NEW MUSIC TEACHING STRATEGIES USING ICT

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Abstract:

Music has a significant influence in fashioning various skills in pupils, such as reading, writing, speaking and listening. They discover their own linguistic resources by singing songs during which their attention is focused on diction, meaning, rhythm and rhyme; thus, music becomes stimulatory and creative in relation to other intellectual and affective developmental factors.

New information and communication technologies guide the music teacher in applying modern ICT strategies to enhance or to confer special attention to the teaching multidirectional orientation. In addition, children will use the ICT to compose music extempore that will be the sound interface for some performances on various themes.

1 NEW MUSIC TEACHING STRATEGIES USING ICT

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New information and communication technologies guide the music teacher in applying modern ICT strategies to enhance or to confer special attention to the teaching multidirectional orientation. For instance, children use software to compose music; this way they practice and upgrade their knowledge. Starting from own musical works, they will be able to develop an ICT communication network, as well as a dialog with other schoolfellows.

In addition, children will use the ICT to compose music extempore that will be the sound interface for some performances on various themes, creating the possibility to the wide access to activities involving music.

As for the teacher, he/she will be able to use the ICT to lessons’ planning, organizing and preparing.

Use of ICT

- lessons' planning
- lessons' organizing
- lessons' preparing
In this context:

- The role of teachers is crucial to the successful use of ICT.
- In many schools there are common barriers that restrict the use of ICT.

There are many ways in which technology can help teachers meet their instructional goals. These include:

- Software designed to help students develop their musicality or improve their knowledge of notation and skill in reading notation;
- The simultaneous use of sound and notation;
- Encourage the creativity by improving the improvisations skills of the students;
- Use of software which focuses on teaching music notation or performing aural tests involving recognition and transposition dictation of rhythm patterns, melody patterns, musical intervals, chord sequences and harmonic progressions;
- Notation and sequencing programs which assist students in composing activities;
- Increasing the appeal of music history and listening activities through the use of multimedia interactive tools;
- Encourage the experimentation by using virtual instruments; the pedagogical and technological development of teachers is stimulated too.

It is furthermore suggested that training material should assist teachers to enhance and build on the current musical learning requirements of the pupil.

The training material (in terms of software) can be classified according to the distinct fields in which is used:

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Basic requirements for appropriate and effective music technology must include:
• multimedia computer (with a sound card and a CD-ROM drive).
• Appropriate educational software including both “open” and “closed” software.
  
  [“Open” software means interactive applications where the user (teacher or student) can manipulate and personalize the information. This software includes music editors, sequencers, sound editors and multimedia platforms. On “closed” software, on the other hand, the user cannot alter the information nor can it be involved in generating activities. These programs include tutorials, entertainment, programs and multimedia applications.]

• MIDI keyboards or sound modules.

All these ICT devices can and should be integrated and supported with other already established ways of teaching music, as embedding them in the music curriculum saves time and resources, by reducing teacher workload in terms of lesson preparation, planning and organizing.

2 FINAL CONCLUSIONS

There is no doubt that technology has become more and more important in schools all over the world. And there are still many exciting developments in the area of music technology that only can be anticipated at the moment. It is crucial to remember that technology is a tool, and as with any teaching tool it should be carefully evaluated to determine its effectiveness in meeting the teachers’ goals.

There are two main benefits of using ICT in the education process:

• numerous and complex opportunities;
• transformation of interactions between learners, teachers and the learning equipment.

Teachers are the key to the successful use of ICT.

If ICT is to be effectively applied to enhance teaching and learning quality, teachers should be positively encouraged to assume new roles and responsibilities.

For this reason all teachers should include compulsory ICT training to an adequate level of competences and skills.

In relation with ICT the main challenge for the teachers should be:

• developing ways of even more fully and appropriately integrating ICT use into their existing teaching/learning programs;
• developing ways of optimizing the level of cognitive/creative challenge involved in the students' use of ICT;
• devising appropriate and valid methods for assessing or evaluating student achievements as demonstrated during the course of such use.
Overall, there is much to be learned from the experience of teachers who have made use of ICT to improve learning and standards within their subject. In some cases, this has been achieved against the odds where personal initiative has led to developments in the use of ICT within their department. In other cases, developments have been part of a coherent, whole-school approach. There is a consensus that the effective and widespread use of information and communications technology has great potential for enhancing learning opportunities and its quality.

2.1 How can the use of ICT raise standards in music?
According to our experience, ICT can be used as a tool to support teachers in accomplishing the following tasks:

- improving the lesson design through learning platforms;
- developing tools and resources supporting the creation of a strategic vision for teaching and learning;
- engaging and motivating pupils to access online the learning resources;
- providing opportunities for pupils to learn in alternative and challenging ways, using a wide range of sources of information and techniques to stimulate analytical thinking;
- providing pupils with access to sources of information relevant to a particular enquiry by searching websites on the internet;
- helping pupils to investigate musical alternatives by means of sequencers;
- helping pupils to compare musical alternatives by referring them to musical patterns;
- enabling pupils to improve their compositional skills;
- assisting pupils to refine their performances and present them more effectively and in different ways.
References:


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