

You Are Music



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An idea from:

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Age: 4-5 years

Keywords: #physicalactivity #emotions #bookcreator #sounds

Key question: *How can music and movement become a book?*

General objectives:

- Improving basic motor patterns and coordination
 - Enhance communication channels, verbal and non-verbal
 - Fostering self-esteem and participation
 - Increasing attention and listening skills
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Time: 8 activities of 40 minutes each for a total of about 5h.

Materials

| At school | At Home |
|---|---|
| <ul style="list-style-type: none"> ● Illustrated books with a musical/rhythmic theme ● projector, ● paper, cardboard, ● temperas, markers ● scissors, glue, ● recovered/recycled materials. | <ul style="list-style-type: none"> ● Smartphone/tablet/digital camera ● paper, cardboards, ● scissors, glue, ● recovered material, ● colours, temperas, markers. |


Software/ Apps:

| Padlet | Book Creator | iMovie | Qr Code generator |
|--|--|---|---|
| <p>Objective: Virtual wall where images, videos, texts, drawings can be shared.</p> <p>Media: Computer; smartphone; tablet</p> <p>Link: www.padlet.com</p> <p>Alternatives Mural</p> | <p>Objective: Creating digital books</p> <p>Media: Computer; smartphone; tablet</p> <p>Link: https://bookcreator.com</p> <p>Alternatives Canva</p> | <p>Objective: Audio/video editing</p> <p>Media: Computer; smartphone; tablet</p> <p>Link: https://www.apple.com/it/imovie/</p> <p>Alternatives VN, CapCut, InShot, windows photos tool</p> | <p>Objective: Linking to a QR Code</p> <p>Media: Computer; smartphone; tablet</p> <p>Link: https://it.qr-code-generator.com/</p> <p>Alternatives Integrated tool in google chrome, bit.ly</p> |

Short Presentation

A book that is linked to music and rhythms becomes the inspiration for motoric and artistic experiments. Following a shared playlist children move and dance in the various environments and settings, get inspired for personal and collective paintings that will then merge into personal analogical and digital books.

Step by Step

| | |
|---|---|
| <p>Step 1 --- <i>At home</i></p> | <p>The educators invite the children and their families to choose favourite places (at home or outside) to be photographed. The photos taken should be sent to the educators.</p> |
| <p>Step 2 --- <i>At school</i></p> | <p>In the classroom, educators introduce the new picture book to the children, read it or play the audiobook. For example here the book <i>You Are Music</i> by Elisa Vincenzi:</p>  <p>In the psychomotricity room (or in an appropriately equipped room for movement games), the children interpret the music and words of the audiobook freely with their voices, bodies and a rubber ball.</p> |



For distance learning

In a video to be sent to the families, the educators introduce the new picture book to the children, read it or invite the parents to listen to the audio book with the children and to interpret the music and words of the audiobook freely with their voices, bodies and a rubber ball

Step 3

At home

The educators create and share a playlist with the families, inviting them to listen to it, move together freely to the rhythm of the music, choose their favourite song from the playlist and communicate it to the educator.

Step 4

At school

In the psychomotricity room, the educators project pictures of favourite places taken by the children and play their favourite piece. Children dance freely within the digital background.



For distance learning

In a call on Meet we play "let's all do this".

The educator shows the picture of the child's heart place (one child at a time) and plays the chosen piece. The child chooses a move and teaches it to his or her classmates, for 15 to 30 seconds everyone dances the partner dance together. In this case, it is important that the educator gives space to all the children, distributing the activity over several sessions if necessary.

Step 5

At home

Children choose 4 pieces of music from the playlist shared in step 3. Prepare 4 sheets of paper and make a drawing for each piece (1 piece, one paper sheet). The pages are then sewn together by the parents to form the child's personal book. Before sewing the pages, the parents take a photo of each page and send it to the educator.

Step 6

At school

Educators repeat the activity in case there are children who couldn't do the work at home.

Then the class chooses, with the help of the educators, four pieces of music from the playlist. The educators lay out a large cloth on the floor (one for each music) and, using tempera, the children paint in cooperative mode trying to represent the emotions that music arouses in them.



For distance learning

The class chooses, with the help of the educators, four pieces of music from the playlist. Each family is invited to use tempera to cooperatively paint on an A3 sheet of paper while being inspired by one of the chosen musics. When the work is finished, each family takes a photo and shares it on a padlet set up by the educators.

Step 8

*At
school*

Children create their digital books: Each child, with the help of the educators, puts together with the APP Book creator the photos of the pages of his or her book, the photo of his or her heart place, the music and the video of his or her dance.

For distance learning

Educators prepare a video-tutorial, each child puts together with the Book creator the photos of the pages of his or her book, the photo of his or her heart place, music and video of his or her dance and creates his or her digital book.

Conclusion

| Presence | Virtual |
|---|---|
| <p>Parents are invited to visit an exhibition with the children's collective works in which they will also find the physical books created by the children and the QR codes of the digital books.</p> | <p>The digital books created by the children will each be linked to QR Codes. The educators will collect all the QR codes in a padlet from share with families.</p> |

