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Encouraging creativity through Music and Movement

Practical implementation in PYP

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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).
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
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
Time for action
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
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

Cognitive

Motor

Emotional

Unconscious Level

By Jose Antonio Marina
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.
Time for action (Aerobics)
Combining our work
## Resources and ideas (Music)

<table>
<thead>
<tr>
<th>Song</th>
<th>Initial activities</th>
<th>Areas of work</th>
<th>Areas of work</th>
<th>Creativity</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Bounce balls on NSEW</td>
<td>Music</td>
<td>Movement</td>
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<tr>
<td>Kalimba</td>
<td>- Balls on body: Patterns of pulse 2+2</td>
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<td>- Various patterns of 4</td>
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<td>- Chorus: bounce, catch, shoulder, head</td>
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<td>- Point NSEW on balls</td>
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<td>- Move NSEW in room</td>
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<td></td>
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<td>- Pulse</td>
<td>- Different pathways (spatial awareness)</td>
<td>- Create new 2+2 patterns</td>
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<td>- Coordination</td>
<td>- Create new 4 patterns</td>
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<td></td>
<td>- Pulse</td>
<td>- Create new ways of showing NSEW</td>
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<td>- Create new actions</td>
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<td>Mardi Gras Mambo (Putumayo kids – World Playground)</td>
<td>- Bounce-catch-shouder-head with the chorus</td>
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<td>- Bounce-catch + 3-4 patterns</td>
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<td></td>
<td>- 2+2 patterns</td>
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<td>- Use feet</td>
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<td>- Pulse</td>
<td>- Coordination</td>
<td>- Create new patterns with a defined structure or rhythm sequence</td>
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- **Kalimba (Putumayo kids – World Playground)**
- **Mardi Gras Mambo (Putumayo kids – World Playground)**
Resources and ideas (Aerobics)

AEROBICS RESOURCE PACK.pptx

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

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<table>
<thead>
<tr>
<th>Today I learned…</th>
<th>I still wonder…</th>
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<th>From today’s workshop I will use…</th>
<th>Any questions or feedback.</th>
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Please leave your email if you’d like to share ideas and resources:
Bibliography


Marina, José Antonio. *La Inteligencia Ejecutiva*. Barcelona: Ariel, 2012
Thank you for your time!!!!!!