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WORKSHOP OVERVIEW

TELL through music, PAPHOS CYPRUS
29th MAY 2016

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Introduction

The Cypriot team has organized an event in the Conference room where we organize all our activities and meetings on 29th May 2016. We have invited teachers from 3 groups, English teachers, Music Teachers, and adult education trainers/teachers. The aim of the workshop was to demonstrate 2 of the exercises from each partner and get feedback from the questionnaires given, before and after. An important element of the questionnaires, especially of the „after“ questionnaire is to get the reflexions and suggestions from the invited teachers. In addition, we had the opportunity to hand out certificates to the participant learners from our Artistic Exercises.

During the workshop, we had the chance to see some of the activities and the excersices of the partners and our own. Our team has given the background of each European partner and explained the specific context of the excersices that took place in each country. We have explained the fact that the Greek partners were working with individuals with disabilities and the Czech partners were working with a hearing-impaired target group. The Lithuanian partners were working with elder people and we have considered that this group was closer to our target group.

EXERCISES

Regarding the excersices we have chosen the following exercises from our partners:

- AE 1 and AE9 from Lithuania
- AE4 and AE5 from Greece
- AE9, AE7 and AE3 from Cyprus
- AE1 and AE from Czech Republic



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Lithuania

Most of the exercises were given minor twists in order to be appealing and relevant to our teachers, sometimes, combining some items from our exercises. Regarding the exercise from Lithuania, we have used the AE1 where participating teachers have expressed themselves how they feel today and they have chosen some emoticons which are representative of their state of emotions. Then they gave music sounds that represents them and then we combined it with english words that reflect their state of emotions. The second exercise that we have chosen was the AE9 which combines rhythm and emotions. This exercise was interesting since Cypriot exercises were revolving around rhythm and emotions. All teachers repeated the names of the 4 seasons with a particular rhythm based on the feeling we get from each season. This was done sometimes in Greek and sometimes in English language.

Greece

An interesting exercise from Greece was the exercise AE4 where they used glasses and straws in order to help individuals with disabilities to get familiar with rhythm. This can be a good exercise to teach basics of music for people with special needs, or other groups with disabilities. Mr Chrisostomos has noted that in Byzantine Music the Rhythm can be understood in a different way. After we used 4 glasses, an empty one, one with straw, an empty one and another with a straw, he noted that this could be a set of 2 notes, instead of four. This was an interesting comment from a different perspective. Since the participating teachers and trainers had a great interest in this kind of exercise we have used the AE5 in order to test rhythm in a set of 2 individuals together. A further discussion on Rhythm and the particularities of Byzantine music and other elements were discussed by participants.

Cyprus

From our own exercises we have used different exercises and we have seen exercise AE9 since our teachers made a comment on the cultural background of the Rhythm 7/8 which is representative of Greek and Cypriot culture. Therefore our teachers have sung and used the wooden sticks in order to keep the rhythm and we discussed about cultural differences regarding music. We have then used AE7 where we have used english words after listening to Music in order to express emotions in English language. This exercise has given us the opportunity to demonstrate to English teachers the possibility of



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using music in the teaching of English language. We believe that it is possible to use music and English language in elementary school or elementary level English, since music can give an interesting and playful twist in the traditional teaching of English, making the teaching experience more appealing and interesting to young learners. Due to the interest of our participating teachers and learners in Byzantine music, we have demonstrated in brief AE3 which deals with Byzantine music.

Czech Republic

Our teachers were interested in the fact that individuals with hearing problems had managed to act in a professional way and the AE1 was an interesting video to them in order to get more information on the background of rhythm and performance for people with particular difficulties, such as the target group of hearing impaired. The AE4 was also very important because it demonstrated the importance of Rhythm and the creation of rhythm. We have created Rhythm of 4/4 and also the traditional 7/8 rhythm that motivated our discussion about culture and rhythm. Teachers were clapping their hands and parts of their body in order to create Rhythm. Our project team explained the personal background of the Czech learners who have hearing problems and we have seen the excellence of their work despite their personal situation. This was an inspirational work from the Czech participants.

Conclusions

After the end of the exercises our teachers filled in a follow up questionnaire where they had the opportunity to write reflections. In general, they have written that all partners have used useful and creative examples from their works and they have demonstrated the spirit of music and Rhythm that crosses the cultural and interpersonal barriers that might exist. We have seen individuals with special needs or hearing impaired people who can perform at a high level and other interesting music exercises that can be inspiring and motivating for all partner organizations and possibly for different target groups of adult and school education across Europe. We believe that our works can be incorporated into different music and educational backgrounds, while they can be adjusted according to the needs of each institution interested to incorporate the exercises into their curriculum or into their courses at informal learning setting.