

Sheet music like the one pictured above can be displayed, the notes labelled and the ostinato highlighted. Keywords such as *rhythm, melody, beat and ostinato* are to be highlighted and discussed as key vocabulary.

Once the children have a clear definition of the use of ostinatos they are asked to take a walk into the playground or Local Park. The children using their notepads are asked to listen to sounds they can hear in their natural environment and take notes. The children who are working in groups or individually jot down sounds such as rustling leaves, birds, the wind etc. Their findings are brought back to class and discussed.

Questions such as are asked on arrival back into class:

1. What sounds could we hear?
2. What was different about the tempo, volume or length of each sound?
3. Were there any dominant sounds or sounds which were more constant than others?

After the children have discussed their findings, they are asked to disperse into groups and select several of the sounds they heard and select an instrument to represent each of the sounds. For example, 'Birds Singing = The Recorder' 'Bees humming = The Maracas'

This use of the natural surroundings and the exposure to the environment allows children to understand the physical world around them and pay attention to the simple things that can be so easily missed. Montessori spoke of the importance of this exposure and (Lillard.P 1972:141) explains this beautifully "Montessori regarded man's interdependence with nature as both physical and spiritual, it is necessary to have the child exposed to the vivifying forces of nature."

Using their knowledge of ostinatos and their experience within nature, the groups are set a task to produce a piece of music using inspiration from the environment. The music must be named (Possibly in relation to the surrounding environment), represented in letter form (AAB AAB CC AAB AAB CC) and must include the use of a repeated pattern.

Once the children are ready they can perform their musical masterpiece to the group or class and discuss using specific terminology.

Criteria	Achieved	Comments
The piece of music had a clear ostinato		
The piece was composed, and practiced accurately.		
The music was represented by repeating letters.		
The music had a name that made reference to the environment from which the inspiration came.		

Arts and Crafts

Arts and craft within the primary curriculum is often regarded as one of the most exciting aspects of the primary classroom. Children often gravitate towards arts and craft activities, as they are fun and involve using tactile materials. It is important to remember that, although arts and crafts is a separate part of the curriculum, it is extremely versatile and can be integrated into almost all other strands.

When Maria Montessori created her methodology for teaching, technology had not advanced to the level that it is today. Technology is a part of today's culture and everyday life and if used sensibly and with time constraints, it can prove to be a useful tool when representing research in the arts and crafts area of the curriculum. *Stop motion animation* is one such tool that allows children to use not only their imagination, but their skills as creators to relive a particular part of history. "We continue to afford children the opportunity to learn through the activity of the hand." (Montessori. M 1948: 8)

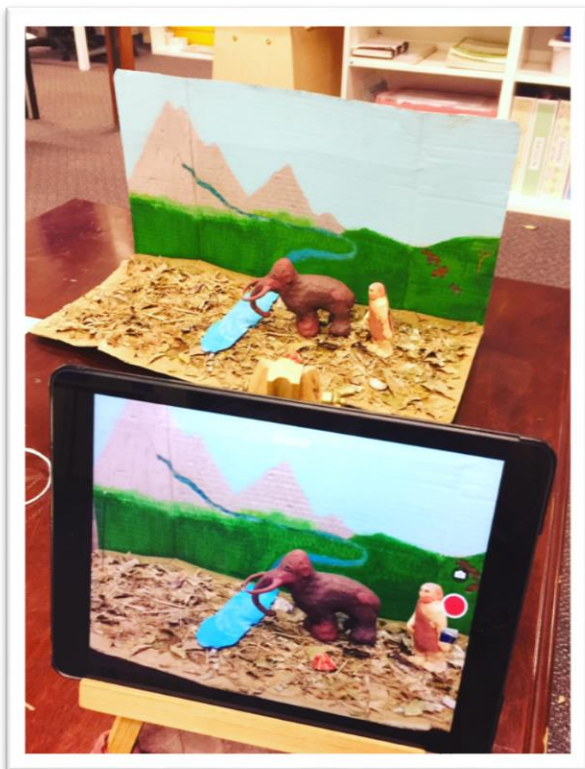
Lesson progression – Arts/Crafts

1. Children are introduced to the timeline of life and discuss the evolution and survival of early man. The story **id** explained and children are prompted to ask questions regarding this era.
2. As the questions arise from the group they are collected on a small white board in the classroom where the children can see them.

3. At the end of the presentation the group are asked which questions inspire them and which aspects they would like to research further.
4. From this, the children conduct research to help answer the questions with the understanding that their final research will help further our knowledge on the subject.

A demonstration of stop motion animation is presented to the group, explaining that small and subtle movements are essential when producing an animated work. The group are asked to represent their findings to the story of *early man* as an animated piece of work. The animation must be factual and well researched.

This activity involves the children developing a diorama which should be realistic and characters who will play the parts in the animation. A truthful story of the era must be told and be able to be understood by the audience. The activity allows the group to each put forth their vision of what this era would've looked like and what actions each character would take. The discussion around this decision often involves a huge array of vocabulary and collaboration. Montessori said, *"Every man has his share of artistic imagination, he has the instinct to create the beautiful with his mind and from this instinct duly developed come all the vast treasures of art."* (Montessori. M 1991: 188)



The following example demonstrates the level of detail one is looking for.

As you can see from the image, the child has decided to show how early man hunted. This animated piece would then be presented to a group of students and used as a learning tool.

The children who created the art work would discuss their findings and research using the animation as a foundation for such conversations.

This activity involves a great deal of patience, research and understanding to complete. It uses technology in a way that is aligned with the curriculum

and the indicators and outcomes recommended by BOSTES in the *creative arts* syllabus.

Once the children have presented their work they will be assessed using the following rubric.

Criteria	Achieved	Comments
The animation related to the story of Early Man.		
The piece was carefully crafted and flowed well.		
The animation was easy to understand and was appropriate for the target audience.		
The children were able to present and answer questions on the selected era		

These activities are not only enjoyable for the class, they give them the opportunity to represent their research in new and dynamic ways which allow them to expand their educational horizons. They make learning fun and can often inspire deeper thought and collaboration. Some of the indicators and outcomes from the NSW syllabus, met by these activities are as follows:

'VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world • closely observes details of things in the world and seeks to make artworks about these • utilises different artistic forms and explores how symbols may be used in their interpretation of selected subject matter • explores subject matter of personal and social interest from particular viewpoints including objects, events, places and spaces.

VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways • examines a range of concepts and their relationships to selected forms, and experiments with such things as the expressive use of colour in painting, music or drawing.'

References

Lillard, P. (1972) Montessori, A Modern Approach. New York: Schocken Books Inc

Montessori.M. (1948) To Educate the Human Potential – Clio Press Ltd

Montessori.M. (1991) The Advanced Montessori Method. Oxford: Montessori – Pierson Estates