]

The video is an interesting impulse for children. It arouses curiosity. Children respond spontaneously. Stimulate children to react to each other's answers and ideas.

QUESTIONS: (visualizing with gestures and objects)

Look! What do you hear? What do you see? What else do you see? What instrument do you see? What material is it? Is it made of wood/plastic/glass/metal? Listen! What do you hear? What sound do you hear? I hear a short / long; quiet / loud; loud / soft; high / low sound. If you were to make music with something from the kitchen. What would you choose? Do you sometimes make music?



Figure 3: children decorating instruments

The pupils compose instruments with their own recycled materials, (volcanic) little stones, rice and water. They make various instruments together and create a variety of rhythms with each instrument. They make short and long sounds, soft and loud sounds, high and low sounds. The children listen to the sound and decorate their own instrument.

Teacher shows pupils how they can produce different sounds from 1 material by touching it in different ways. Teacher also indicates other options/materials to create sounds with. When asking pupils questions about their creations and creative thinking, give them enough time to think. Don't rush answers. Reflect on what they are doing. Together you can look if there is more room to experiment with other materials. What is there left? What can you use? Ask open questions in groups and combine 2 different groups together. Maybe one group has a different view on how the other group is working. Start a natural conversation to stimulate their work and thinking process.

→ LGt: language comprehension recycling key words ; non-verbal communication: limit vocabulary recycling key words
children will use for interaction in a naturalistic way; idea exchange: focus on both verbal and non-verbal interaction visualizing
instructions and open-ended questions with authentic materials, gestures, facial expression, intonation and making sounds;
speaking sufficiently slowly and articulating well.

→ LGs: reaffirming meaning ; metacognitive strategies: centering your learning by paying attention and seeking practice opportunities ; affective strategies: lowering your anxiety using music and laughter, encouraging yourself taking risks wisely and rewarding yourself ; memory strategies: creating mental linkages, applying images and sounds and employing action ; cognitive strategies: getting the idea quickly analyzing expressions while receiving and sending messages, practicing by repeating key vocabulary ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message

INSTRUCTION:

teacher modeling the process, keeps on making new choices

I choose a combination of wood/plastic/glass/metal. I take two materials, wood and glass, or glass and metal or wood and plastic. Maybe I take three materials, wood, glass and metal.

I make sounds. What materials have I chosen?

I listen to the sounds. How does it sound?

Does the sound change when I take two/three materials? Do you hear another / a new sound if you take two materials: wood and glass?

Is this sound is short / long ; soft / loud ; high / low? Is the sound of wood / plastic / glass / metal is soft / loud ; short / long ; high / low?

Make your own instruments.

INSTRUCTION:

teacher noticing and assisting children

What did you choose? Did you choose wood/plastic/glass/metal?

Did you choose a combination of wood/plastic/glass/metal. Did you take two materials, wood and glass, or glass and metal or wood and plastic. Maybe I take three materials, wood, glass and metal.

I make sounds. I listen to the sounds. Does the sound change when I take two/three materials?

Make short / long, soft / loud ; high / low sounds/music.

Is your music/sound is short / long ; soft / loud ; high / low.

Can you make a short / long ; soft / loud ; high / low with wood / plastic / glass / metal?

Wood / plastic / glass / metal is soft / loud ; short / long ; high / low.



Figure 4: children creating instruments

Activity 4: presenting instrument

20 min

The pupils present their instruments and demonstrate the different sounds they can produce with them: short and long sounds, soft and loud sounds, high and low sounds. Children reflect upon the instruments created by their peers using the Visual Thinking Strategies.

→ LGt: non-verbal communication: limit vocabulary recycling key words children will use for interaction in a naturalistic way; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well; peer perspective taking: help children noticing, listening to others and respecting ideas
→ LGs: metacognitive strategies: centering your learning by paying attention and evaluating your learning by self-monitoring and self-evaluation ; cognitive strategies: getting the idea quickly analyzing expressions while receiving and sending messages, practicing by repeating key vocabulary ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message

INSTRUCTION:

Show me your instrument. To inherit others, to name them, to appreciate them. Linking between instruments.

What is the name of your instrument?

What do you see? Is the instrument made of wood/plastic/glass/metal?

Who else has an instrument made of plastic?

Listen! What do you hear? Is the music quiet / loud; loud / soft; high / low?

Make a sound. Who can make another sound.

What sound do you hear? I hear a short / long; quiet / loud; loud / soft; high / low sound.

Stand up. Make music with your instrument. Move to the music. (see approach activity 1)



Figure 5: children presenting instruments

Activity 5: storyline

90 min

The pupils are invited to tell a story with their instruments. First the pupils observe a comic of a Belgian artist. Children reflect upon the drawings and the storyline using the Visual Thinking Strategies. It is important to start with ideas of the children.

Artist: Andre Franquin en Jidehem – ‘Comic Guust Flater’ <http://informatiesite.stripaap.nl/stripartikelen/stripboek-van-de-maand/1839-recensie-guust-flater-chronologisch-hc-1-eerste-flaters-2-hoed-je-voor-flaters-door-andre-franquin-en-jidehem>

→ LGt: non-verbal communication: limit vocabulary recycling key words children will use for interaction in a naturalistic way , speaking sufficiently slowly and articulating well ; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials gestures, facial expression, intonation and making sounds; peer perspective taking: help children noticing, listening to others and respecting ideas

→ LGs: metacognitive strategies: centering your learning by paying attention and seeking practice opportunities ; cognitive strategies: getting the idea quickly analyzing expressions while receiving and sending messages, practicing by repeating key vocabulary ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message ; social strategies: asking questions for clarification or verification, cooperating and empathizing with others

The pupils can invent a storyline in groups of four children in which drawing, music and drama reinforce each other. They choose whether they create music for a story they know or if they make music for a new story they invent. They tell their story using drama and draw the key elements of the storyline respecting the elements of storytelling (Once upon a time ... , One day ... , Suddenly ... ,). The pupils agree upon the sounds for their story. They start drawing the story. They create sounds and add movements for drama. They combine the three artistic domains for their story. The large sheet of paper visualizes the storyline. If you work with several sheets, children have the possibility to switch the sheets to change the accents in the storyline.

→ LGt: non-verbal communication: limit vocabulary recycling key words children will use for interaction in a naturalistic way , speaking sufficiently slowly and articulating well ; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials gestures, facial expression, intonation and making sounds ; collaborative problem-solving: actively facilitate problem solving between peers and helping children working together to solve problems and make decisions; peer perspective taking: help children noticing, listening to others and respecting ideas

→ LGs: metacognitive strategies: centering your learning by paying attention and seeking practice opportunities ; cognitive strategies: getting the idea quickly analyzing expressions while receiving and sending messages, practicing by repeating key vocabulary ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message ; social strategies: asking questions for clarification or verification, cooperating and empathizing with others

INSTRUCTION:

Make groups of 4 children. Invent a story using your instruments.

Tell your story. Who is your character? Choose a name for your character.

Is [name] happy happy / scared / sad / angry ?

Who is (which instruments are) happy / scared / sad / angry ? A girl? A boy? An animal?

How does he / she move? How does he / she look? How do you see that he is happy / scared / sad / angry?

Who else has a happy / scared / sad / angry sound?

Draw your music. How are you going to draw the sound?

Show your music.

Listen! What do you hear? Is the music quiet / loud; loud / soft; high / low?

Show your drawing. How do you draw / see a quiet / loud; loud / soft; high / low sound?

How did you draw a short / long sound?

Do you see another example of a short sound?

Everyone makes the sound with this drawing. The sound is ...



Figure 6: Musician Lesley Troquet-Wouters interacting with children to create sounds for their story



Figure 7: Children preparing the presentation of their story

Activity 6: presentation storyline and reflection

40 min

The pupils tell their story using their drawings, body expression, sounds and the school language. The pupils comment the stories of the other groups. The pupils discuss the workshop during a retrospective conversation in group. They articulate their role and choices in the creative process and explain how the continuous alternation between drawing, music and drama has strengthened their storyline. Link different parts of the stories / link stories of the different groups.

→ LGt: non-verbal communication: focus on interaction in a naturalistic way; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions and open-ended questions with authentic materials gestures, facial expression, intonation and making sounds; speaking sufficiently slowly and articulating well; peer perspective taking: help children noticing, listening to others and respecting ideas

→ LGs: metacognitive strategies: centering your learning by paying attention and delaying speech production to focus on listening, evaluating your learning by self-monitoring and self-evaluation ; cognitive strategies: getting the idea quickly analyzing expressions while receiving and sending messages, practicing by repeating key vocabulary ; compensation strategies: guessing intelligently using linguistic or other clues and overcoming limitations in speaking switching to the mother tongue, getting help, using mime or gesture and adjusting or approximating the message

INSTRUCTION

What do you see?

What is happening?

How does the character feel: happy, angry, scared, sad? (Emotions)

How do you see that?

Does he speak loudly or does he speak quietly? How do you see that?

Is he moving fast or slow? How do you see that?

Do the movements match the story?

What do you feel about the music?

Does the music match the story?

What idea do you like?

What is interesting in the story of the others? → Keep asking: how did you see that?

How did you do this? How did you do this? Why this choice?

Was it easy to collaborate? What elements did you agree with easily? What was your role in the creative process?

What did you like most? → Asking questions over and over again: how did you notice that? 15 min

Materials:

- wood, plastic, glass, metal, (volcanic) little stones, rice, water, ...
- handicraft materials
- recording material

Organisation:

Big classroom with enough space to move freely, experiment with different materials and play in a band with the instruments. A long table at the side of the room to create the instrument.

Activity in the classroom indicates it is part of a school activity. It's not an event. Try to give each group enough space, so they can focus on their sounds.