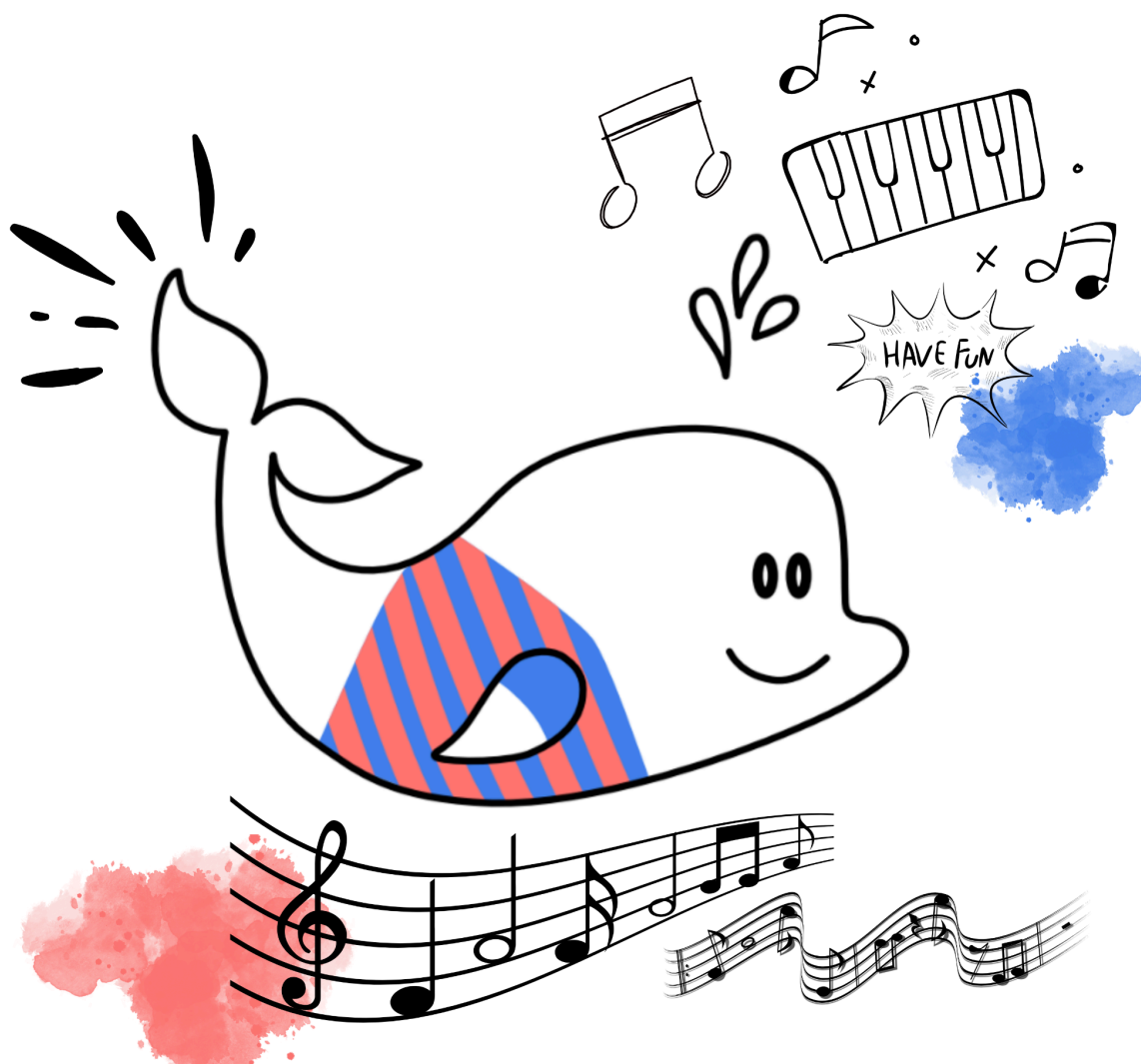


Welcome at school

Music workshops +



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Deliverable Factsheet

Project Number:	2022-1-PL01-KA220-SCH-000085478
Project Acronym:	Welcome!
Project Title:	'Welcome! – Preparatory online school for children with migration background'
Title of Document:	WP2A3: music workshops
WP:	WP2: design and release of a platform to valorize (migrant) children repertoires and experiences facilitating language socialization and plurilingual and pluricultural integration
Due date according to contact:	31/1/2024
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Approved by:	All Partners
Abstract:	WP2 aims to deliver a tool whose purpose is to serve as a digital playground for migrant and refugee children in their integration trajectory in the host country. WP2A3 offers pedagogical scenarios around music workshops as one of the 7 pedagogical themes (music workshops, digital storytelling, cross-cultural cooking, dreamland, arts workshops, sensorimotor workshops, tandem learning).
Keyword list:	Learning scenarios, innovative pedagogies, technology enhanced learning; plurilingualism, pluriculturalism, intercultural education
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Music Workshop

Musical Treasure Hunt

Music Workshop: Musical Treasure Hunt	
Target group:	10–14 year-olds (but adaptable for other age groups)
Duration:	3 sessions (45 minutes per session), time can be expanded if there are larger groups (the presentation will take longer time). The activity can be done in one sitting during one longer workshop.
Learning objectives: • Students will discover and understand various genres and musical instruments from both Ukraine and the host country. • Students will collaborate to organize a “Musical Exhibition” showcasing their findings. • Students will present their sections of the exhibition, explaining the significance of the chosen genres and instruments. • Students use ICT for research	
Organization:	• Introduction to the concept of a musical treasure hunt. • Research and discovery phase. • Organizing and setting up the “Musical Exhibition”. • Presentation and reflection.
Strategies:	• Collaborative research • Group discussions • Hands-on exhibition setup
Materials:	• Books, computers with internet access, etc. • Art supplies for creating the exhibition: Chart papers, markers, colored pencils, printouts, etc. • Actual musical instruments (if available).
Before the workshop: Gather Research Materials: - Collect books, articles, or documentaries about Ukrainian and host country music. - Ensure computers or tablets with internet access are available and functional. - Bookmark relevant websites or online resources that can aid students in their research. Prepare the Classroom: - Organize the classroom into distinct areas for group work. - Set up a designated space for the “Musical Exhibition” – a wall or a section of the room where students can display their findings. - Ensure art supplies (chart papers, markers, colored pencils, printouts, etc.) are available and easily accessible.	
Teacher’s instructions	
Session 1	



Introduction: - Start by explaining the concept of a musical treasure hunt. - Share the objectives: discovering and showcasing musical “treasures” from both Ukrainian and host country cultures. Forming Groups and Assigning Categories: - Divide students into small groups, 3–4 students each. Make sure students from Ukraine and students from the host country are members of the group. - Assign each group a category (e.g., traditional genres, modern genres, folk music, string instruments, wind instruments, etc.). Guided Research and Discovery: - Direct students to the available research materials. - Encourage groups to use both books and online resources. - Circulate among the groups, answering questions, and guiding their research. Ensure they're focusing on both Ukrainian and host country music within their assigned category. Wrap-up: - Ask each group to share one interesting thing they've discovered so far. - Remind students of the next session's activities.	10 min 5 min 25 min 5 min
Session 2 Recap: - Briefly review the previous session's activities. - Remind students of their objective for this session: organizing and setting up their “Musical Exhibition.” Planning the Exhibition: - Ask groups to discuss and decide how they want to showcase their findings. - Offer suggestions if they seem stuck: posters, drawings, interactive quizzes, etc. Setting up the “Musical Exhibition”: - Provide groups with the art supplies. - As students work on their displays, circulate to offer guidance, ensure accuracy, and provide feedback. - Encourage creativity while ensuring the information is clear and accurate. Preparation for Presentations: - Remind students that in the next session, they'll be presenting their findings. - Offer tips for presenting: speak clearly, ensure all group members participate, and be prepared to answer questions.	5 min 15 min 20 min 5 min
Session 3 Setting the Stage - Arrange seating, so all students can view the “Musical Exhibition” sections as they're presented. - Remind students of presentation etiquette: listening quietly, not interrupting, and asking questions at the end. Group Presentations: - Call each group up to present their section of the exhibition. - Encourage questions after each presentation, either from you or the students.	5 min 30 min



- Offer positive feedback and additional insights when each group finishes. Reflection and Closure: - Initiate a class discussion on the importance of music in cultural representation. - Ask students to reflect on what they found surprising or particularly interesting. - Conclude by emphasizing the shared human experience that music reveals, even across diverse cultures.	10 min
Tips for teachers: - Always be prepared with backup resources or materials in case of technical issues. - Be sensitive to the diverse backgrounds in the classroom. Some students might have personal connections or memories associated with certain musical aspects. - Encourage respect and active listening throughout the workshop. - Consider extending the project by inviting other classes or parents to view the “Musical Exhibition” and learn from your students' findings.	



Musical Passport

Music Workshop: Musical Passport	
Target group:	10–14 year-olds (but adaptable for other age groups)
Duration:	4 sessions (45 minutes per session), time can be expanded if there are larger groups (there will be more stations).
Learning objectives: • Students will discover and understand various genres and musical instruments from both Ukraine and the host country. • Students will engage in a gamified activity to “travel” and collect “stamps” in their musical passports. • Students will collaborate to discuss and reflect on their musical journeys. • Students will use ICT for research.	
Organization:	• Introduction to the concept of a Musical Passport. • Research phase: Understanding musical instruments and genres. • Embarking on the Musical Journey. • Reflection and discussion.
Strategies:	• Individual and collaborative research • Gamified journey through musical landscapes • Group discussions
Materials:	• Computers or tablets with internet access for research. • Audio-visual system to play musical clips. • Printable “passport” template. (The number of rows should equal the number of stations) • Stamps or stickers for the passports.
Before the workshop: Prepare the Passports: - Print out a copy of the “passport” template for each student. - Create stamps or gather stickers that represent different musical genres or instruments. Gather Musical Clips: - Collect short audio clips of various musical instruments and genres from both Ukraine and the host country. Set Up the Classroom: - Arrange seating in a way that students can work in groups. - Ask students to set up “stations” around the room, each representing a different musical genre or instrument.	
Teacher’s instructions	
Session 1 Introduction: - Introduce the concept of a Musical Passport. - Explain the objectives: traveling through different musical landscapes and	10 min



collecting stamps in their passports. - Each group will be responsible for one station, representing a specific genre or instrument they've researched. Forming Groups and Assigning Categories: - Divide students into pairs or small groups. - Assign each group specific instruments, genres, or artists to research, ensuring a mix from both cultures. Research phase: - Students use computers or tablets to research their assigned categories, focusing on their cultural significance and unique characteristics. Wrap-up: - Ask each group to share one interesting thing they've discovered so far. - Explain that in the next session, they will be creating their own stations based on their research.	5 min 25 min 5 min
Session 2 Planning the Stations: - Groups discuss and decide on how they will present their assigned instrument or genre. - Consider what audio clips to play, what visuals to use, and what challenge or question to pose to visiting students. Initial station preparation: - Groups will use the research they conducted in Session 1 to prepare their station. They should gather or prepare: A short audio clip or live demonstration of their genre/instrument/artist. A brief written description or poster explaining its significance and cultural background. A challenge or question related to their station's music for visiting students to answer. - Provide materials like chart papers, markers, speakers, and any other necessary resources. Wrap-up: - Reflect on the progress of station preparation	15 min 25 min 5 min
Session 3 Final Station Preparation: - Groups finalize their stations, ensuring they have all the necessary materials and that their presentation is coherent. - Make sure each group has short audio clips or live demonstrations of their genre/instrument/artist, a brief written description, or a poster explaining its significance and cultural background. Also, make sure each group has a challenge or questions related to their stations' music for visiting students. Wrap-up - Run a final check to make sure each group is ready for the next session, which will be the "Musical Journey".	40 min 5 min
Session 4 Peer-led Musical Journey - Distribute the musical passports to each student. - Let the first group visit other groups' stations to collect stamps. - At each station, the hosting group will play their audio clip, provide a brief explanation, and then pose their challenge or question to the visiting	40 min



group. - Visiting students will attempt to answer the challenge or question to earn a stamp or sticker for their passport. - Groups will take turns visiting other groups' stations. Feedback and Reflection: - After all groups have rotated through the stations, gather everyone for a feedback session. - Ask students about their experience as both station hosts and visitors. - Ask how many stamps they have collected. Be ready with some small rewards, e.g., print and cut out these coupons. - Ask students to keep the completed Musical Passports as a memento of their journey. Extend the reflection session if it feels needed: - Reflect on the importance of music in cultural representation. - Emphasize the shared human experience that music reveals, even across diverse cultures.	5 min
Tips for teachers: - To increase engagement, consider adding a competitive element: the first student or group to collect all stamps could receive a small prize. - Be prepared with backup resources or materials in case of technical issues. - Encourage respect and active listening throughout the workshop. - Consider extending the project by inviting other classes or parents to participate in a larger Musical Passport journey.	



Journey Through Times and Places

Activity inspired by [Music Connects](#)

Music Workshop: Journey Through Times and Places	
Target group:	14–18 year-olds (but adaptable for other age groups)
Duration:	8 sessions. Sessions 1 and 2 are 45-minute long; the length of sessions 3-7 depends on the length of the final playlist. The Grand Concert (session 8) should be no longer 90 minutes.
Learning objectives: • Students will research and understand the evolution of musical genres and significant pieces from their culture. • Students will collaborate to curate a playlist that represents the best of their musical culture. • Students will integrate visuals with their chosen music to create a multimedia experience. • Students will present their musical journey to the school, fostering cultural appreciation and understanding.	
Organization:	• Introduction to the concept of "Journey Through Times and Places." • Research phase: Delving into the musical history of their culture. • Curating the playlist. • Integrating visuals. • Rehearsal and refinement. • Presentation to the school.
Strategies:	• Collaborative research • Group discussions and decision-making • Multimedia integration • Public presentation
Materials:	• Computers or tablets with internet access for research. • Audio-visual system for playing music and visuals. • Software for video editing or creating visual presentations. • Access to a stage or auditorium for the final presentation.
Before the workshop: - Compile a list of recommended websites, books, documentaries, and other resources that can aid students in their research. This will help streamline the research phase and ensure students have access to accurate and comprehensive information. - Ensure that the necessary audio-visual equipment, such as speakers, projectors, and microphones, are available and in working condition. - If students will be using specific video editing or presentation software, familiarize yourself with it. Consider preparing a brief tutorial or guide to assist students during the visual integration phase. - Consider sending a letter or email to parents informing them about the project. They might offer additional resources, insights, or even personal stories related to the musical history being explored.	



Prepare the Classroom:

- Organize the classroom into distinct areas for group work.
- Make sure students have access to resources, computers/tablets, and the right software

Teacher's instructions

Session 1

Introduction:

- Introduce the concept: **"Journey Through Times and Places"** is a musical exploration that delves deep into the heart of our cultural heritage. Just as historians use artifacts and documents to piece together the stories of civilizations, we will use music as our time machine, transporting us to different eras and regions. Through this exploration, we'll discover how music reflects the emotions, challenges, and triumphs of the people from whom it originates.
- Explain the end goal: a grand presentation to the school.
 - Research and Understanding: *Our first objective is to dive deep into the evolution of musical genres and identify significant pieces from our culture. We'll explore how these genres were born, how they evolved, and what they signify.*
 - Collaboration and Curation: *Music is vast, and while we might want to include every piece we come across, we'll need to curate. Together, we'll collaborate to select pieces that best represent our musical journey, creating a playlist that tells a compelling story.*
 - Visual Integration: *Music is not just an auditory experience; it's also visual. We'll enhance our chosen pieces with visuals that complement the music, creating a multimedia experience that's both engaging and informative.*
 - Presentation and Sharing: *The culmination of our journey will be a grand presentation to our school. This is our chance to share what we've learned, showcasing the beauty and depth of our musical culture. Through this, we aim to foster cultural appreciation and understanding among our peers.*

15 min

Research phase:

- Divide students into culturally mixed groups (Ukrainian students with host country students), with each group focusing on a specific era or genre of their musical cultures.
- Students will research significant pieces, artists, and the evolution of the music during their assigned period.
- Encourage groups to make notes and gather audio clips of significant pieces.

30 min

Session 2

Group Discussions – Curating the playlist:

- Within their groups, students discuss and decide on the most representative pieces from their assigned era or genre.

Class Collaboration:

- Each group presents their chosen pieces to the class.
- As a class, collaboratively decide on the flow of the playlist, ensuring a coherent journey through times and places.

25 min

20 min

