

Art as a mean of social cohesion in the digital era - Arts4all Module 1 Music



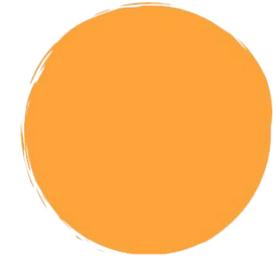
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Module 1



Description of the module.....p.3

Learning Objectives.....p.4

Units and Topics.....p.5-7



Description of the module

The aim of this module is to support youth orchestras including social youth orchestras during the Covid-19 pandemic by providing resources to keep the orchestras together in online settings.

The module contains 3 units focusing on:

- Unit 1: Different Music styles and orchestras
- Unit 2: Conducting skills
- Unit 3: Sounds from home - Upcycling instruments

Learning Objectives



Upon successful completion of this module, participants are expected to be able to:

- Recognise different music styles
- Refer to social music orchestra projects at a European level
- Coordinate conducting gestures
- Conduct repertoire from the Baroque period through the twenty first century, with recordings
- Utilize materials with upcycling instruments



Unit 1 Different music styles and orchestras



Topic 1	Meet El Sistema Greece(Greece).....p.12
Topic 2	Meet Sistema Cyprus (Cyprus).....p.16
Topic 3	Meet Orquestra Geração (Portugal).....p.19

Unit 1 Different music styles and orchestras



Topic 4	Meet TUTTI Passeurs d'Arts (France).....p.22
Topic 5	Meet dream orchestra (Sweden).....p.24
Topic 6	Different music styles.....p.28

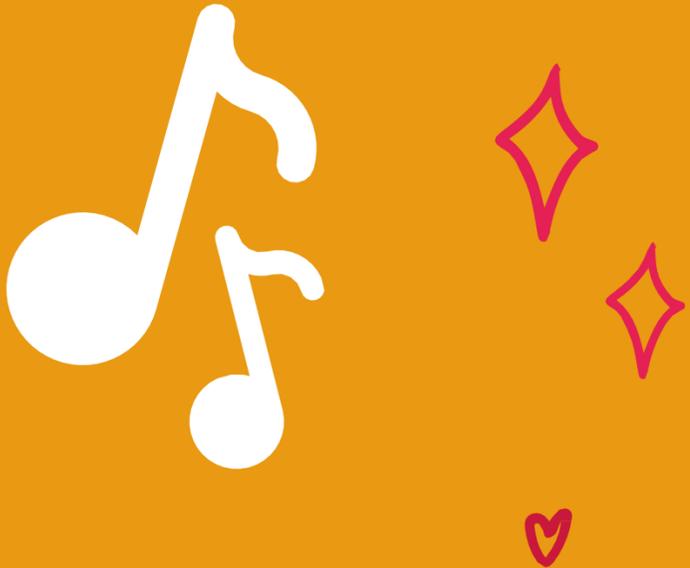
Unit 2 Conducting skills



Topic 1	Conducting in 2.....p.44
Topic 2	Conducting in 3.....p.47
Topic 3	Conducting in 4.....p.50

Unit 3 Sounds from home

Upcycling instruments

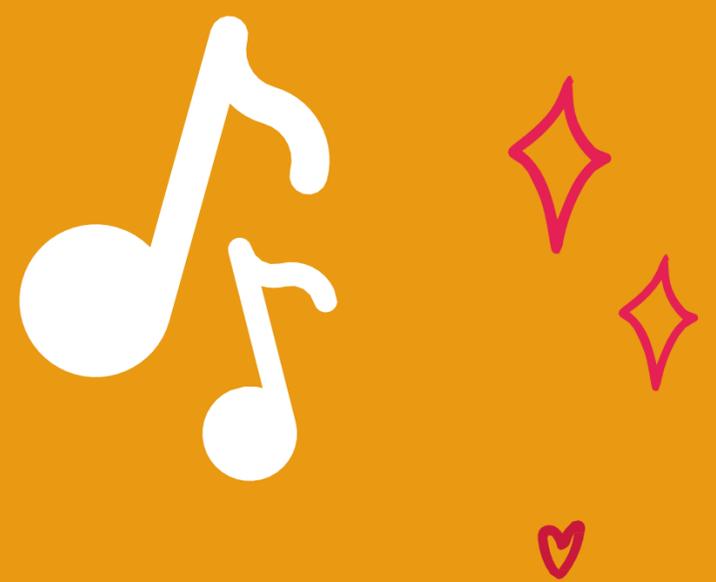


Topic 1	Introduction.....	p.57
Topic 2	Low-pitched instruments.....	p.59
Topic 3	Middle-pitched instruments.....	p.61



Unit 3 Sounds from home

Upcycling instruments



Topic 4	Low-pitched and middle-pitched instruments.....p.63
Topic 5	High-pitched instruments.....p.65
Topic 6	Low-pitched and high-pitched instruments.....p.67

Unit 3 Sounds from home

Upcycling instruments



Topic 7	Middle-pitched and high-pitched instruments.....p.69
Topic 8	Play along.....p.71



Unit 1 Different Music Styles and Orchestras



Topic

01

Meet El Sistema Greece

El Sistema Greece is a community music project that provides free music education to children and young people in Greece. All children —no matter their origin, nationality, or religion— are not only inspired to strive for a better future, but thanks to music, they are given a platform for dialogue and togetherness across diverse communities.

Music is a universal language which can be a powerful tool for social inclusion. Musical education has been proven to be an incredibly effective medium for achieving long term social change for both the children involved, and their families, worldwide.

The goal of El Sistema Greece is to promote social inclusion and build a new musical and human community with children from different horizons, whether they are refugees, migrants, or Greeks. El Sistema Greece provides them with a sense of purpose, offering choir and orchestral instrument.

Our educational approach builds on effective methods from Venezuela's social action program El Sistema, adapted in over 70 countries and recognized as a tool for youth crime prevention by UNICEF. Over 2,500 children and youth between the ages of 3 and 26 have had access to El Sistema tuition since 2016.





Topic

01

Meet El Sistema Greece



el sistema greece

[Watch this](#)



Topic

02

Meet Sistema Cyprus

Sistema Cyprus is a social-music orchestra and choir program established in 2018. Sistema Cyprus offers free music education to the children and young people of Cyprus, including migrants, refugees and children and young people with less opportunities, and ensures that these groups are respected, recognized, and included in the society.



Sistema Cyprus is inspired by the El Sistema social action music program that was first founded in Venezuela in 1975. Through the formation of orchestras and choirs, El Sistema acts as a superb model, reaching children and young people to many of the world's challenging neighborhoods. El Sistema and other El Sistema inspired programs, like ours, offer free classical music education that gives children and youth with less opportunities all over the world the opportunity for personal development. Sistema Cyprus is focused on the personal development of its participants focusing primarily on empowerment and helping them in reaching their full potential.



Topic

02

Meet Sistema Cyprus



[Watch this](#)

Topic

03

Meet



Orquestra Geração (Portugal)

Orquestra Geração is a non-profit association that develops social inclusion projects through music in several places in the Portugal, mainly with children located in Priority Intervention School Territories.

Orquestra Geração, inspired by the Venezuelan El Sistema, has as its mission the harmonious development at the bio-psycho-social level of young people, particularly those from less favored socio-economic backgrounds through the musical practice in symphonic orchestra, promoting territorial cohesion and bringing cultures closer through music.

At present, Orquestra Geração involves more than 1200 children with a high percentage of African descent, but also from India, Brazil, Slavic countries, and Roma children.

Orquestra Geração operates in 35 hubs, located on schools in the Lisbon area (7 municipalities) and in the center of Portugal (3 municipalities), split in the level of Initiation, Infant and Youth orchestras, in parallel with regional orchestras and a Jazz Big Band (GeraJazz).



Topic

03

Meet



Orquestra Geração (Portugal)



[Watch this](#)

Topic

04

Meet TUTTI Passeurs d'Arts (France)

TUTTI Passeurs d'Arts aims to create children's orchestras with children from disadvantaged backgrounds. The main objective of TUTTI Passeurs d'Arts is social using music as a vehicle.

The orchestra is indeed an extraordinary school of life, especially for those who live in delicate situations. It brings to each young musician the founding values of our societies: listening, exchange, mutual aid, respect. The orchestra is an incredible tool for social integration. Thanks to the mere attendance to TUTTI's orchestras, in a few months, children aged 8 to 12 go from a school average from 5/20 to 12/20!

TUTTI therefore design orchestras hosted in infrastructures called: "Maison Passeurs d'Arts". Around 300 children participate every day for a totally free practice in multi-instrumental group lessons and orchestra practices. This method is based on the model of social and cultural success of the "El Sistema", developed in Venezuela since 1975, founded by José-Antonio Abreu.





Topic

05

Meet Dream Orchestra (Sweden)

Dream Orchestra is based in Gothenburg in Sweden and provides a safe space for children and young people to meet and learn to play a musical instrument together with others in a symphony orchestra. Founded by the Venezuelan violinist and conductor Ron Davis Alvarez in 2016, the program attends primarily those who arrived in Sweden as unaccompanied minors, asylum seekers or with a refugee or migratory background as well as others who feel isolated or are facing adversity or marginalized in some way. Children and young people from 18 different countries receive high quality music education attending sectionals, orchestra rehearsals and small groups instrumental classes, several times a week.



Next to the musical training, Dream Orchestra aims to promoting their social inclusion and integration, providing supportive activities and opportunities for them to develop their social and emotional skills, receive a good education, enjoy good health and wellbeing, and gain new hope for a better future in Sweden or other countries.



Topic

05

Meet Dream Orchestra (Sweden)



[Watch this](#)

Evaluation activity

01



Select the common characteristics of the projects presented above

1. Free admission
2. Social Inclusion
3. Accessible to everyone
4. Emphasis on migrant and refugee children and young people
5. Safe space
6. Personal development
7. Empowerment
8. Participant's well being

Topic

06

Different music styles

This topic will focus on different music styles performed by the programs presented before.

Topic

06

Different music styles

**Milo mou Kokkino – performed by El Sistema Greece and ERT
Greek Radio National Symphony Orchestra**

Greek Traditional

Arrangement: Alexandros Livitsanos

Milo mou kokkino is one of the most popular folk songs from Macedonia which is heard at wedding dances. Folk songs reflect Greek feelings and lifestyle. Everyday life moments, emotions like love, happiness, love for nature have been expressed through folk songs which pass from generation to generation up to nowadays. Some Greeks learnt these songs from their grandparents while younger ones have been learning them at school.



Topic

06



Different music styles

The lyrics of this well-known song describe a young man's love with no response. The girl he loves avoids him. He calls her "apple" and "pomegranate", like a nice, sweet fruit. In his attempt to go close to her, the young man speaks to the girl's door, as if it was a person. The young man's disappointment as well as the girl's refusal show their feelings which are true and simple, personified by natural things.

The piece uses an irregular time signature: 7/8 (3+2+2). This time signature is often used in Greek traditional folk music and is related to the Greek dance 'kalamatianos'.



Topic

06



Watch El Sistema Greece performing
"Milo Mou Kokkino"

Different
music
styles



Topic

06

Different music styles

Modus Cyprius performed by Sistema Cyprus

Composer: Andreas Michalopoulos

Modus Cyprius was composed in 2020 by the Cypriot composer Andreas Michalopoulos, for string orchestra and percussion, and it is dedicated to all the children who are participating in the orchestra of Sistema Cyprus. The idea was to create a piece with references to Cyprus and a strong rhythmic feel.

The title of the piece derives from the latin word 'modus' which means 'way' or 'manner', and 'Cyprius' which refers to Cyprus. The word 'modus' also refers to the musical modes, as the mixolydian mode it is used in the piece. The style and character of traditional folk music of Cyprus is based on the ancient and byzantine tradition and often uses the ancient scales (modes).



Modus Cyprius performed by Sistema Cyprus

Composer: Andreas Michalopoulos

Topic

06

The piece uses an irregular time signature: $7/8$ (3+2+2). This time signature is often used in traditional folk music of Cyprus and is related to the Greek dance 'kalamatianos'. Cypriot folk musicians refer to this metre a 'triamisi' which means 'three and a half', as it splits in 3 parts, one part containing 3 quavers and another 2 parts containing 2 quavers.

Different music styles



Topic

06



Watch Sistema Cyprus performing
Modus Cyprius

Different
music
styles



Topic

06

Different music styles

Ritmos Ciganos performed by Orquestra Geração

Composer: Carlos Garcia

Ritmos Ciganos is a piece with happy gypsy melodies and rhythms with a lot of energy. Ritmos Ciganos has been performed by many orchestras around the world and causes a very good impact on the public and the orchestra.

Ritmos Ciganos is an arrangement commissioned by the Orquestra Geração with the aim of supporting the gypsy community that exists in several of the Orquestra Geração's schools through its musical culture.

Topic

06

Different music styles

It was composed in 2010 by Carlos García, a Portuguese composer; inspired by a cassette with gypsy melodies given by a father of one of Orquestra Geração's students, mediator of the gypsy community and representative of the school community of zambujal.

Initially, Ritmos Ciganos was written for string orchestra, guitar and percussion and later a symphonic arrangement has been made with parts of all the instruments of the orchestra.. It is a piece with happy gypsy melodies, fast and with virtuosity represented by violins and clarinets, it presents rhythms with a lot of energy in the accompaniment and uses some resources that give a lot of life to the piece. The piece includes making rhythms with the palms, singing in the middle of the piece, doing percussion effects with the instruments and using the body as an instrument dancing and creating some choreographies.

Due to the good impact on the public and the fact that the students have fun playing, singing and dancing together, it is a piece that is played in many countries and programs.



Topic

06



Watch Orquestra Geração performing
Ritmos Ciganos

Different
music
styles



Topic

06

Different music styles

**Amazing Grace (English-French adaptation) performed by
TUTTI Passeurs d'Arts**

Composer John Newton – Edwin Othello Excell



Arrangement Stephane Fourreau

Amazing Grace is one of the most famous Christian hymns in the English-speaking world. The first publication of written lyrics dates from 1779. Associated with various melodies over the years, it is now performed on the music of New Britain.

This time we play this work in a French version, interpreted by a **cornemuse**, instrument typical of Bretagne, a French region. We can see that it is structured in a way that starts with a single principal and that little by little the instrumentation provides a natural crescendo with a constant rhythm.

Topic

06



Watch TUTTI Passeurs d'Arts performing
Amazing Grace

Different
music
styles



Topic

06

Different music styles

Bia Ke Beram Ba Mazar performed by Dream Orchestra and Zohra **Afghan folk song** **Arrangement: Kai Jack**

Bia Ke Beram Ba Mazar is a widely known and popular Afghan folk song. The title of the song, sung in Dari, translates to “Let’s go to the Mazar”. A mazar being a muslim shrine or tomb. It could also refer to the city Mazar-i-Sharif, sometimes shortened to “Mazar”.

The lyrics talk about the beauty and the flowers of the mazar and about the excitement of soon meeting a loved one at the mazar.

The song, along with a few other Afghan classics, was arranged by Kai Jack in 2018 to be played by the Dream Orchestra, in Gothenburg, Sweden, under Maestro Ron Davis Alvarez. Many of the Dream Orchestra’s musicians are refugees from Afghanistan and had requested that a few pieces from their home country be arranged so that they could play them.

A concert was held in 2019 in Gothenburg with both The Dream Orchestra and ZOHRA, Afghanistan’s first all-female orchestra. With both classical Western instruments, as well as traditional Afghan instruments, the two orchestras performed Bia Ke Beram Ba Mazar in front of a packed hall. ⁴⁰



Topic

06



Watch Dream Orchestra and Zohra performing
Bia Ke Beram Ba Mazar

Different
music
styles



Evaluation activity

02



Fill in the blanks

Orchestras from {[Greece][Cyprus]} and {[Cyprus][Greece]} performed pieces using the time signature {7/8}.

{Cornemuse} is an instrument typical of Bretagne, a {French} region.

The piece performed from {Portugal} is inspired by {gypsy} melodies.

The orchestra from {Sweden} along with the female orchestra {Zohra} from {Afghanistan} demonstrated how music promotes inteculturalism.

A conductor in a white shirt is performing in a concert hall. He is standing in the center, facing the audience, with his arms raised and hands moving. The background shows the ornate architecture of the concert hall, including wooden chairs and a checkered floor. The lighting is dramatic, highlighting the conductor against the darker background.

Unit 2 Conducting Skills

Topic

01

Conducting in 2

In this topic we will learn about conducting in 2

The most common time signatures for conducting in 2 are:
2/4 and 6/8

When we conduct in 2, 1 goes down and 2 goes up.

In the next video we will see conducting in 2 for time signatures of 2/4, 6/8.

2/4 = 2 quarter notes or 4 eighth notes per bar.

6/8 = 6 eighth notes per bar. The accents are on 1 and 4.

1 2 3 4 5 6

In general, pieces in 6/8 usually are in fast tempo.

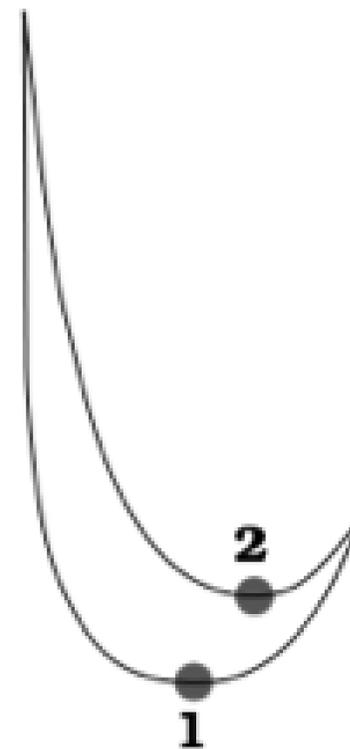


Topic

01



Conducting in 2



Watch this

Topic

01

Conducting in 2

Practice Time

Now you can practice conducting in 2 with the following pieces:

- He's a Pirate
- Hungarian Dance 5
- Radetzky March
- Symphony 40 Mozart

Topic

02

Conducting in 3

In conducting in 3 as conductors we show 3 beats per bar.

Waltzes are usually written in $\frac{3}{4}$ bar that show dancers to take the proper step of a waltz.

Conducting in 3 is like drawing a triangle 

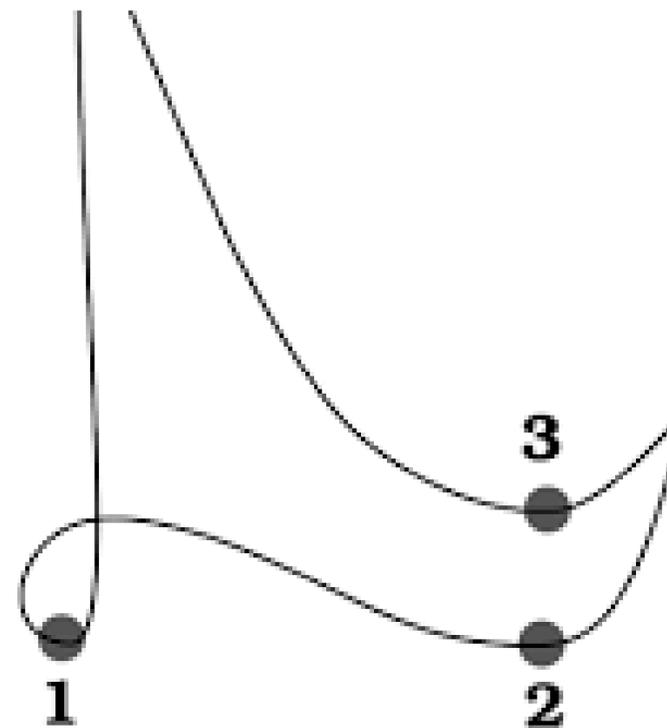
Each corner of this triangle represents a beat.

We start from down \downarrow then outside \rightarrow and finally up \uparrow

Topic

02

Conducting in 3



Watch this

Topic

02

Conducting in 3

Practice Time

Now you can practice conducting in 3 with the following pieces:

- Serenade, Dvorak
- Happy Birthday
- Waltz 2 Jazz Suite

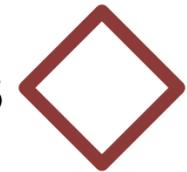
Topic

03

Conducting in 4

In conducting in 4 as conductors we show 4 beats per bar.

Conducting in 4 is similar drawing a rhombus



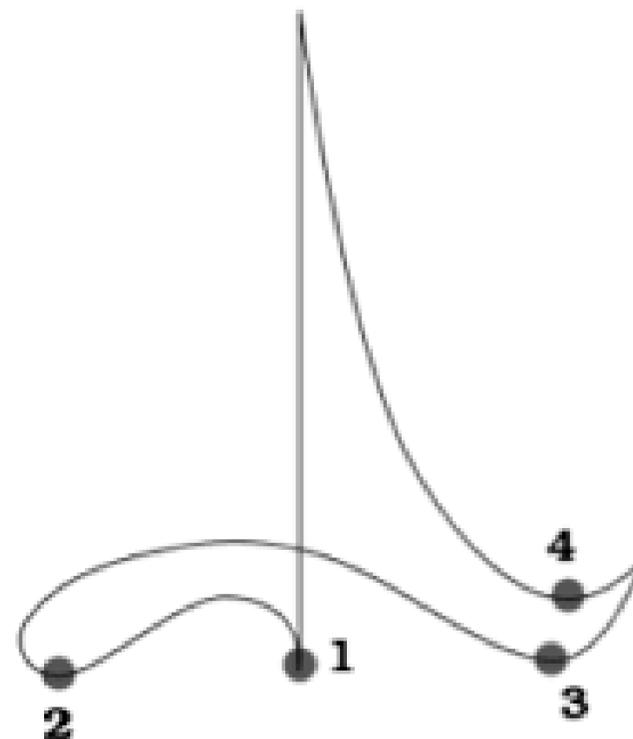
One is down ↓ , two is inside ← , three is outside →
and four is up ↗

Topic

03



Conducting in 4



Watch this

Topic

03

Conducting in 4

Practice Time

Now you can practice conducting in 4 with the following pieces:

- El Barbero de Sevilla
- Canon in D
- Dance of the Knights
- Start wars.

Evaluation activity

03



Match the video with the correct answer

<u>Video 1</u>	Conducting in 2 (2/4) – (Faster)
<u>Video 2</u>	Conducting in 3 (3/4) – (Faster)
<u>Video 3</u>	Conducting in 3 (3/4) – (Slower)
<u>Video 4</u>	Conducting in 4 (4/4) – (Faster)
<u>Video 5</u>	Conducting in 2 (2/4) – (Slower)

Evaluation activity

04



Match the video with the sound

<u>Video 1</u>	<u>Audio 1</u>
<u>Video 2</u>	<u>Audio 2</u>
<u>Video 3</u>	<u>Audio 3</u>
<u>Video 4</u>	<u>Audio 4</u>

A group of men in orange robes and red turbans are playing brass instruments, likely shahi shahans, in a traditional setting. The background features a red patterned wall and a white lattice pattern. The text "Unit 3 Sounds from home Upcycling instruments" is overlaid in white on a semi-transparent orange background.

Unit 3 Sounds from home Upcycling instruments



Watch this!



Topic

01

Introduction

In this Unit we will learn how to use ordinary objects and junks in order to have fun, play music and promote environmental ethics supporting our efforts towards a sustainable future.

The instruments that we learn in this unit can be listed under three main categories:

- 1.high,
- 2.middle and
- 3.low pitched sound instruments.

Before however we learn about these instruments, first you need your drumsticks. For example, you can use chopsticks or spoons.



Topic

01



Introduction

Topic

02

Low-pitched Instruments

The low-pitched instruments are very important for keeping the tempo and join all the sounds that we learn in this unit together.

Some examples of low-pitched instruments are

- Buckets
- Big barrels
- Big dustbins
- Paper cylinder

In this unit we will use buckets and paper cylinder, but you are free to use any low-pitched instrument you have at home.

Topic

02

Low-pitched Instruments



Topic

03

Middle- pitched Instruments



The middle-pitched instruments, such as plastic cups and containers, can play the main rhythm and follow repetitive rhythmical motives.

Some examples of middle-pitched instruments are

- Plastic bottle
- Yogurt plastic container
- Metallic bottle (e.g. thermos)

You are free to use any other middle-pitched instrument you have at home

Topic

03

Middle- pitched Instruments



Topic

04



Low and Middle- pitched Instruments

Let's watch how a low-pitched instrument and a middle-pitched instrument sound and try to play along.

In order to play with the video, you will need:

- 1 chopstick (as a drumstick)
- 1 spoon (as a drumstick)
- 1 bucket
- 1 yogurt plastic container

[Watch this](#)



Evaluation activity

05



**Experiment with 1 low-pitched instrument and
1 middle-pitched instrument at home and
upload a video of you playing.**



Topic

05



High-pitched Instruments

The instruments with high pitched sound, such as instruments made from metal, can be used to create distinguished rhythmical lines.

Some examples of high-pitched instruments are

- Jewelry metallic box
- Metallic cup
- Spoons

You are free to use any high-pitched instrument you have at home

Topic

05



High-pitched Instruments

Topic

06

Low-pitched and high-pitched instruments

Let's watch how a low-pitched instrument and a high-pitched instrument sound and try to play along.

In order to play with the video, you will need:

- 1 chopstick (as a drumstick)
- 1 spoon (as a drumstick)
- 1 paper cylinder
- 1 metallic bottle (thermos) or cup

[Watch this](#)



Evaluation activity

06

**Experiment with 1 low-pitched instrument and
1 high-pitched instrument at home and upload a video of
you playing**



Topic

07

Middle- pitched and high-pitched instruments

Let's watch how a middle-pitched instrument and a high-pitched instrument sound and try to play along.

In order to play with the video, you will need:

- 2 chopsticks (as a drumsticks)
- 1 yogurt plastic container
- 1 metallic cup

[Watch this](#)



Evaluation activity

07



**Experiment with 1 middle-pitched instrument and
1 high-pitched instrument at home and upload a video of
you playing**



Topic

08



Now it is time to mix low-pitched, middle-pitched and high-pitched instruments.

For the **first** play along you will need:

- 2 chopsticks (drumsticks)
- 1 bucket (low)
- 1 plastic bottle (middle)
- 1 jewelry box (high)

OR you can experiment with any other 3 instruments.

Play along

[Watch this](#)



Topic

08



For the **second** play along you will need:

- 1 chopstick (drumstick)
- 1 spoon (drumstick)
- 1 paper cylinder (low)
- 1 yogurt plastic container (middle)
- 1 metallic cup (high)

OR you can experiment with any other 3 instruments.

[Watch this](#)

Play along



Topic

08



For the **third** play along you will need:

- 2 chopsticks (drumsticks)
- 1 bucket (low)
- 1 yogurt plastic container (middle)
- 1 metallic cup (high)

OR you can experiment with any other 3 instruments.

[Watch this](#)

Play along



Evaluation activity

08



**Experiment with 1 low-pitched instrument,
1 middle-pitched instrument and 1 high-pitched
instrument
at home and upload a video of you playing.**





Evaluation activity



Match the number as it is presented in the photo above with the sound

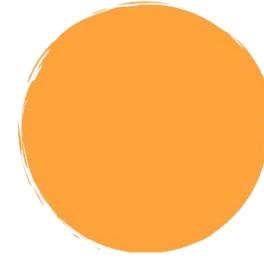
1	Middle-pitched sound
2	High-pitched sound
3	Low-pitched sound
4	High-pitched sound

Further Readings



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