TEACHER HANDBOOK

Music4Rom

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INTRODUCTION

Romani music, as a vehicle for cultural and social prosperity, lies at the core of the Music4Rom project.

This aims to use Romani music as a means to produce functional educational tools to enhance the awareness and advancement of the Romani culture in young students.

FIVE LEARNING PATHS have been designed to achieve this goal.

They share similar procedures and are listed below:

L.P. no.1-**"The richness of Romani Music":** self-esteem and social inclusion are improved with music as a tool. The path is based on listening and reproducing traditional and classical Romani music.

L.P. no.2 **"The music of Romani words":** music enhances literacy skills, through Romani poems and lyrics.

L.P. no.3 **"Words of Romani music":** increasing language skills by using Romani songs.

L.P. no.4 **"Distant Sound":** music enhances practical skills and learning by doing. The method includes research, manufacture and use of Romani traditional musical instruments.

L.P. n.5 **"The Sound of Things":** music to enhance practical skills and learning by doing. The procedure includes the manufacture of music instruments by using recyclable materials to play Romani music.

The handbook catalogues educational materials and their applications, templates to develop the Learning Paths and teaching materials for the didactic plan.

The template of each Learning Path includes: aims, overall objectives, specific objectives, interdisciplinary aspects, procedures, methodology, targets, human and material resources, recommendations, expected results, assessment methods.

The teaching material includes: operational paths, timing, contents and procedure templates.

Each Learning Path aims to allow for a socio-cultural discovery centred on the Romani culture and will involve Romani music as the "medium" to convey it.

TEMPLATE FOR LEARNING PATHS No.1 "THE RICHNESS OF ROMANI MUSIC"

…how to use Romani music and songs to enhance self- esteem in young Romani
and promote social inclusion.

This Learning Path is centred on traditional and modern Romani music.

The activity focuses on the influence of Romani music in classical, jazz and world music.

Young students' awareness of the value of the Romani music becomes the reason for their greater self-esteem and for enhanced social inclusion.

Title: The richness of Romani music

AIMS
To use Romani music and songs to enhance self- esteem in young Romani and to promote social inclusion.

Overall objective
To disseminate knowledge of the richness of Romani music and information on its influence on different European music styles.

Specific objectives
To know the origin of the Romani music and to be acquainted with its distinctive features.
To explore the influence of the Romani music on European classical music.
To understand that the Romani musicians transformed European folk music and created new styles.
To practice different rhythms belonging to Romani music styles.
Interdisciplinary aspects
History: to explore Romani music, we need to know some important facts of the Romani history.
Music: this will be the main topic of the activity. Participants will listen to and understand the distinctive features of the Romani music.

Social science: through this activity, participants will understand the value of the Romani culture and the importance of being open to intercultural dialogue and learning.

Didactic procedure

Students shall be very briefly introduced to the Romani history (origin and geographical distribution of Romani populations).

The workshop facilitators will explain the common traits of the Romani music (virtuosity, improvisation, emotional charge).

Students will be led to listen to current Romani music from different countries and relate it to the previous explanations for a better comprehension of the topic.

The facilitators will then explain how Romani musicians transformed European folklores by using their skills and even created new styles such as Spanish Flamenco, Jazz Manouche or the Hungarian Czardas.

Students will be led to listen to classical music created by Romani or influenced by them.

Students will be led to play Romani music.

Students will end the workshop with a group game/activity to value the Romani music and cultural diversity.

Methodology

This Learning Path is designed to be developed through a 5-hour workshop flexible to the students' educational needs. It may be longer or shorter and may be developed within one or more days.

At the start, the facilitators will introduce the topic and will explain how the workshop will proceed and how the students would be involved.

The workshop will develop with the use of different methodologies: music listening, music practice and group discussions.

The first workshop activities are focused on getting new knowledge by listening to explanations and music. The second part of the workshop is focused on practicing music and working in groups.

Target

9 - 16 year old children and teenagers

Human resources

Romani and non-Romani children and teenagers

Trainers: teachers, social operators, musicians, education and music experts

Material resources

Romani music from different countries and styles.

Production

The workshop main objective is acquiring knowledge of Romani music. Although an almost intangible objective, it helps students become acquainted with Romani culture through explanations, making questions, listening to music and even "tasting" the practice of Romani music. Students will also debate on the value of cultural diversity.

Expected results in terms of attendance at group activity and acquisition of knowledge, abilities and skills

Attendance

25% increase in attendance at the workshop or at school

Knowledge

History-geography: origin of Romani culture and music, geographical distribution of Romani people and their music.

Music: different music styles, features of Romani music.

Interculturalism: richness of cultural diversity

Abilities

Playing Romani music; recognising the Romani style of playing and creating music.

Values

To value the Romani music; to value cultural diversity; to be open to learning within intercultural contexts.

Assessment methods

Levels of satisfaction measured by questionnaires given to trainers and students at the end of the workshop. Students will also compile a pre-questionnaire at the start of the training.

The facilitators /trainers will identify strong and weak points, opportunities and difficulties.

Attendance levels at the workshop/s to be monitored during the activity.

Technical Pathway:

- ✓ Brief introduction to Romani history (origin and geographical distribution).

- ✓ Explanation of features of Romani music (virtuosity, improvisation, emotional charge)

- ✓ Listening to current Romani music from different countries and relate it to the previous explanations for a better comprehension of the topic. The following songs can be useful to develop the workshop:

Artist/Country	Song	Link (if available)
Taraf de Haidouks (Romania)	Cantec de dragoste ca la Roata	https://www.youtube.com/watch?v=UE1t1aM0tug
ČAČI VORBA Gypsy Fusion (Poland)	Doar o mama	https://www.reverbnation.com/cacivorba
Dorantes, Esperanza Fernández, El Lebrijano (Spain)	ConVivnecias	http://www.youtube.com/watch?v=2wDk-p8rQWk&list=TL72aNO35Vf30LKy2rBTQbkb4LGcUgv2L6
Diego Amador (Spain)	(Popular song)	https://www.youtube.com/watch?v=kVDxRlL0yik
Fanfare Ciocarlia (Rumania)	Caravan	https://www.youtube.com/watch?v=0-7W4-DLFEA
Szászcsávás Band (Hungary)	Szekely verbunk	https://www.youtube.com/watch?v=6EM393tfdgI
Szólótánc Gála (Hungary)	Csárdás "csokor"	https://www.youtube.com/watch?v=DwU3uail0rA
Goran Bregovic (Serbia)	Cajesukarije Cocek	https://www.youtube.com/watch?v=t1FaGeyTz9E
Saban Bajramovic (Serbia)	Akaja rat	https://www.youtube.com/watch?v=e24qMLbRn2M
Stochelo Rosenberg (Netherland)	Various	http://www.therosenbergtrio.com/spip.php?page=videos

Technical Pathway:

- ✓ Listening to music and questioning: "Did you like the music? What did you like the most? What did you find most exciting/emotional?
- ✓ Explanation of how Romani musicians influenced and transformed European folklores through their skills and even created new styles such as Flamenco, Jazz Manouche or Verbunkos and Czardas.
- ✓ Listening to classical music created by Romani or influenced by them. The following works can be useful to develop the workshop:

COMPOSER	COMPOSITION
Johannes Brahms	Quartet for Piano, Violin, Viola & Cello No.1 in G minor, Op.25 (4° mov. – Rondò alla Zingarese)
Johannes Brahms	Hungarian Dances № 1, 2 or 5
Pablo de Sarasate	Aires gitanos
Maurice Ravel	Tzigane, Rapsodie de concert
Franz Liszt	Hungarian Rhapsody No.9 for Piano, Violin & Cello
Franz Liszt	Hungarian Rhapsody No.11 for Piano, Violin & Cello
Franz Liszt	Hungarian Rhapsody No.12 for Piano, Violin & Cello
Franz Joseph Haydn	Trio for Piano, Violin & Cello in G major, (3° mov. – Finale: Gypsy Rondo)
Franz Joseph Haydn	Piano Trio №39 (Hungarian Rondo)

Enrique Granados	Spanish Dance
Manuel de Falla	Danse Espagnole Nº5. La vida breve
Antonin Dvořák	Slavonic dances - No.1 in G minor
Antonin Dvořák	Slavonic dances - No.2 in E minor (Op.72/2)
Antonin Dvořák	Slavonic dances - No.3 (Op.72/8)
Antonin Dvořák	Gypsy Songs - Op.55 No.4

> ➢ Analysing the listening through questions: "Did you like the music? What did you like the most? What did you find most exciting/emotional?"
> ➢ "Tasting" Romani music:
>   - Set the learning objectives:
>   - Students play easy music
>   - Students accompany music played by professional musicians
>   - Students improvise rhythms
>   - Choose music/rhythm that students can learn easily and choose the instrument they will play.
>   - Students will end the workshop by questioning in a group discussion on the value of Romani music and cultural diversity: "Did you like the activity? What did you like the most? What did you find most interesting? And less interesting?
>   Do you know if others talk about the value of Romani music and musicians? (In case of negative answer: Why do you think this happens?)
>   Do you think that cultural diversity (belonging to different cultures) is something positive to play or create music? Why?

Beyond the music, do you think that we can learn from other cultures?

TEMPLATE FOR LEARNING PATHS

No.2 "THE MUSIC OF THE ROMANI WORDS"

No.3 "THE WORDS OF ROMANI MUSIC"

....will focus on using Romani music to enhance literacy and language skills.......

The focus of these two Learning Paths is the fusion of Romani music and words.

L.P. no.2: the words of the Romani poems, brought closer to music, provide an opportunity to encourage literacy.

L.P. no.3: Romani songs help to achieve language skills.

Title: The Music of the Roma words (L.P. No.2)

AIMS

Creation of pedagogical materials by using Romani poetry and music to support the acquisition of literacy for integration of Roma children and teenagers.

Overall objective

To enhance reading and writing skills by using the sound of words and phonemes; to use poetic texts and music pieces.

Specific objectives

To learn to reproduce words and phrases of oral poetic texts both in oral and written form, by using Romani lyrics and melodies.

To learn to recognise the "sounds" of phonemes and words.

To learn to modify the combination of words and sounds, producing a new poetic and music text.

Interdisciplinary aspects

Literacy: knowing alphabet, grammar and some vocabulary words of the object-language.

Science: sound through words, voice and music. The anatomy and structure of the five sense organs, the influence of sound on the human body.

Romani literature: poems, poetic tales and novels.

Music: songs and melodies linked to the Romani culture, in oral and written form; recognising musical "sounds" and their signs (the notes).

History: the history of the Romani populations discovered through the collected materials and the activities of the Learning Path.

Didactic procedure

Facilitators/trainers will help students to know music stories, poetry and texts and to identify terms and their sounds.

Students will be guided to connect the sound of an identified word with its graphic signs: reproducing them with drawings and writing.

Students shall be guided to listen to music and songs and to recognize the source of some sounds: violin, guitar, harmonium... and shall then be invited to symbolize sounds through notes.

Through a series of games and activities, students will learn reading and writing words and short phrases and will be introduced to the techniques of composition of easy phrases.

Later, they will elaborate small phrases and texts to add to the music.

Methodology

The Learning Path is designed to be developed in a 3-day workshop, but this may vary according to the needs and circumstances of each group.
The following work methods will be used:
  - Setting up a teaching work group centred on the task.
  - The work group acquires awareness of the tasks by defining the objective of the study: collective
    discussion of aims and work plan.
  - Selection of materials that the trainers prepared before the workshop.
  - Collective and individual elaboration of the activities with the guidance of the trainers.
  - Autonomous collective and individual production in line with the objective.
The procedure of the activities will vary as follows:
  ▪ choosing texts and music; using movement as expression of understanding, and for dramatisation
  ▪ drawing texts or representing them through chosen images or other types of portraying
  ▪ writing the sounds of the words and the notes under dictation and self-dictation

Target

5-16 year olds.

Human resources
Romani and non-Romani children and teenagers
Trainers: teachers, social operators, musicians, artists, education experts

Material resources
Poetry, rhymes, poetic narrations and their history.

Songs and music pieces of the Romani culture: discussion about how these have been influential; discussion on local cultural oral heritage of poetry, stories and music.

Production

Products will depend on the specific context. They may vary according to the target group, to its social and cultural background, to the places where the workshop will take place, to the choice of materials.

The Learning Path is open to any products that supports the didactic itinerary: recitals or ensemble performances of short compositions, illustrated readings, cartoons, simple videos or PP accompanied to a soundtrack.

The technical modules presented in the chapter "Some suggestions on the contents of topics of Learning Paths" show some detailed suggestions.

Expected results in terms of attendance at group activity and acquisition of knowledge, abilities and skills

Attendance

25% increase of attendance at the workshops or school.

Knowledge

Poetry, rhymes, poetic narrations, poetic contexts and their history; songs and music pieces of the Romani culture and information on how they have been influential; phenomena connected to sound and voice; letters and phonemes, simple and complex words.

Abilities

Recognising sounds, gradual reading of simple and complex words; awareness of musical sounds.

Key competences

Cultural awareness of a range of Romany music; ability to pursue and organize one's own learning; using social competences that refer to all forms of constructive behaviour.

Skills

Interpretation of poetry and musical pieces through reading and writing, dramatisation, composition, making objects and artistic drawing.

Value

Knowing and appreciating the depth of the Romani lyric poetry.

Assessment methods

Levels of satisfaction measured by questionnaires given to trainers and students during the workshop and at the end.

Final questionnaire with self-evaluation (trainers and students).

Identification of strong and weak points, of opportunities and difficulties.

Attendance levels at the workshops, to be monitored during the activities.

Title: The words of the Romani music (L.P. No.3)

AIMS

Creation of pedagogical materials by using Romani poetry and music to support the acquisition of literacy for integration of Roma children and teenagers.

Overall objective

Developing linguistic skills at verbal, oral, written and creative levels by using lyrics and music of Romani songs.

Specific objectives

Developing verbal communication through songs, dramatisation and the stories of Romani songs.

Identifying and recognising the links between Romani music and words in a specific Romani music piece.

Interpreting and recombining complex linguistic expressions by modifying the text of a music piece.

Narrating the story and the meaning of music pieces belonging to the Romani tradition.

Interdisciplinary aspects:

Cultural literacy: awareness of Romani language signs and symbols; awareness of Romani dialects and stories and anecdotes.

Science: study on voice and sounds through the Romani way of using music and lyrics. Study on how sound is transmitted through human body, voice and music instruments.

Visual art: visual interpretations, videos, drawings and cartoons produced by working with existing lyrics (texts) or by creating new texts.

Romani literature: poems, poetic tales, novels.

Music: songs and instrumental melodies linked to the Romani culture, passed on from generations as oral tradition and/or through written form.

History: the history of the pieces collected for the workshop and their links to the family-historical events of the Romani people.

Performing arts: creative interpretations of stories, songs and poems.

Procedure:

Students will be invited to listen to songs of the oral and written Romani traditions.

They will know the stories contained in the lyrics and will be invited to transcribe them and represent them visually.

Students will be helped to identify the links between text and music, how well sounds match with meanings and feelings.

Students will adapt new words to the melodies of the songs to better understand the relationship between words and music and thereby they will compose complete phrases.

Students will then read, recite and sing the original and modified pieces

Students may compose autonomous melodies and lyrics.

Methodology

The Learning Path is designed to be developed in a 3-day workshop, but this may vary according to the needs and circumstances of each group.

The following work methods will be used:

- Setting up a teaching work group centred on the task.
- The work group acquires awareness of the tasks by defining the objective of the study: collective
  discussion of aims and work plan.
- Selection of materials that the trainers prepared before the workshop.
- Collective and individual elaboration of the activities with the guidance of the trainers.
- Autonomous collective and individual production in line with the objective.

The procedure of the activities will vary as follows:

▪ choosing texts and music; using movement as expression of understanding, and for dramatization;

▪ drawing texts or representing them through chosen images or other types of portraying;

▪ writing the sounds of the words and the notes under dictation and self-dictation;

▪ composing lyrics to match with appropriate melodies.

Target

5-16 year olds.

Human resources

Students: children, Romani and non-Romani teenagers

Trainers: teacher, social operators, musicians, artists, education experts

Material resources

Songs from the repertoire of traditional Romani music and of cultured music; books, videos relevant to the topics; work techniques for linguistic, visual and music performances.

IT resources and tools: computers, videos, LIM, user-friendly materials.

Reports and talks of people experienced in the relevant topics.

Productions

Products will depend on the specific context. They may vary according to the target group, to its social and cultural background, to the places where the workshop will take place, to the choice of materials.

The Learning Path is open to any products that supports the didactic itinerary: the composition of original lyrics that express individual and/or collective feelings, combined with matching music.

Oral or written new songs deriving from changing the lyrics of original works of the Romani traditions.

A story of the Romani traditions translated into a short "operina" produced with a brief script and including music, words, songs, dances and acting.

The technical modules presented in the chapter "Some suggestions on the contents of the Learning Paths"

Expected results in terms of attendance at group activity and acquisition of knowledge, abilities and skills

Attendance

25% increase in attendance at the workshops or at school.

Knowledge

Songs of oral and written Romani traditions;

the cultural traits and traditions connected to the songs;

the history of the music and its connections with the history of the Romani people;

methods of reading and creating lyrics.

Abilities

To understand, repeat and correctly read and write brief phrases connected to the relevant texts and activities; to discuss, summarize, take notes, paraphrase, expound, write under dictation and autonomously interpret words as a part of the group activities.

Key competences

Appreciating creative expressions conveyed by words and music; learning to learn either individually or in a group; using social and civic competences.

Value

To understand and to appreciate the contents of the Romani songs and how they are expressed.

Skills

To know how to interpret music and texts of selected songs; understanding lyrics and how to modify them; creating simple lyrics; to know how to use visual arts to better explain music and texts; recognising different song types and their meaning.

Assessment methods

Levels of satisfaction measured by questionnaires given to trainers and students during the workshop and at the end.

Final questionnaire with self-evaluation (trainers and students).

Identification of strong and weak points, of opportunities and difficulties.

Attendance levels at the workshops, to be monitored during the activities.

TEMPLATE FOR LEARNING PATHS

No.4 "DISTANT SOUND" AND No.5 "THE MUSIC OF THINGS"

The objective of the two Learning Paths is to produce a kit to make music instruments and, in the process, to learn about Romani culture.

The focus is placed on the construction of music instruments connected to the Romani culture.

Two distinct didactic itineraries are envisaged: a path to research and reproduce and a path to research and develop.

Title: Distant sounds

AIMS
Preparation of a kit to build music instruments by using recyclable materials; to enhance practical skills and learning by doing.

...will focus on the preparation of a kit to build music instruments using recyclable materials...

Overall objective
To develop a kit to build music instruments connected to the Romani traditions.

Specific objectives

- Research on the music instruments typical of the Romani culture
- Exploring the techniques used by the Romani people, through the history, to make their music instruments.
- Selecting the materials to use to reproduce the music instruments of the Romani traditions
- Researching on the sound of the Romani music instruments and trying to reproduce similar sounds from the instruments to build.

Interdisciplinary aspects:

History: research on the traditional Romani music instruments.

Geography: studying the places of origin of the music instruments and the areas where they were used.

Science: studying the sound of various Romani instruments, including ancient ones; studying the instrument making techniques and in the process studying elements of acoustic physics.

Ecology: producing objects from recyclable materials and learning about and valuing reusing.

Practical activity: handicrafts, assembling.

Art: studying shapes of music instruments and debating on creative and artistic use of materials.

Language: acquisition of new terms.

Music: examining music related to the music instruments to build; creative debate about sound and music; music composition and performance of pieces linked to the Romani traditions.

Procedure:

- Recognising music instruments connected to Romani music culture
- Collect oral stories and anecdotes on traditional Romani instruments
- Visiting music instrument makers

- Knowing history and evolution of the selected instruments and reproducing them through drawings

- Drawing the instruments and their parts separately

- Identifying the characteristics of the sound of each instrument

- Analysing the music played with the selected instruments, in the past and present times

- Identifying the materials used to make the selected instruments

Methodology

The Learning Path is designed as a 3-day workshop, but it may be longer or shorter, according to specific needs.

Learning by doing is the main method to use:

* **Experience** the activity through performing it

* **Share** the results, reactions, participants' feedback

* **Process** by discussing, reflecting on the experience, analyzing within the group

* **Generalize** to connect the experience to external-world examples

* **Apply** what was learned to similar or different situations; practice

An important aspect of this Learning Path is working in the territory gathering information, memories, documentation, stories, anecdotes within Romani families and talking with music instrument makers. Students will know if any maker of "minor" instruments still exists.

This is a continuous circular process, enhancing new knowledge, acquisition of new abilities and promoting new skills and competences in a constant group dynamics, development and analysis.

The LP will provide sensory stimulation, moments of discovery, exploration, creativity and improvisation as starting points for vibrant dialogue.

Positive relationships will encouraged within the group work.

Target

 5 - 16 year olds.

Human resources

Romani and non-Romani children and teenagers.

Trainers: teachers, social operators, musicisans, music instrument makers, artists, education experts.

Material resources

Images, Romani legends, web resources, Romani families' memories, oral narrations, music instruments during instrument maker workshops, recyclable materials.

Production:

Romani music instruments

A short piece of music by using the instruments that have been made, video of the activity.

Kit to make music instruments, replicable in different contexts.

Expected results in terms of attendance at group activity and acquisition of knowledge, abilities and skills

Attendance

25% increase in attendance at workshop or school

Knowledge

Science: study of properties of materials and acoustic physics related to the study of the characteristics of the Romani musical instruments

History-geography: related to the study of the origins of the instruments used by Romani people Literary: stories and legends related to the selected instruments

Anthropology: concerning the use of the music instruments within the life of Romani people

Language: terms to identify the parts and components of instruments.

Abilities

Fieldwork research techniques; techniques of instrument making; techniques of interviews and analysis; handicraft.

Awarness of the relevance of Romani creative expressions through music, performing arts, literature and history.

Key competences

Awareness of the relevance of Romani creative expressions through music, performing arts, literature and history.

Being aware that learning and creativity are necessary in life.

Being able to understand codes of conduct and customs in different environments.

Competences and skills

Making Romani music instruments with recyclable materials.

Reviewing and reflecting on personal experiences.

Creating an archive with the studies performed within the workshop.

Values

Appreciating Romani music through the history of ancient Romani music instruments.

Assessment methods:

Levels of satisfaction measured by questionnaires given to trainers and students during the workshop and at the end.

Final questionnaires for self-evaluation (trainers and students)

Identification of strong and weak points, of opportunities and activity.

Attendance levels at the workshop, to be monitored during the activity.

Title: The Music of things (No.5)

AIMS

Preparation of a kit to build musical instruments by using recyclable materials and to enhance practical skills and learning by doing.

Overall objective

To enhance practical skills and to learn science education. Studying the life cycle of materials and deepening the concepts of consuming less, reusing and recycling.

Specific objectives

Exploring connections between science and music

Discovering how materials can be used for music making

Using science to make music instruments with a nice sound

Students write and perform stories by using music and Romani instruments created by themselves.

Interdisciplinary aspects:

Science: sound, properties of materials, acoustic physics.

Ecology: recycling, producing objects from recyclable materials

Practical activity: handicrafts, assembling

Art: studying shapes of music instruments and debating on creative and artistic use of materials.

Language: acquisition of new terms

Music: combining sounds, music creation, performance of pieces linked to the Romani tradition.

Procedure:

Researching and selecting materials

Exploring materials and their properties

Experiencing basic elements of music: sound/silence, loud/soft, sharp/flat, slow/fast

Using recyclable materials to discover new sounds

Recreate the history of "minor" Romani folk music instruments

Making "minor" music instruments, mainly from recyclable materials.

Methodology

The Learning Path is designed as a 3-day workshop, but it may be longer or shorter, according to specific needs.

Learning by doing is the main method to use:

* **Experience** the activity through performing it

* **Share** the results, reactions, participants' feedback

* **Process** by discussing, reflecting on the experience, analysing within the group

* **Generalize** to connect the experience to external-world examples

* **Apply** what was learned to similar or different situations; practice

An important aspect of this Learning Path is working in the territory gathering information, memories, documentation, stories, anecdotes within Romani families and talking with music instrument makers. Students will know if any maker of "minor" instruments still exists.

This is a continuous circular process, enhancing new knowledge, acquisition of new abilities and promoting new skills and competences in a constant group dynamics, development and analysis.

The LP will provide sensory stimulation, moments of discovery, exploration, creativity and improvisation as starting points for vibrant dialogue.

Positive relationships will encouraged within the group work.

Target

5 - 16 year olds.

Human resources

Romani and non-Romani children and teenagers

Trainers: teachers, social operators, musicians, artists, instrument makers, education experts

Material resources

Materials gathered from any kind of objects such as tubes, jars, ropes, sticks, vases, packaging, etc. They will be used to make the instruments and will be used along with other materials and tools such as glue, scissors, etc.

Songs and music pieces from the Romani music repertoire.

History of popular and folk music instruments.

Production:

Musical instruments made from recyclable materials

One or more complete production (music, drama, fantasy) to enhance socialization, creativity and cooperation among students.

Kit for making music instruments with activities replicable in different contexts.

Expected results in terms of attendance at group activity and acquisition of knowledge, abilities and skills

Attendance

25% increase of attendance at the workshop or school

Knowledge

Properties of materials; acoustic physics (music, materials and sound); handicraft techniques related to "minor" folk and Roma instruments

Abilities

Development of motor coordination, of attention and creativity, of audio perception capacity, of memory; identification of sounds and materials; collection and selection of materials; analysis of the selected materials (colour, form, quality, sound).

Scientific knowledge related to sound transmission.

Studying the properties of materials and being able to use them to make music instruments.

Key competences

Being able to express emotions, ideas and experiences by using music instruments built with recyclable materials.

Acquisition of civic competences, experience in active and democratic partecipation.

Competences and skills

Making musical instruments with recyclable materials by using the knowledge and abilities acquired; creating simple melodies with the instruments that have been made; studying the properties of materials, exploring the sound that they can emit and how it propagates; grouping different materials; designing a music instrument; assembling parts.

Values

Understanding the cultural openness of Romani music, playing with unusual musical instruments.

Assessment methods:

Levels of satisfaction measured by questionnaires given to trainers and pupils during the workshop and at the end.

Final questionnaire with self-evaluation of trainers and pupils.

Identification of strong and weak points, of opportunities and difficulties.

Attendance levels at Workshop, to be monitored during the activity.

Teaching materials

Suggested educational materials for the training:

- ➢ Operational path: marks the stages of the paths, the timing and content.
- ➢ Timing: to recommend the stages in the daily activity
- ➢ Contents of topics to develop with the Workshop activities
- ➢ Templates to plan the work

OPERATING PATH:

Phases	Time	Activity	Work group	Notes
1 Preparation phase	To be defined during the activity	Learning Path planning Research and collection of materials to present to the students	Trainers	Trainers prepare for the development of the activities and plan the work Trainers/teachers select the appropriate materials to accomplish the envisaged tasks
2 Beginning of the activity		Presentation of the objectives	Trainers and students	Trainers inform the students on the activity to develop and encourage them to be fully aware of the workshop aims and objectives
3 Research phase		Identification and choice of work materials	Trainers and students	Teachers introduce some materials to the students and invite them to choose those that they like

4 Use of materials phase		Activities with selected materials	Trainers and students	In this phase, students are led to use the materials through a series of specific activities
5 Production phase		Reconstruction of the objective and production	Trainers and students	Students and trainers identify how to reach the objective and define the production

WORKSHOP TIMETABLE AND ACTIVITY

Preparation days before the workshops	Trainers prepare the workshop: materials and operational planning
1st day	Phase 2: initial workshops phase to approach the activity Phase 3: identification and choice of work materials
2nd	Phase 4: activity with the selected materials
3th	Phase 5: guided activity, contents developed autonomously

SOME SUGGESTIONS ON THE CONTENTS OF LEARNING PATHS

Learning how to produce the "movement" of words with the body
• identifying a poem (rhyme, etc.) suitable for the level of the class
• teacher reading aloud
• making individual movements and group movements suggested by the sounds of the words
• understanding the meaning of the poetic context
• dramatizing the meaning of the poem
• drawing the poem
• singing the poem with the help of rhythms matching the text
• selecting easy instrumental music to listen
• creating simple activities with the rhythms inspired to the music heard. It is possible to use some instruments
• combining the poem with the selected instrumental music

Learning how to recognise the "sounds of phonemes and words"
• identifying a poem (rhyme etc) suitable for the students' creative capacities
• teacher reading aloud
• identifying the "sounds" of the words whose musicality is clearly perceived
• writing the poem on a card or on the board
• highlighting the words previously selected
• "colouring" the words (an abstract drawing would be preferable)
• repeating aloud the words and identifying the sound group to which they may belong (groups of words having same or similar sounds)
• reciting the words
• singing the words and the poem
• identifying easy instrumental music to listen within the group
• creating simple rhythmic activities based on the music heard. Music instruments may be used.
• combining the poem with the selected instrumental music

Learning how to modify the sign and the meaning of the words and produce a new text.
• Follow the previous paths, then, once the words and their meaning have been studied, the exercise is to modify them.
• For example if the poem is about Spring, try to change the terms as if we were to refer to Summer instead, or to Winter…
• Accompany the text with different music

Production
• Achieving new music experiences through poetic terms, sounds of words, drama, stories narrated through songs
• Writing the stories and producing a text
• Narrating (written text, videos, comic strips...) the activities carried out and adding a soundtrack

Notes

We proceed from understanding the meanings and the symbols of different word/sounds, and can continue with …. constructing different poetic texts by using specific techniques: description through movements, songs, drawings and writing and completing them with a soundtrack.

During the activities, it would be useful to use different colours and graphics to illustrate the words. The idea is to give colour and shapes to the sounds.

Knowing how to decode and codify more complex language expressions by using musical tunes

- Selecting music, lyrics and songs from Romani and non-Romani repertoires
- dramatizing the selected works
- attributing colours to the piece that is listened
- designing the dramatization
- recognising the rhythm of the words
- reciting the words (with no music)
- singing the words
- creating different sentences (with different meanings) by using the same melody

- substituting the melody and using the original words
- imagining a different situation where the original music can be used
- imagining a different situation where the original words can be used
- examining the differences

Production

Writing a "musical libretto" for the selected music or for newly created music.

Staging a short "operetta" by using the abilities acquired and evaluate the competences.

Knowing and producing Romani musical instruments

- searching: on the web, on materials prepared by trainers, through interviews with relevant connoisseurs
- gathering images of Romani instruments and reproducing the design of the instruments
- knowing their origins, history and use
- identifying their parts
- naming them and writing the names
- identifying sounds and the way sounds are produced
- looking for musical pieces composed for those instruments
- choosing the suitable materials for building the music instruments
- assembling the instruments
- alternatively the instruments may be reproduced by using papier-maché

Creation of a a Romani musical instrument

- inspired to a real music instrument, try to create a new instrument
- select a music instrument of the Romani tradition
- listen carefully to its sounds
- analyze its parts and learn their name
- recognize the sound of the instrument in various pieces of Romani music

- learn about its playing techniques
- search for images, history and Romani music related to the instrument
- reproduce the instrument through visual and performing arts

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Building musical instruments with recyclable materials

➢ researching and selecting materials

➢ acquiring knowledge of their properties

➢ reproducing music instruments based on the knowledge of the materials' properties

➢ designing and making new music instruments

➢ looking for local popular music instruments

➢ reproducing those instruments by using recyclable materials

Templates

Template for planning the Learning Paths

Title:
AIMS
Overall objective
Specific objectives
Interdisciplinary aspects
Didactic procedure
Methodology
Target
Human resources
Material resources
Production
Expected results in terms of attendance at group activity and acquisition of knowledge, abilities, skills, key competences and values

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Assessment methods

ACTIVITY PLANNING TEMPLATE

Operating path

Phases	Time	Activity	Group Work	Notes

WORKSHOP PROGRAMME TEMPLATE

Workshop timetable and activities

Information session	
1st day	
2nd day	
3th day	

DAILY LOGBOOK TEMPLATE

Date   ....

Students attending No.   ....

Students absent   ....

Names of absent students ....

Trainers   ....

Planned activities   ....

Please take note of the work carried out, of behaviours, changes and anything else you believe useful to define the productivity or lack or productivity of the day.

It will be also be useful to report possible alternative steps to reach the workshop objective, if they would arise during the implementation phase.

TEMPLATE FOR MUSIC PIECES

Title of the music piece:

Aim of the work: (for example: identify the melody of Romani origin within the composition)

About the music: (explanation, history, meaning)

Composer:

Melody / music motif: (origin, contamination, inspiration)

Other music piece considered as variations of the same:

Music performances:

Lyrics (if any): (meaning)

Lyrics in the original language	Translation	Melody

LIST OF WEBSITES AND BOOKS

WOLOCH, C. (2002) *The Gypsy Poem*. Cahuenga Pr, https://openlibrary.org/works/OL6035933W/Tsigan

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