

## THE PILOT PROJECT IN MAURITIUS

After Zenda Nel was spotted by the president of OMEP Mauritius at the OMEP World Conference where she presented a music workshop in 2002, she was invited to do seven weeks ECD training with students and teachers on the island. The following photos serve as evidence of her involvement in Mauritius:

**Photo no 1:** Mr Valayden's bungalow in Blue Bay where the researcher was accommodated during her first two trips to Mauritius.



**Photo no 2:** The researcher placed the fantasy clothes in bundles on the floor below the blackboard. The instrumental charts with the graphic notation are pasted on the board. The Mauritian attendees are sitting in a semi-circle with a big enough open space for dramatization in front of them. Kobie Pretorius, a teacher from Leeuwenhof Akademie in Johannesburg, who took two weeks unpaid leave to attend the workshops in Mauritius to gain additional experience in Music Education, is playing the African drum.



**Photo no 3:** Music training in action with the Mauritian teachers. Here the attendees are dramatizing the *Hungarian Dance No 5* by Brahms. Practical workshops with Creole speaking Mauritians proved that being from a different race and speaking a different home language than that of the researcher did not have any negative effect on the training. The in-role workshops were well accepted and the attendees had lots of fun learning through play and socializing with each other - even sitting on the floor was part of the fun.



**Photo no 4:** Mauritian ECD teachers are dressing up for *Punch and Judy* by Mancini. It was interesting to observe how attendees at all the workshops were keen to help each other dress up in the different costumes. This led to active group participation, and created a fun atmosphere for learning.



**Photo no 5:** The researcher says good-bye to Mr Valayden at the Mauritius airport at the end of her first visit to the island. She promises with a handshake that she will return to the island for further music training.



#### **ADDITIONAL TRAINING OPPORTUNITIES IN MAURITIUS**

**Photo no 6:** Preparing a listening session through storytelling at the Mauritius International School. Mrs Coombes, the principle, is sitting at the back on the right, observing the lesson. The researcher, with the assistance of Kobie Pretorius, is telling the story of the *Norwegian Dance No 2* by Grieg for Class 2 learners.



**Photo no 7:** The Class 2 learners at the International School in Mauritius are dramatizing the pre-told story and bringing *The Norwegian Dance No 2* by Grieg to life.



**INSTRUMENTAL PLAY STEALS THE LIME LIGHT ON A NATIONAL NEWS BROADCAST IN MAURITIUS.**

**Photo no 8:** A Grade 6 class at a Government School and their teachers, enjoying a piece of Western Classical music while they beat in time to the music on cheap, home-made cardboard pipes. The teachers spontaneously joined in and had fun with the learners. This specific lesson was filmed by the Mauritian TV crew and it was broadcast on the national news.



## SPECIAL NEEDS EDUCATION IN MAURITIUS

**Photo no 9:** The music training was even tried out at the *Rehabilitation Centre for the Youth* at the Mauritius prison where the age group of the children ranged between 9 to 18 years. This highly successful experience pointed out that the music training is also suitable for Special Needs Education.



**Photo no 10:** This photo was taken at the *Shelter for women and children in distress* in Curepipe, Mauritius. Colourful decorations that were made for the researcher's visit to the centre, are hanging from the roof. The women were eager to lend a supportive hand to assist the children during the dramatization of the *Hungarian Dance No 5* by Brahms.



**Photo no 11:** Mentally retarded teenagers and young adults at the *Apeim Centre for the handicapped*. The researcher suggested to their teachers (standing at the back) to play Western Classical music to these learners when they are busy with their craft work. This could have a calming effect on the learners.



#### **OBSERVATION OF THE OUTCOMES OF THE TRAINING AT SEVERAL SCHOOLS IN MAURITIUS**

**Photo no 12:** The researcher (with the red top on the right) receives a warm welcome at *Fairyland Pre-School* in Mauritius, near the capital city of Port Louis. On her arrival the children formed a guard of honour and sprayed her with bougainvillea flowers.



**Photo no 13:** Marie-France Adam from *Mickey House Pre-School* in Port Louis (sitting cross legged in front) used her newly gained music skills to train all her staff members and used the stories successfully at her annual concert. This photo was taken just before their concert and it shows how Marie went out of her way to prepare the most beautiful fantasy outfits for her learners. The story that the Grade R class is acting out here is *The Aquarium* by Camille Saint-Saëns.



**Photo no 14:** After the training workshop for the Mauritian teachers, Marie-France Adam, of *Mickey House Pre-School*, bought all the researcher's instruments that were used on her second trip to Mauritius. On this photo the learners of *Mickey House Pre-School* is accompanying *The Aquarium* by Saint-Saëns on these instruments. This was the first time they had ever had instruments at their school and they just loved to play on them.



**Photo no 15:** Children from the *Petit Poucet Pre-Primary School* at the OMEP Training Centre in Mauritius dramatizing the well-known *Baby Elephant Walk* by Mancini. Four baby elephants (with the elephant masks) are standing in the middle with the mommy and daddy elephants beside them (without masks). Old pinkish scarves were used for the elephant costumes. The green trees can vaguely be seen swaying in the wind at the back. The baby elephants are drinking water at the waterhole (empty green plastic bucket).



**Photo no 16:** A teacher from a municipality school in Mauritius with no resources to her disposal made very effective fantasy costumes for flowers from an old newspaper. The teacher designed effective outfits for the butterflies out of plastic carry bags onto which she stapled coloured pieces of crinkle paper. The children stuck their arms through the handles of the bag with the bigger piece of the bag hanging behind their backs. This gave the perfect effect of colourful wings.





**Photo no 17:** Hugged by teacher Georgette while being presented with the Mauritian flag at the gate of **Le Lutins Pre-School** in Flaque.



**Photo no 18:** The Children from **Le Lutins Pre-School** gave an excellent interpretation of *The Kangaroo* by Saint-Saëns. Teacher Georgette is displaying an A3 copy she made of the A4 picture that appears in the resource material for this story. Beautiful fantasy clothes, which looked exactly like the ones the researcher used at the demonstration workshops, were made for the dramatization.



**Photo no 19:** The booklet that Tessa Perrier from *La Farandole Pre-School* in Tamarin compiled for the researcher of the pictures her Grade R class drew of the *Baby Elephant Walk* by Mancini.



Photo no 20-23 are examples of the children's drawings of the *Baby Elephant Walk* by Mancini that appeared in Tessa Perrier's booklet. They point out how well the music lesson was integrated with the ECD learning programme.

**Photo no 20:** The baby elephant is walking behind the mother



**Photo no 21:** Both the mommy and baby elephant's trunks are clearly visible



**Photo no 22:** The baby elephant, swaying his bum and trying his best to be funny when he walks to tease his mother, was effectively drawn by Theo, a five year old grade R learner. Even the expression on the naughty baby elephant's face reflects the learner's understanding of the story.



**Photo no 23: The article and photographs that appeared on 13 June 2004 in *Le Mauricien*. Elaborate costumes were used for the dramatization.**

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## spectacles

# « Les Quatre Saisons »

## d'Antonio Vivaldi, éblouissantes de couleurs

**D**epuis des lustres qu'on la joue, sous tous les climats et dans toutes les contrées, « *Les Quatre Saisons* » d'Antonio Vivaldi fait toujours plaisir à voir et à entendre. Un Théâtre de Port-Louis plein à craquer, mercredi et jeudi derniers, a confirmé l'attrait et l'éternelle fraîcheur de cette œuvre du grand compositeur italien. D'autant plus que la preuve a été donnée cette fois par des acteurs et des actrices pas plus hauts que trois pommes en l'occurrence les enfants de l'école maternelle La Coccinelle de Forest-Side dans une mise en scène de Radha Valayden.

Les nombreux spectateurs dont le Président de la République, Sir Anesood Jugnauth, le lord-maire, Tirat Moosoun, le vice-Premier ministre et ministre des Finances, Pravin Jugnauth, se sont laissés emmener abîgriement dans ce monde fascinant des saisons, avec ses couleurs changeantes et ses métamorphoses en permanence, où « le Prince-Pêcher, seigneur du Printemps, le Prince-Cerise, seigneur de l'Été, le Prince-Érable, seigneur de l'Automne, le Prince-Sapin, seigneur de l'Hiver » tentent, chacun à son tour, de séduire la belle Princesse Terre en vue de mariage. Après des exercices de séduction qui se déroulent en quatre temps dans un décor changeant comme les saisons, le père de la Princesse qui n'est nul autre que le Soleil assure le dénouement de la trame :

« ... aucun de ces princes ne pourrait te combler entièrement. La jeunesse du Printemps, la force de l'Été, la sage douceur de l'Automne, le calme puissant de l'Hiver sont tous nécessaires à ce bonheur. Alors, je vais faire pour toi ce que je n'ai jamais fait pour aucune de mes filles :

: je partagerais le temps de ma course en quatre et tu vivras avec chacun de ces Princes une partie de ce temps. »

Ainsi naquirent les quatre saisons...

**La plus jouée, la plus réclamée et la plus aimée**

Rappelons que « *Les Quatre Saisons* » d'Antonio Vivaldi, grand compositeur italien de Venise (1675-1741) est parmi ses œuvres, la plus jouée, la plus réclamée et la plus aimée. Cette œuvre dépeint les saisons qui régissent la vie sur Terre et qui reviennent toujours, toujours, sans jamais nous lasser. Les saisons se déroulent et se succèdent comme les quatre périodes de la vie des hommes : l'enfance, l'adolescence, la maturité et la vieillesse. L'enfance et la première jeunesse appartiennent au Printemps; la force de l'âge à l'Été, l'Automne c'est la sagesse de l'âge mûr, avant que l'Hiver n'étende sur les dernières années le calme manteau du repos et de la méditation.

Il faut féliciter Radha Valayden et son équipe de La Coccinelle qui, depuis plus de deux décennies, montent chaque année un spectacle, sur un thème classique ou populaire, pour donner le goût du théâtre aux enfants. Ce montage est toujours fait avec minutie et ingéniosité. Les enfants évoluent dans des costumes rutilants et colorés jouant aux princes et aux princesses, aux arbres, aux fleurs, aux papillons, aux abeilles, aux oiseaux, aux cigales, aux fourmis, aux moutons, aux bergers et bergères, aux vendangeuses et vendangeurs, aux chasseurs, sans oublier la biche et le peintre ou le soleil. Un monde de conte de fées, léger et magique...

Signalons que les grands élèves de La Coccinelle ont reproduit avec des instruments à percussion la musique du printemps extraite des *Quatre Sai-*

Cet exercice musical, qui fait suite aux cours de Zenda Nel, professeur de musique à Pretoria, a appris aux enfants à développer leur sens de l'écoute, la concentration et la maîtrise des sons.

**S. BURRIN**



Des enfants évoluant dans des costumes rutilants



Des acteurs pas plus haut que trois pommes