

New media and music in early childhood

Dr Janet McDowall
janet.mcdowall@internode.on.net

Overview

- ▶ The contemporary music context
- ▶ Music education:
 - ▶ formal and informal
 - ▶ elements of music
 - ▶ music experiences
- ▶ 'New media':
 - ▶ Desk-top computers; laptops; tablets; phones; gaming devices; interactive whiteboards
 - ▶ Accessing information about music; learning music skills; creating music
- ▶ Children's participation
- ▶ Roles of adults
- ▶ Curriculum documents
- ▶ Issues and benefits

The contemporary music context

- ▶ Digital revolution
- ▶ Digital natives and digital immigrants
- ▶ Rapid changes—e.g. CDs to online access; changes in availability of games; massive participation in some games; changes in recording processes—small devices with capabilities of a full recording studio exist and are freely available;

Music education:

- ▶ formal and informal
- ▶ elements of music
- ▶ music experiences
- ▶ making and responding (Australian Curriculum: The Arts)
- ▶ learning *in* and *through* music

'New media'

- ▶ Desk-top computers; laptops; tablets; phones; gaming devices; interactive whiteboards;
- ▶ Multimodal
- ▶ The affordances
- ▶ Accessing information about music; learning music skills; creating music

Accessing information

- ▶ New York Philharmonic Kids
- ▶ *Microsoft Musical Instruments*
- ▶ *Find a sound*
- ▶ *YouTube*

Learning musical skills

- ▶ *Guitar Hero*
- ▶ *Thinkin' things*
- ▶ Instrumental skills
 - ▶ Bongoes
 - ▶ Ukulele
 - ▶ Guitar
 - ▶ Xylophone
- ▶ Many apps for learning skills on iPad etc.

Creating music

- ▶ Improvisation and composition
- ▶ *Superduper Music Looper*
- ▶ *Audacity*
- ▶ *Find a sound*
- ▶ *Garage Band*
- ▶ Recording—e.g. on a phone

Use music with:

- ▶ Visual art—*Photostory; Powerpoint;*
- ▶ Drama
- ▶ Media—such as, video production
- ▶ Use pre-recorded music but also make original music.

What children do ...

- ▶ Explore
- ▶ Make artistic decisions
- ▶ Have 'hard fun'
- ▶ Intrinsic motivation—often.

- ▶ Play!!!!

Adults' roles

Be aware of what children are doing. Sometimes, take an analytical stance.

At times, be a participant—a co-player.

Interact with:

- ▶ Echoing
- ▶ Question and Answer; musical conversations

Talk about it. Use music terms such as fast / slow, loud / soft, high / low and so on.

Acknowledge preferences (like / don't like).

Take a critical view; evaluate hardware, software, web sites, and so on.

Have a go!!! Play!!!

Early Years Learning Framework

- ▶ ICTs
- ▶ Music
- ▶ Australian Curriculum
 - ▶ The Arts
 - ▶ General capabilities

Issues

- ▶ May give unrealistic impression of music learning
- ▶ Transient resources
- ▶ Others?

and benefits

- ▶ Avoids need for lengthy learning of skills
- ▶ Enables participation in musical culture.
- ▶ Can be social experience, in person and in virtual world.
- ▶ Draws on intuitive, enculturated knowledge.
- ▶ Is generally a positive experience.
- ▶ Promotes digital literacy.
- ▶ Can be tailored to particular skills levels and interests.
- ▶ Feedback
- ▶ Enables learning in and through music.
- ▶ Accessible—amazing programs / apps for little expense.
- ▶ Democratising effect.

Useful resources

- ▶ New York Philharmonic Kids
- ▶ <http://www.nyphilkids.org>

- ▶ Music EdNet

- ▶ Katie Wardrobe

