

BEST PRACTICES

ACTIVITY NAME: WE BUILD PAPER SOUNDS

PILOT PROJECT: "El Capitán Trueno"

DESCRIPTION (MAX 300 WORDS)

This activity is designed to create ambient sounds by exploring various materials. We intend to create multiple soundscapes through experimentation, which serve us for the process of collective creation that we are carrying out. In this activity we will use newspaper.

Activity phases:

- In a circle we will make noises with the sheet of newspaper, wrinkling, stretching, waving in the air...
- We will tear the newspaper into strips according to the sound it makes
- The strips of paper will be piled up on the floor, in groups of 3 persons they will go through the pile of paper marking different beats with their feet, throwing or rubbing paper we will explore the intensities of sound, we will produce low and high sounds by clapping the paper with hands and feet ...
- The sounds obtained will be recorded in order to later adapt them to the creative production that we carry out.



WHO ARE THE ACTIVITIES AIMED AT? (MAX 100 WORDS)

Specifically, the activity will be carried out by the 6th grade group (18 students) / Ages: 11-12 years. It will be part of the set of activities planned for the development of the pilot project in which 3 groups will collaborate, one from the 5th grade (24 students from 10- 11 years old) and two groups of 6th (32 students aged 11-12).

WHERE DO THE PROPOSED ACTIVITIES COME FROM? (MAX 200 WORDS)

These activities are within the framework of Celestin Freinet's Natural Pedagogy. This author was a precursor in the inclusion of the body in the teaching and learning processes, highlighting its functionality when it comes to breaking down the physical barriers that prevent us from fully expressing feelings and experiences through ourselves, voice and sound.

SOCIAL AND EMOTIONAL SKILLS (MAX 200 WORDS)

- Communication and interpersonal skills:
 - Cooperation
 - Share space with others
 - Ability to argue own opinions, thesis and ideas
 - Respect
 - Expressing one's creativity
- Self-awareness and empathy:
 - Emotional involvement
 - Awareness of skills, limits and merits
 - Listening on a personal and interpersonal level
 - Interest in the inner world
 - Ability to understand others
- Coping with emotions and coping with stress:
 - Self-confidence
 - Ability to express ideas and emotions
 - Empathy
 - Ability to perform

HOW IS INCLUSION ACHIEVED?

With the modality of cooperative and collaborative work. With their participation, the boy or girl feels represented, has a role and a task to perform within the creative project, her role has the same level of importance as the one of another partner. The activities are designed and carried out by the group, so their motivation is linked to their level of responsibility and involvement. They feel part of the process and necessary for their team, putting their skills at the service of a group project of which they are a part. .

THE PECULIAR AND INNOVATIVE ASPECTS OF THE MUSIC CURRICULUM

Music learning is part of our artistic programming. We seek that the effort involved in learning to play an instrument has an objective that goes beyond the ability that the student can develop at a technical level. If a student does not appreciate progress because it is difficult for them to acquire fluency with the instrument for physical, cognitive or social reasons, they may become frustrated and give up. To prevent this from happening and we can speak of a truly inclusive project, we work from an integrating and situated artistic line, based on social and personal development goals and not for the purpose of achieving technical virtuosity. We understand the inclusion of the arts in the school as a language for coexistence, solidarity, social respect and personal appreciation.