

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO  
WAYS OF KNOWING

# IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

ROME • 16–19 OCTOBER



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# Encouraging creativity through Music and Movement

Practical implementation in PYP

**Eduardo Cary**  
**Fernando Ramirez**  
SEK International School Qatar



**International  
Schools**  
Qatar • Doha



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Music and movement are closely connected

Scientific research shows there are many areas that benefit from the development of these skills.



# Our presentation today...

- ...will not be a theoretical discussion or debate.
- ...will show you how we've tried to encourage creativity through the development of practical skills and an inclusive, structured approach.
- ...will offer you some tips and ideas that can be easily implemented and open up the possibility of sharing some resources.



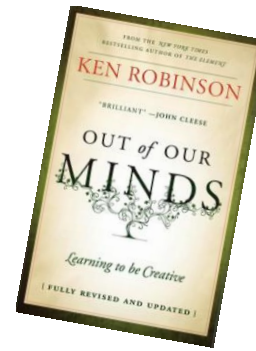
# Our project

- Follow-up to a successful programme involving all of Primary.
- Previous experiences of morning warm-ups.
- Research and evidence of benefits of energising students in the morning.
- 10 minutes every morning involving everyone (45 students at first, now 148).



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# Some inspiration



- *"Everyone has huge creative capacities. The challenge is to develop them. A culture of creativity has to involve everyone, not just a select few".*
- *"The creative process is not a single ability that lives in one or other region of the body. It thrives on the dynamism between different ways of thinking and being".*
- *"Being creative involves doing something. People are not creative in the abstract; they are creative in something".*
- *"Individual creativity is almost always stimulated by the work, ideas and achievements of other people".*

*Our programme aimed to be:*

**Inclusive, Interactive,  
Interdisciplinary, Integrated**





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# Practical example - Look, look!!

Look, look!! come to me!! Can you copy what you see?

- Rhythm cards
- Body percussion
- Create new patterns with body percussion and noises





# Our approach

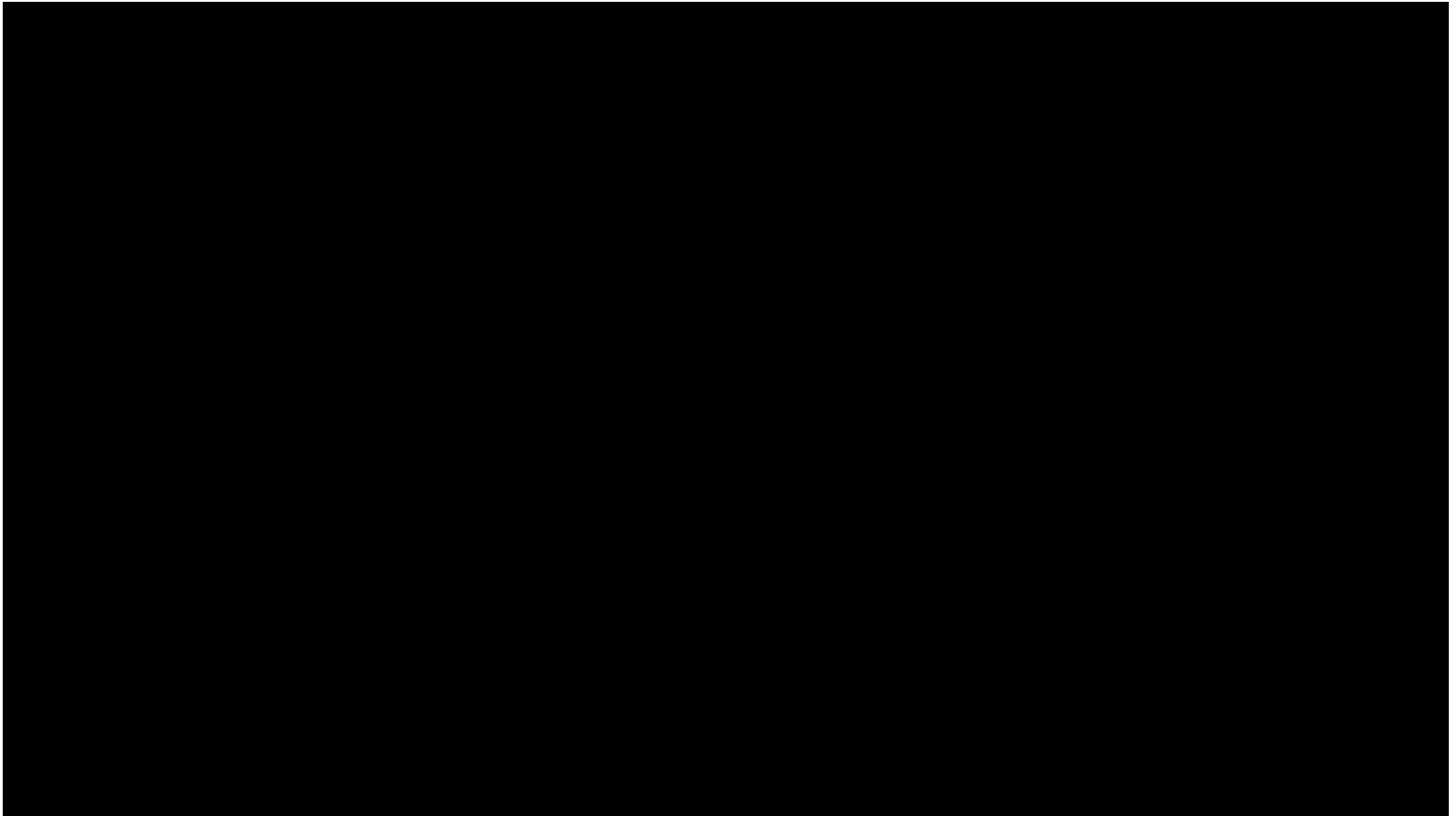
- 3 steps
  - Exposure to clear, structured, appropriate material.
  - Development of skills.
  - Structured creative process.
- Social aspect.







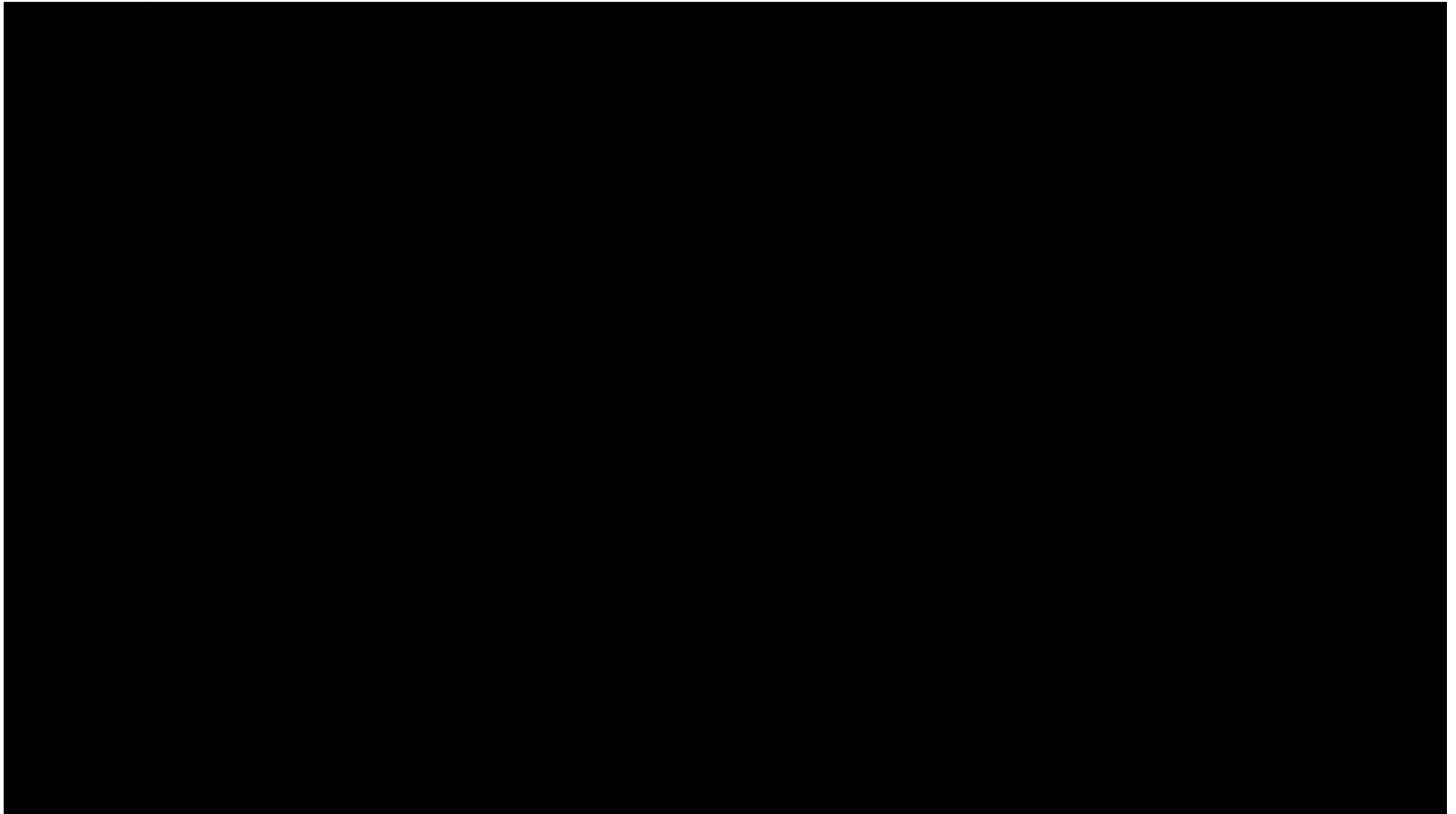
# Time for action





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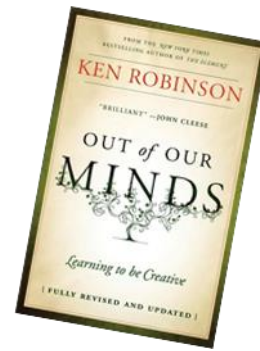
# Time for action





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# A couple more thoughts



- *"A creative outcome can be original in different levels: for the person involved; for a particular community; for humanity as a whole. Teachers try to encourage work that's original for the children themselves".*
- *"Creative achievement is related to control of the medium. Children need the means and skills to be creative".*
- *"Facilitating creative development is a sophisticated process that must find a balance between learning skills and stimulating the imagination to explore new ideas".*

*Our programme aimed to be:*

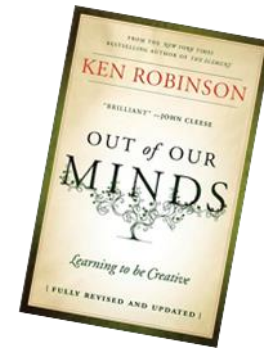
**Accessible, Skill-based, Rewarding**





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# A couple more thoughts



- *" Creativity does not always require a blank page. A lot of creative work has to work to specific briefs".*
- *"Creativity and innovation work best when there is a balance between the freedom to experiment and agreed systems of evaluation".*
- *"The educational value of creative work lies as much in the process of conceptual development, as in the creation of the final product".*

*Our programme aimed to offer:*

**A structure, a process (not a product)**



***"You can't think outside the box unless you have a box"***

*Howard Gardner (at last year's IB Conference)*



# A bit of neuroscience

Executive Intelligence / Mind

Conscious  
Level

Consciousness



Generating Intelligence / Mind

Unconscious  
Level

Cognitive

Motor

Emotional

By Jose Antonio Marina



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# Aerobics Practical Examples

- Copy different patterns.
- Identify the different movement patterns.
- Give examples of the structure you want to develop.
- Building your own routine.





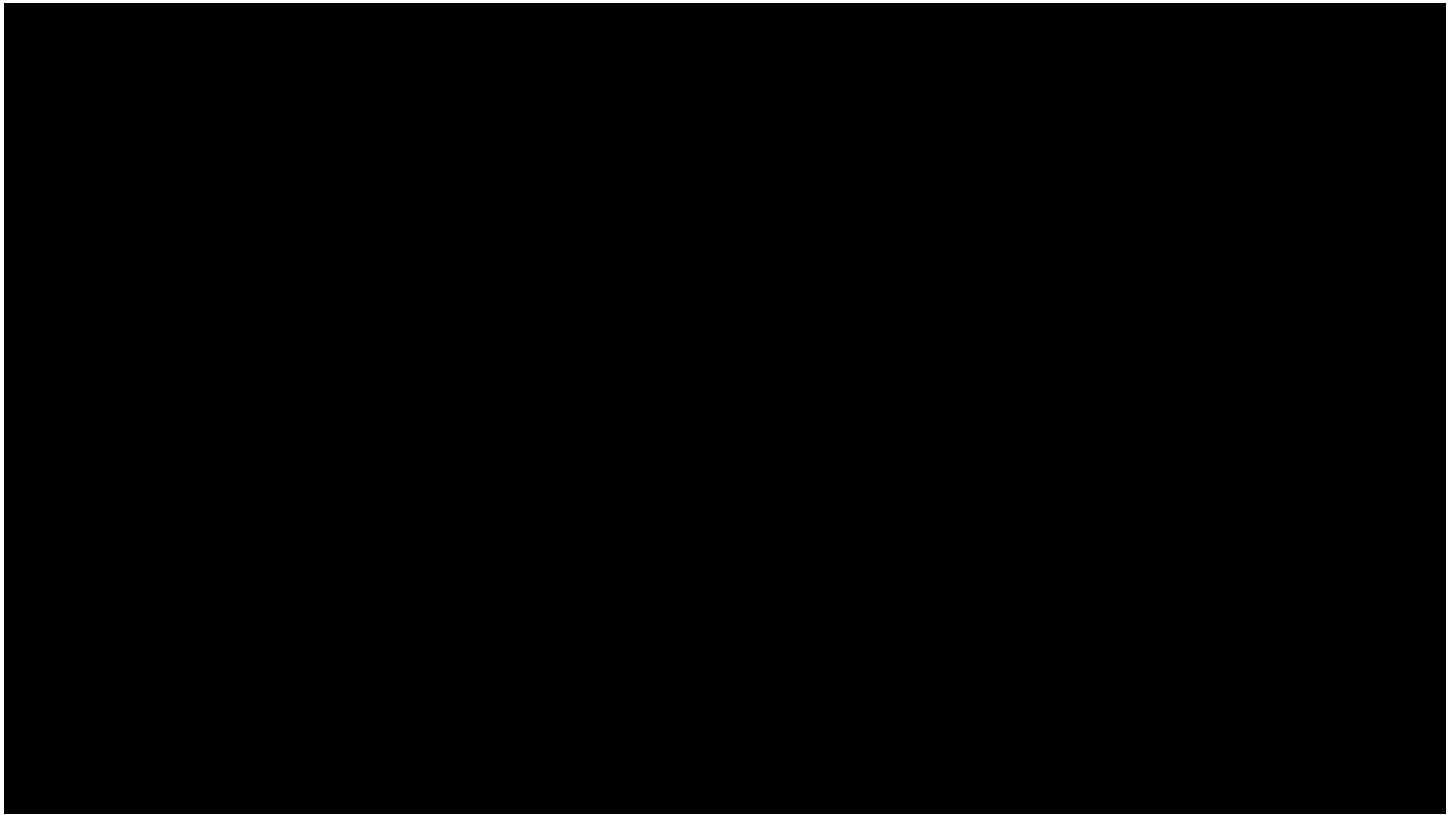
# Aerobic Explanation

- Developing skills – Introduce movement patterns (march, step-touch, touch-step, three steps one touch).
- Develop a structure – Simple routines, with a set of rules.
- Examples – 32 beats for each step, arrange a routine with 4 different steps.
- Create your own – using the same structure create your own small sequence.
- Share with others.
- Expand- change pathway, change rhythm, play with different structures, play with the different movement patterns.



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# Time for action (Aerobics)

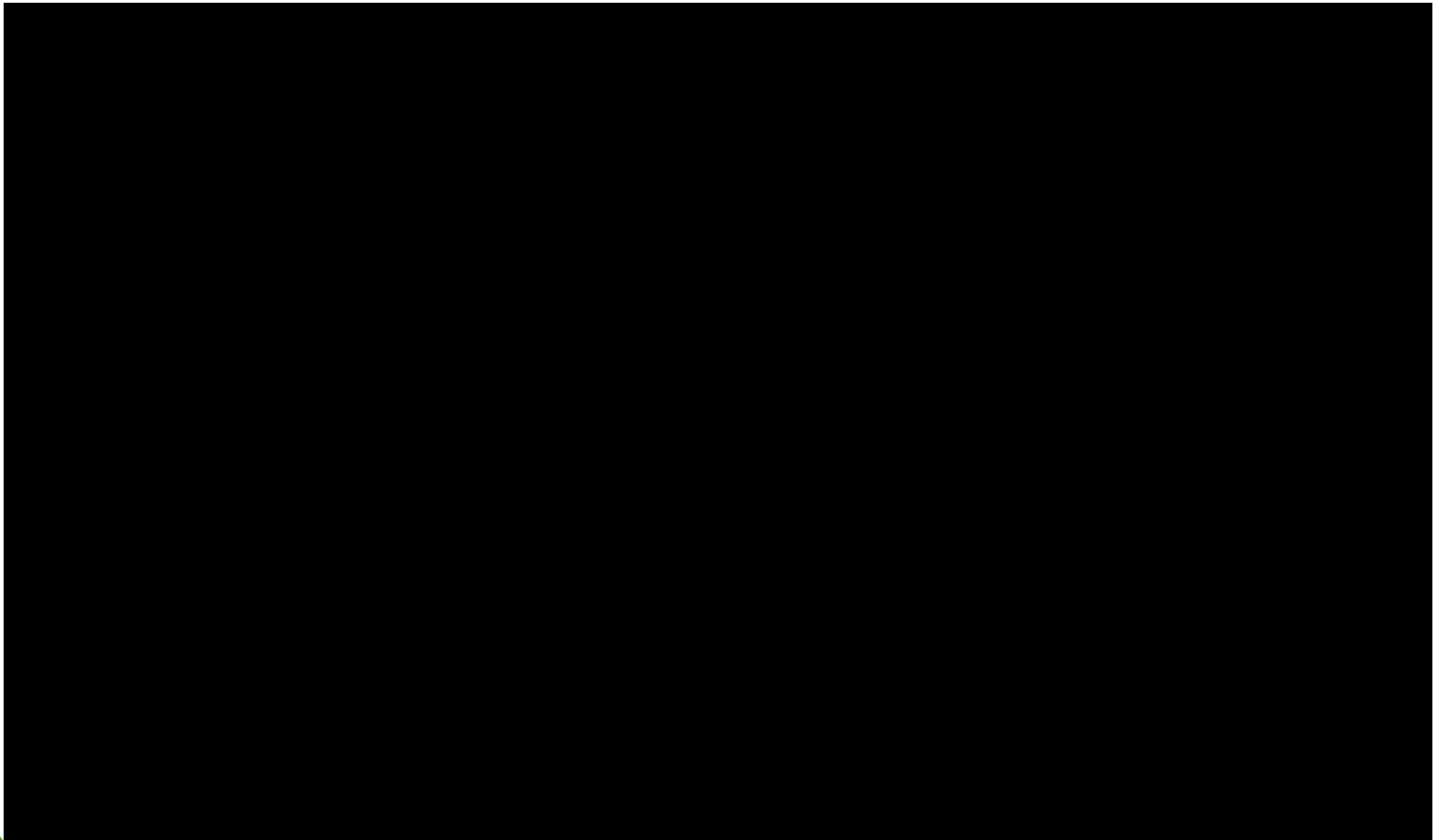






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# Combining our work





# Resources and ideas (Music)

Song	Initial activities	Areas of work Music	Areas of work Movement	Creativity
<b>Kalimba</b>  (Putumayo kids – World Playground)	<ul style="list-style-type: none"> <li>- Bounce balls on NSEW</li> <li>- Balls on body: Patterns of pulse 2+2</li> <li>- Various patterns of 4</li> <li>- Chorus: bounce, catch, shoulder, head</li> <li>- Point NSEW on balls</li> <li>- Move NSEW in room</li> </ul>	<ul style="list-style-type: none"> <li>- Pulse</li> <li>- Sing and show pulse</li> <li>- Shape and pattern of 4 (2+2)</li> </ul>	<ul style="list-style-type: none"> <li>-Different pathways (spatial awareness)</li> <li>-Coordination</li> <li>-Pulse</li> </ul>	<ul style="list-style-type: none"> <li>- Create new 2+2 patterns</li> <li>- Create new 4 patterns</li> <li>-Create new ways of showing NSEW</li> <li>-Create new actions</li> </ul>
<b>Mardi Gras Mambo</b>  (Putumayo kids – World Playground)	<ul style="list-style-type: none"> <li>- Bounce-catch-shoulder-head with the chorus</li> <li>- Bounce-catch + 3-4 patterns</li> <li>- 2+2 patterns</li> <li>- Use feet</li> </ul>	<ul style="list-style-type: none"> <li>- Pulse</li> <li>- Form</li> </ul>	<ul style="list-style-type: none"> <li>- Coordination</li> </ul>	<ul style="list-style-type: none"> <li>- Create new patterns with a defined structure or rhythm sequence</li> </ul>



# Resources and ideas (Aerobics)

[AEROBICS RESOURCE PACK.pptx](#)

If you are interested in any of the resources, feel free to contact us on:

[fernando.ramirez@sek.qa](mailto:fernando.ramirez@sek.qa)

[eduardo.cary@sek.qa](mailto:eduardo.cary@sek.qa)



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# Reflection

Today I learned...

I still wonder...

From today's workshop I will use...

Any questions or feedback.

Please leave your email if you'd like to share ideas  
and resources:



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# Bibliography

Robinson, Ken. *Out of Our Minds: Learning to Be Creative*. Oxford: Capstone, 2011

Marina, José Antonio. *La Inteligencia Ejecutiva*. Barcelona: Ariel, 2012



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# Thank you for your time!!!!

