

The value of music and art as emotional support in the Foundation Phase

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DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

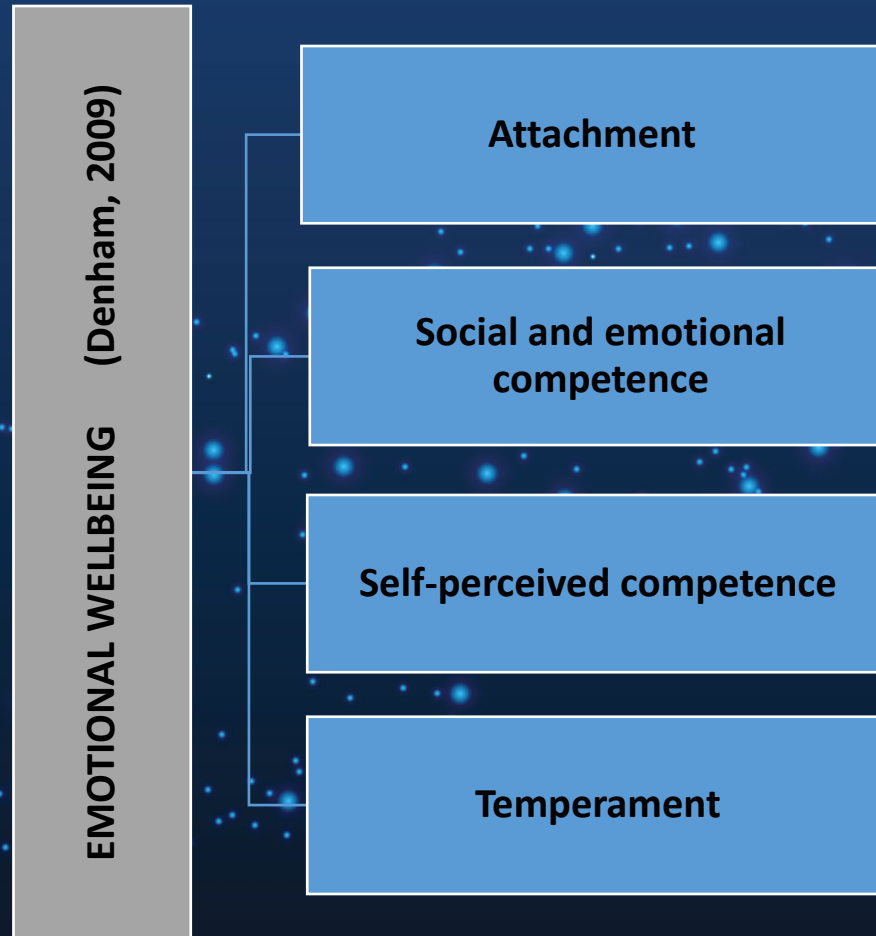
What is Emotional Wellbeing?



Benefits of Emotional Wellbeing



Denham's aspects of Emotional Wellbeing



Social and emotional competency through music and art:

Studies

- Art and music: Children who played with their parents at least “a few times a week” in more than one family routine (such as singing and playing with toys for building things, doing craft or art activities) had more sophisticated social-emotional skills than children who did those activities less frequently (Muniz et al., 2014).
- Music: Infants who participated in a six-month *active* music group had better outcomes for emotion regulation behaviours than did infants in a six-month *passive* music group. (Gerry et.al., 2012).
- Art: When children aged six-to-eight and ten-to-12 who were included in the same study were instructed to engage in drawing a house to distract them after being asked to think of a past event that made them feel upset or disappointed, they were better able to improve their mood—compared with other children who were instructed to draw the negative event, or children who were instructed to copy another drawing (Drake & Winner, 2013).

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How do you learn to collaborate and do teamwork?

Music

Reading a story to children where they have to emulate sounds

Free music improvisation – with teacher using own instrumental playing or recording as foundation for the musicking

The use of instrumental ensembles.

Art

Doing a group art project, e.g., planning a garden outlay on a large sheet and then designing the background, deciding where to draw the plants, who will be drawing what, how it should be done, e.g., size, etc.

Doing seascape murals on large paper in small groups – decision-making, collaboration and teamwork

Building a box town – who is going to do what? Houses, police station, school, shops, etc.



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Cardboard cities



Process focused – aesthetics not as important

Art: Process art is developmentally appropriate for preschoolers who have yet to acquire the fine motor skills and self-awareness to represent objects accurately. At this stage, children enjoy experimenting with art media and found objects to better understand what they are and what they can do.

Music: Representing something else, e.g., animals, birds.

Not about being aesthetically pleasing, about “doing”!

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How do you teach communication – verbal and nonverbal

Music:

Reading a story and learners have to produce the sound effects

Choosing instruments to depict different emotions- let children decide

Communicating a storm through the use of different instruments, instead of words.

Singing a song in a happy manner, singing a song in a sad manner, discussing the lyrics. Singing one song depicting different moods, e.g., happy, sad, angry, sleepy.

Art:

Drawing/painting an abstract storm and then explaining to the class how the storm elements are depicted.

Drawing your family

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Facilitating self-expression

Expressing feelings through the use of paint and other objects develops sense of self and confidence, embrace individuality of self and others

Music can improve mood, decrease pain and anxiety, and facilitate opportunities for emotional expression. While simply listening to music can reduce stress, creating music has the added benefit of expression and involvement, which focuses attention. Active participation in playing music and music appreciation has been shown to increase self-esteem.

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Social and emotional competency through music and art:

Empathy

See and hear the world through the eyes of others by looking at their creations and listening to their musical expressions. Provide them with a scenario and ask how they think music will sound or what drawings will look like.



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Social and emotional competency through music and art:

Problem-solving

Music: Thinking of the thunderstorm activity – which instrument or sound can represent which natural sound?

Creative thinking in planning the group projects in the arts – how can we do the sea background? What colour must it be? Can we use hands, or do we need brushes, sponges? Big brushes or small brushes?



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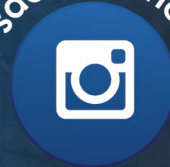
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