

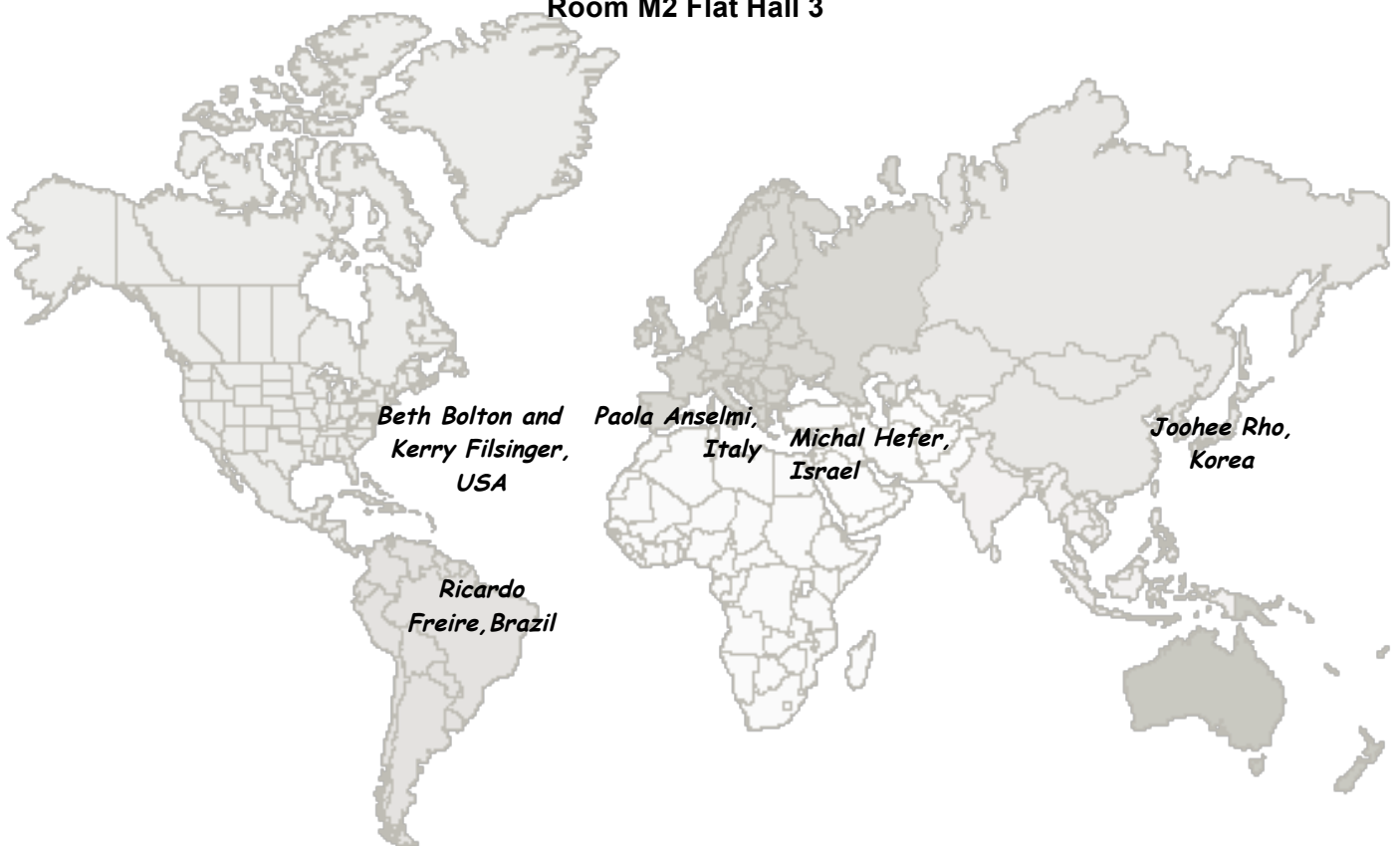
2012 ISME Conference Thessaloniki, Greece

Symposium: *One Vision-Many Mirrors* International Collaborative Teaching and Learning in Early Childhood Music

4 p.m Thursday, July 19

Thessaloniki Conference Hall

Room M2 Flat Hall 3



Introduction

In fall 2011, six early childhood music educators (Brazil, Israel, Italy, Korea, United States) created a collaborative music learning community for the following purposes:

- to help one other become better teachers,
- to become more informed about the learning process in children and adults,
- to improve teacher-education, and
- to foster musical interaction and communication in our teaching.

Members communicated frequently using e-mail, Skype, and social media to share their ideas and experiences.

Members are musicians, early childhood music educators, and teacher-educators in their respective cultures. They share a common interest in the learning/teaching process and a common vision about the value of early childhood music education, as noted below.

Children and parents, and the society in which they live, can benefit from early childhood music.

Our teaching includes the following elements:

- Rich music experience, interaction, and communication;
- Social enjoyment of music.
- Music from the culture and composed music;
- Variety in tonality, meter, style, timbre, and interactive social experience;
- Development of music understanding and comprehension through audiation.

Common repertoire served as a starting point for discussion. Three songs created by one of the group members were selected. Over time, two more songs were added.* In keeping with current practice in our early childhood music programs, we selected songs in a variety of tonality, meter, and style. All members agreed to use the songs in their early childhood music teaching.

| Song | Meter | Tonality |
|------------------|----------------|----------------|
| Baby Dundee | Triple | Major |
| Caught a Fish | Unusual Paired | Dorian |
| Amokeake | Duple | Harmonic Minor |
| Ay Conidi* | Duple | Major |
| Rockin' My Baby* | Triple | Multitonal |

Initial discussion and several later discussions were shaped by the following questions:

- How do teachers and musicians learn music?
- How do we share music with others?
- How do discussions with colleagues shape our own learning and teaching?

We are creating a book to share our music and our teaching ideas and to emphasize the importance of teachers helping teachers. We each contributed songs from our own cultures or our own composed songs.

These symposium notes include a sample of songs used in our collaborative learning community and ISME symposium.

Members of the OVMM Collaborative Learning Community

Paola Anselmi (paolaanselmi@donnaolimpia.it)

Musica in Culla and Scuola popolare di Musica Donna Olimpia, Rome, Italy
Paola is a teacher, program administrator, author, and teacher trainer. She has dedicated her work to serving as a music educator for children, coordinator of the national project Musica in Culla in Italy, coordinator of early childhood music for Scuola popolare di Musica Donna Olimpia in Rome, and teacher trainer and presenter in conservatories, hospitals, universities, public and private institutions. Paola's work focuses on developing awareness of the importance of music in a child's life and development into reality.

Beth Bolton (bbolton@temple.edu)

Early Childhood Music Foundations, Temple University, Philadelphia, Pennsylvania, United States.
Beth is a teacher and researcher in early childhood music, and an active composer, speaker, and conference presenter. In the last decade she has presented her work in Australia, Brazil, China, the Dominican Republic, Greece, Israel, Italy, Korea, Lithuania, New Zealand, and Singapore. She is the international chair for the annual Lithuanian International Music Education Conference and is honorary president of the Italian early childhood music association, Musica in Culla. Beth's 350+ compositions are published in two books, *Musicianship* and *Katangaroo*. Beth teaches and serves as an administrator for the Boyer College of Music and Dance, Temple University, Philadelphia, Pennsylvania, USA.

Kerry Filsinger (tuc70005@temple.edu)

Early Childhood Music Foundations, Temple University, Philadelphia, Pennsylvania, United States
Kerry is an internationally recognized researcher, conference presenter, and clinician. Her research interests include creativity, improvisation, and music literacy in early childhood and elementary music settings. At Temple Music Prep, Kerry served as Lead Teacher for the Early Childhood Music Foundations program. She also taught pre-kindergarten through 5th grade music for six years in New York State, where she prioritized creativity and improvisation in music curricula. Kerry is a Ph.D. student and University Fellow in music education at Temple University, and a recipient of the prestigious Presser Music Award.

Ricardo Dourado Freire (freireri@unb.br)

Música para Crianças (Music for Children Outreach Program). Universidade de Brasília, Brasilia, Brazil
Ricardo is clarinet professor at Universidade de Brasília and Coordinator of Música para Crianças, an outreach community program that serves 900+ children age birth through 9 years old. Trained as a performance major, with Masters of Music (MM) and Doctoral of Musical Arts (DMA) from Michigan State University (MSU), Dr. Freire is the current president of the Brazilian Clarinet Association and a regular contributor to *The Clarinet*, the journal of the International Clarinet Association. Ricardo felt in love with early childhood music when he started to take his own children to music classes at MSU. He studied early childhood music with Edwin Gordon, Cynthia Taggart and Beth Bolton. He founded "Música para Crianças" (Music for Children) in Brasilia in 2002. Since then, the program has reached 5,000+ students and trained more than 50 teachers. Ricardo has published 40+ articles about music and music education in Brazil.

Michal Hefer (hefermic@gmail.com)

Ktan-Tone, Tel Aviv, Israel

Michal has been a faculty member at the Jerusalem Academy of Music and Dance and at the Bar-Ilan University since 2007 and is Head of the Early Childhood Movement Program at the Wingate Institute, Israel. She completed her doctorate in Music Cognition at the Tel Aviv University. Dr. Hefer earned an M.M. in Music Education degree from Temple University and B.Mus from the Jerusalem Academy of Music and Dance. At Temple University Michal learned about Music Learning Theory by Edwin Gordon and studied with Dr. Beth Bolton. In 2001 in Israel she founded a music learning program for infants named "Ktan-Tone" (Little Tone). The program represents a new pedagogical model to enhance infants' musical skills. Dr. Hefer's work has been presented at many national and international conferences in the United States, Italy and China. She serves as a regular guest lecturer at the Donna Olimpia School of Music in Rome. Michal's compositions are published in three CD recordings: *Ba-Ba with a Song*, *Ba-Ba with Love* and *Ba-Ba around the World*.

Joohee Rho (jooheerho@hotmail.com)

Audie, Seoul, Korea

Joohee is a teacher and educator in early childhood music. In 1997, she established Audie, the first early childhood music learning center in Korea, and the Korean Audiation Music Education Research Center. Since then, more than 20,000 young children have participated in the Audie music program. Dr. Rho's songs and chants are published in *Joohee Rho's Songbook*. She is a co-author of a series of Audie Piano books for very young children guided by the concepts song and play. She is producer and director of 6 music education plays for performances at theaters. She is an active presenter at international conferences of PECERA (Pacific Early Childhood Education Research Association) and serves as vice-president of Korea Music Therapy Education Association.

Baby Dundee

Major Tonality
Usual Triple Meter

Beth Bolton

MELODY

VOICE 2

VOICE 3

$\text{♩} = 64$

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Caught a Fish

Dorian Tonality
Unusual Paired Meter

Beth Bolton

$\text{♩} = 80$

1 2 3 4 5 once I caught a fish a - live. 6 7

8 9 10, then I put him back a - gain. Why did you

let him go? 'Cause he bit my fin - ger, so. Which one

did he bite? This one on the right.

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Amokeake

Harmonic Minor Tonality
Usual Duple Meter

Beth Bolton

$\text{♩} = 120$

Fine

D. C. al Fine

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Ay Conidy

Major Tonality
Usual Duple Meter

Beth Bolton

Musical score for 'Ay Conidy' in G major, 2/4 time. The score consists of four staves of music with lyrics underneath. The tempo is marked as quarter note = 64. The lyrics are: Ay, Co - ni - dy. Co - ni - dy - wa. Ay, Co - ni - dy. Co - ni - dy - wa. Ay, Co - ni - dy. Co - ni - dy - wa, ni - dy - wa, ni - dy - wa. Ay Co - ni - dy wa. O A Co - ni - dy. Ay, Co - ni - dy. Ay, Co - ni - dy wa. Ay Co - ni - dy - wa. Ay, Co - ni - dy - wa. Ay, Co - ni - dy - wa. The score includes a 'Fine' marking at the end of the second staff and a 'D.C. al Fine' marking at the end of the fourth staff.

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Rockin' My Baby

Multitonal
Usual Triple

Beth Bolton

Musical score for 'Rockin' My Baby' in G major, 6/8 time. The score consists of two staves of music with lyrics underneath. The tempo is marked as quarter note = 60. The lyrics are: Rock - in' my ba - by, rock - in' my ba - by, rock - in' my ba - by back home. Rock - in' my ba - by, rock - in' my ba - by, rock - in' my ba - by back home.

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