

Creative use of music in the classroom

Spiwe Thandabani Rønning
Fremmedspråksenteret
Høgskolen i Østfold



What is creativity?

thinking and acting artistically differently with what one has at hand to produce something

Why?

dynamic families, communities, societies, world require dynamic approaches

What is a family?

Plan for the day

| | | |
|----------------------|--|----------------|
| 14:15-14:20 | Introduction + Plan for the webinar | |
| 14:21-14:30 | What is creativity? | |
| 14:30 – 14:35 | Why music? | |
| 14:35- 14:40 | How? Opplegg | |
| 14:40-15:00 | Same Love Earth song | |
| 15:00-15:05 | Break | |
| 15:05-15:20 | Analysis video | Breakout rooms |
| 15:20-15:30 | Analysis lyrics | |
| 15:30-15:40 | Resources | |
| 15:40-15:45 | Questions/Discussion | |

Videos

Krishna- https://www.youtube.com/watch?v=CJvK0dox0_M

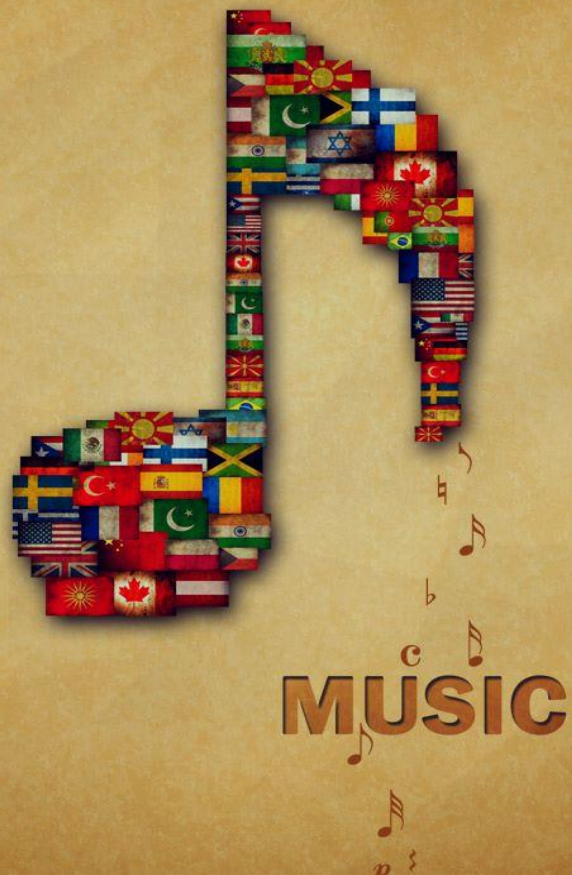
Black Eyed Peas - <https://www.youtube.com/watch?v=WpYeekQkAdc>

Brad Paisley - https://www.youtube.com/watch?v=IZbN_nmxAGk

Pink - <https://www.youtube.com/watch?v=K3GkSo3ujSY>

Earth Song - <https://www.youtube.com/watch?v=XAi3VTSdTxU>

Same Love - https://www.youtube.com/watch?v=hlVBg7_08n0



Why music?

Literacy improves when a student is able to pick up on the **patterns** in the structure of language and is able to differentiate between **pitches** in words that **sound similar** but have different meanings. Music can be utilized as a **metaphor** to explain **elements of a story** such as character, setting, conflict, and resolution, using the melodies, instruments, tempos, and dynamics as the teaching lens. (*Maria Alegria*)

- we all can relate to music in one form or the other
- music can be stimulating, meaningful, resourceful
- reflects society, culture, identity
- music is a language
- easily and freely accessible
- entertaining
- can provoke emotion

LK 20 om faget

- Kunnskap om og en utforskende tilnærming til språk, kommunikasjonsmønstre, levemåter, tenkesett, og **samfunnsforhold** åpner for nye perspektiver på verden og oss selv.
- Faget skal bidra til å utvikle elevenes forståelse av at deres oppfatning av verden er **kulturavhengig**. Dette kan åpne for flere måter å tolke verden på, bidra til å skape nysgjerrighet og engasjement, og medvirke til å **forebygge fordommer**.
- Elevene skal få erfare at det å kunne flere språk er en ressurs i skolen og i samfunnet. (Udir)

LK20

Kompetansemål:

- Bruke egnede digitale ressurser og andre hjelpemidler i språklæring
- diskutere og reflektere over form, innhold og virkemidler i engelskspråklige kulturelle uttrykksformer fra ulike medier, inkludert **musikk**, film og spill

But how?



Planning for using song in teaching: Same Love and Earth Song (examples)

| | |
|-------------|---|
| Duration | 2 x 1 class hour sessions for a 6 minute song |
| Preparation | Teacher watches the song beforehand |
| | Teachers analyses the lyrics |

| | |
|-----------------|---|
| Possible themes | Here the teacher can create different categories depending on the topics being worked on in class and specific competence aims. Remember *tverfaglighed & tværfaglig temaer Create a YouTube playlist for the class. |
| Tolerance | |
| Religion | |
| Sport and glory | |
| Love | |
| Current issues | |
| Discrimination | |
| Identity | |

| | |
|---------|--|
| WARM-UP | Find a song with a good video that tells a story (video can easily communicate what the song is about to the student). |
|---------|--|

| | |
|--------------------------|--|
| Introduction to task | Explain the task, the aim, where in the subject it fits, what is expected outcome of the task, what is expected of the student and the end product. |
| Getting started | Materials: pen and paper; computer (can create a word cloud for example), earphones |
| Instructions to students | <p>Ask the students to prepare to jot down some notes as they watch chosen video "As you watch the video, jot down words that can help you remember what the video is about"</p> <p>Examples: crying woman, new-born baby, tree-cutting, animals, fire, sand, two men, wedding, war, bombs, people on knees, church wedding, dinner around table,</p> |
| Individual reflection | <p>Give the students a few minutes to go through their notes and make additional notes if they wish.</p> <p>Ask the student to also write down how they feel/felt about the video and the events that took place (personal level)</p> |

| | |
|-------------|---|
| Interaction | Have the students work in pairs, if practical so they can talk about their points with each other |
|-------------|---|

| | |
|---------------------------------|---|
| Instructions to students part 2 | <p>Ask the students to jot down any parts of the lyrics they feel may be relevant/important/catchy as they watch the video again with sound</p> <p>They can also jot down lyrics they think reflect what they already identified in the music video</p> |
|---------------------------------|---|

| | |
|---|--|
| Play the video again, with sound this time | This is recommended as a class activity. |
|---|--|

| | |
|--|--|
| Individual work after watching the video the second time | <p>Allow the students to get vid length + ca. 3 minutes to watch the video individually and make any additions they wish to their notes. This part can be given as 'homework' so they get a bit more time to look at and listen to the lyrics outside the classroom.</p> |
| Reflection | Ideally, this session should take up about 45 minutes. |

What to consider when thinking creativity?

- Goal/aim of the activity
- Theme of songs
- Quality control of lyrics and video content
- Age appropriateness
- Adaptability – content,
- Variation
- Student autonomy and room for choice
- Room for students to show their own creative side

Resources and activities

Lyric lab : <http://blog.flocabulary.com/flocabulary-lyric-lab-announcement/>

Rhymer: <https://www.rhymer.com/>

Videos: www.youtube.com

Making videos: <https://screencast-o-matic.com/>

Movie maker and video editor

Do the ground work and make the students feel safe, secure and confident and allow them to be creative.

References

- Alegria, Maria. 2017. Music as a Teaching Tool. www.edutopia.org/blog/music-teaching-tool-maria-alegria
- Lightbown, P.M., and N. Spada. 2006. How languages are learned. 2nd edition. Oxford: OUP
- McKeon, D. 1994. 'Language, culture and schooling'. In F. Genesee (Ed.) Educating second language children, Cambridge: Cambridge University Press.
- Udir. 2020. Kjerneelementer. <https://www.udir.no/lk20/eng01-04/om-faget/kjerneelementer>

*See also videos and resources page