



**Ευρωπαϊκό
Πανεπιστήμιο Κύπρου**

LitArts: The Garden of Inclusion: The place of music

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LitArts: The Garden of Inclusion

- ▶ A project with storytelling, movement and music.
- ▶ Context:
 - ▶ One story (Marianna Pafite);
 - ▶ Two schools (Limassol & Nicosia);
 - ▶ Two arts (creative movement & music);
 - ▶ Two facilitators (Natasia Georgiou & Yiannis Miralis);
 - ▶ Three co-facilitators (Giorgos Pesinis, Angela Chalkiopoulou & Alexia Pafiti).
 - ▶ 10-12 separate weekly rehearsals, one joint rehearsal the day of the presentation.

Challenges

- ▶ Diverse groups of students with different experiences and needs.
- ▶ No sense of community as dancers or musicians.
- ▶ No possibility of direct collaboration of teachers or students.
- ▶ Planning and organization of the project over the phone.
- ▶ Participants not clearly immersed in the project (“I am bored;” “I don’t like school”).
- ▶ Issues of communication

Musical challenges

- ▶ Not much previous experience in playing music together in an ensemble.
- ▶ Challenges with keeping time and beat.
- ▶ Widely diverse musical abilities
- ▶ Open structure
- ▶ Creating a “performance” through experimentation in rehearsals
- ▶ Performing & improvising

Participants

- ▶ 7 students with various forms of disability (i.e., alalia, physical impairment, autism spectrum)
- ▶ 2 brothers from Somalia (no knowledge of Greek or English)
- ▶ 3 volunteer students with no disabilities (flute, guitar & percussion)
- ▶ 1 math teacher playing trumpet

Musicking

- ▶ Choice of music: enjoyable; modern; easy but also challenging; with clear sense of beat and structure; open to improvisation.
 - ▶ **The blues of Spathas (Stavros Lantsias)**
 - ▶ **Theme from Ode to joy**
- ▶ Musicking: listening; performing; arranging; improvising.
- ▶ Learning and performing by ear.
- ▶ ***Non-formal learning situation:*** organised educational activity; within but outside the established school classes; part of a broader project, “that is intended to serve identifiable learning clienteles and learning objectives”; function like voluntary participation in a music club.

Overall goals

- ▶ Build a sense of community (musical & social)
- ▶ Foster inclusion & belonging
- ▶ Enable & support musicking
- ▶ Experience maximum enjoyment
- ▶ Build self-esteem & musical identity
- ▶ Keep a steady beat
- ▶ Perform by ear
- ▶ Foster creativity and improvisation, following musical cues by the “conductor” (sound-painting/guided improvisation)
- ▶ Understand and manipulate musical parameters (i.e., tempo, texture, pitch, rhythm, dynamics)

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