

## THE SAFE AND SOUND MUSIC PROJECT

### The Germiston workshop

**Photo no 1:** ECD teachers in the pre-school at the Ellerines Community Centre in Germiston, acting out *Rondo Alla Turca* by Mozart during the Safe and Sound Music Project. The researcher can be seen in the middle with the black three-quarter pants, playing and active part in the workshop by acting out the character roles with the participants. Some of the Grade R learners, who attended the workshop with the teachers, can be seen on the right.



**Photo no 2:** The music training workshops are designed to accommodate both genders. Although male teachers are in the minority in ECD, those that do attend the workshops are well catered for. Here teachers are taught to handle and play simple percussion instruments with the use of graphic notation.





**Photo no 3:** The mini follow-up workshop in the spacious Grade R classroom at the Ellerines Community Development Centre included teachers for Special Needs Education. The white lady with the blonde hair in the front row is a teacher from the Sunshine Schools for physically and mentally retarded children.



#### **OBSERVATION AT 3 SCHOOLS AFTER THE GERMISTON WORKSHOP**

**Photo no 4:** Elizabeth Nkoana standing at the gate of the English Literacy Pre-School. The children, who can be vaguely seen at the back behind the gate, are washing their hands in a plastic basin with soapy water before they enter the school. The school is on the left hand side of the photo. The brick building on the right is the kitchen where the children's meals are prepared on a daily basis.







**Photo no 5:** The English Literacy Pre-School was nothing more than a tiny tin shack into which 54 learners were squashed.

**Photo no 6:** Here the children of the English Literacy Pre-School are outside on the soccer field. The barrenness of the area is clearly reflected on this photo. The shacks that are built around this big open space can be seen in the distance. Elizabeth is standing with the battery operated portable tape recorder in her hand that was used on the day of the demonstration. The two chairs on the right were for Colleen and the researcher.



**Photo no 7:** The researcher is holding the car radio tape player in her hand which Elizabeth usually uses to play her cassettes. The device is connected to a huge car battery that is standing on the floor. If a teacher like Elizabeth can come up with such a creative way to use a battery operated device to play her cassette with the sample lessons, it surely is within every other teacher's reach to follow her excellent example. This points out how determined, motivated and inspired Elizabeth was to implement the music programme at her school.





**Photo no 8:** This pole in the middle of the English Lietracy Pre-School keeps the roof upright. It looked like a major obstacle to the researcher, because it left limited floor space in the small classroom. Elizabeth, who was obviously used to the pole in the middle of the class, cleverly planned the dramatization of all the different stories around this obstacle. The pole also did not dampen the high spirits of the children.



**Photo no 9:** There was no space for the mothers to stand inside the class to observe the lesson. They can be seen on the left by the doorway from where they were peeping inquisitively into the classroom.



**Photo no 10:** The far-away look on the two girls' faces on the left reflects their total concentration while they are listening for the three cymbal crashes in Theme B of the *Hungarian Dance No 5* by Brahms. When these cymbals crashes are heard, they have to fire three shots with their "hunting guns" in the air. This photo shows how Elizabeth accommodated both genders in her character roles.



**Photo no 11:** The ginger cats in the story of *The Syncopated Clock* by Anderson can be seen standing on their knees, licking milk from an imaginary saucer. The success that Elizabeth (on the far left) achieved at her school can be attributed to her willingness to role play all the stories with her learners. On this photo she is "licking the milk" with the ginger cats. She is more concerned to promote maximum learning through play than she is worried about the possibility of making a fool of herself by sticking her tongue far out in the classroom. The role of the aunties and the uncles in the story are depicted by the four boys who are standing behind the ginger cats with their dinner bells (maracas) in their hands.





**Photo Nr 12:** Elizabeth used the same black and brown rubbish bags to dress the characters in different stories. On this photo the children are acting out *The Syncopated Clock* by Anderson. The black bags are used for the clocks and the brown bags for the cuckoo bird.



**Photo no 13:** The same plastic bags are used to dramatize the story of *The Waltzing Cat*. The waltzing cats are wearing the black bags. Small pieces of red cloth were tied around the children's wrists to depict the red paws of the cat. Brown metro bags were used for the other cats in the story who are dancing with the waltzing cats.





**Photo no 14:** Green and brown plastic bags served as ideal fantasy outfits for trees and dogs in the story of *The Waltzing Cat* by Leroy Anderson.



**Photo no 15:** Pieces of old lace curtains were used effectively to depict the fairies in the narrated story for *Rondo Alla Turca* by Mozart. Thick wire with a piece of cloth glued to the tip, were used for the fairies magic wands.





**Photo no 16:** The children on this photo are acting out the role of the giant in the story of *Rondo Alla Turca* by Mozart. Long cardboard swords, cut from cereal boxes, were used by the giants. The beautiful big hats the children are wearing were donated by a church. The expression on the children's faces reflects their interpretation of the giant walking on the accents in the music.



**Photo no 17:** The learners at the English Literacy Pre-School in Germiston were very excited about the music lessons. They are saying good-bye to the researcher with “thumbs up” signs.



**Photo no 18:** The teachers at Little Lighthouse Pre-School were not put off by the fact that they had limited space for dramatization in their classrooms, but successfully managed to present their music lessons outdoors. A carpet that served as a controlled area can be seen on the far left hand side top corner of this photo. The children (between 3 to 6 years old) are totally absorbed in their own fantasy world while they are listening actively to the music of *Rondo Alla Turca* by Mozart and bringing it to life. The learners at the back are using real branches to act out their role of trees swaying in the wind. Interesting, affordable costumes were made out of pieces of paper and strips cut from plastic bags. The children in front are depicting the roles of different animals looking for food in the bush.



**Photo no 19:** The learners, with the cardboard swords in their hands, walk with big steps on the accents in the music of *Rondo Alla Turca* by Mozart to depict the giant in the fantasy story. Their faces were painted with red face paint to make the giant character appear more dramatic.





**Photo no 20:** Here the teachers and the children of Little Lighthouse Pre-School sing a traditional African song to say goodbye.



**Photo no 21:** Kiddy Land Pre-School in Soweto is a well-built brick building.



**Photo no 22:** The Grade R learners at Kiddy Land Pre-School are showing off their beautiful fantasy outfits which their teachers made for the *Hungarian Dance No 5* by Brahms. Small pieces of bright purple material, which the learners waved through the air during their act, helped to stimulate their creativity and imagination. The hunter, with his blue plastic gun and long purple outfit is standing in the middle.



**Photo no 23:** The children at the English Literacy Pre-School received a set of percussion instruments from the researcher a month before the lessons were filmed on video. The learners had never used percussion instruments before. Elizabeth positioned the learners in the five lines that were suggested at the workshop.





VISITORS FROM ABROAD AT THE ENGLISH LITERACY PRE-SCHOOL

**Photo no 24:**

Jesse McCarroll from New York



**Photo no 25:**

Luca de Francesco from Italy



**Photo no 26:** Sally Chappell from the UK on her visit to the English Literacy Pre-School. She is sitting at the back on the right. Elizabeth Nkoana is standing in the middle and the researcher on the left. The learners are dressed to act out the *Waltzing Cat* by Anderson. The white jumpsuits that the four learners in the middle row are wearing were donations from a church.





**Photo no 27:** After Sally Chappell's observation of the Grade R learners at the English Literacy Pre-School in the Rose Acres squatter camp in Germiston, she tried some of the stories out with her learners at St Gabriel's School in Newbury, England. On this photo Sally's Year 2 learners (6 year olds) are acting out the *Viennese Musical Clock* by Kodály at a parents evening. The "walls" of the musical clock are formed by the girls wearing the cardboard clocks (circles) around their necks. The two boys with the red scarves around their necks are the "door" that leads into the clock. The rest of the children are depicting the toys in the story.



**Photos nos 28, 29 and 30:** These photos were taken of a booklet that was received by the researcher in November 2005. It consists of two laminated A4 sheets of yellow cardboard, tied together with two pieces of red wool. It was the creative handwork of Nancy Kubu of Land of Joy Pre-School in Johannesburg, in which she displayed three photos of her Grade R learners acting out *Spring* by Vivaldi. The way Nancy presented her photos conveys a message of appreciation and gratitude towards the researcher. The pages of the booklet were beautifully decorated with colourful writing, drawings and appropriate pictures that reflect her positive emotions and excitement towards the music programme.

**Photo no 28:** This is the front page of Nancy's booklet with the photo of her learners in action.





**Photo no 29:** The second page of the booklet.



**Photo no 30:** The third page of the booklet.

