



SYNOPSIS

Feis Rois worked with Dr Paul Whittaker, Chief Executive of Music and the Deaf to deliver a two part training course to tutors engaged in our formal education programmes. This enabled us to extend our portfolio of work to include young deaf people in Ross-shire. Over a period of three months we worked with staff and Primary age children in the Dingwall Deaf Unit to deliver two blocks of music making.

The first six week block led by tutor and singer Fiona Mackenzie focused on signed song and used traditional material provided by songs like Katie Beardie and The Rattlin' Bog to explore different rhythms and stories in song. A second tutor, Dave Martin, electronic musician and producer joined Fiona for a follow up four week block which used large percussion and a cymascope to explore what sound and vibration might look like. Using non Newtonian fluids e.g. cornflour, custard powder pupils were encouraged to vocalise or use percussion. Each sequence of sound or musical note created an exciting movement or image on the cymascope.

AIMS

- To introduce the children to a variety of musical concepts and styles including basic rhythm work through carefully selected games and activities
- Help the children gain confidence as well as social and communication skills at their own pace
- Increase access to music and music making by using technology to allow children to experience music in a completely new way
- To heighten awareness of music as vibration

MUSICIANS

Dave Martin (electronic musician and producer)
 Fiona Mackenzie (musician and singer)

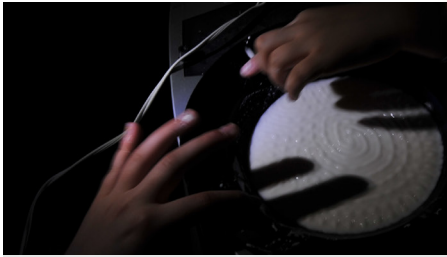
PARTICIPANTS

The pupils and staff of the Deaf Unit from Dingwall Primary School

PARTNERS

Music and the Deaf | www.matd.org.uk
 Feis Rois | www.feisrois.org
 Dingwall Primary School





The session was fantastic and the children were just enthralled, and so was I!

Dave is going to do something similar with a different medium next time and I expect the results will be even more dramatic for the children.

They really couldn't believe that sounds move like this, it's great.

Teacher

Project Outcomes:

CURRICULUM FOR EXCELLENCE FOUR CAPACITIES

This project enabled participants to become:

SUCCESSFUL LEARNERS

The project supported pupils with:

- Openness to new thinking and ideas – pupils used signs to express themselves musically and to learn the words of traditional and contemporary songs.
- Using technology for learning – tutors used a cymascope with pupils to create a visual representation of sound and vibration.
- Learning independently and as part of a group – each session was paced to allow varied participation from each child. Some chose to get actively involved in creating the sounds and vibrations with others preferring to watch the visual effects.

CONFIDENT INDIVIDUALS

Through participation, pupils achieved:

- A sense of physical, mental and emotional wellbeing. The sessions were hugely interactive and encouraged pupils to express their feelings about what they were hearing and seeing.
- Confidence in their own ability to create new sounds both individually and with their peers.
- A willingness to experiment with signs when informally performing traditional songs.
- Self Awareness: Both the signed song and cymascope sessions took pupils outside their comfort zone.



I liked doing these things because I thought the vibrations were cool.

I liked seeing the patterns in the water and gooey corn flour and loved the clapping rhythms as warm ups.

Pupil

RESPONSIBLE CITIZENS

Pupils were able to:

- Participate responsibly in this unique project.
- Learn about scientific and environmental cause and effect.
- Learn at a micro level how their behaviour can influence change e.g. by vocalising loudly down a microphone they were able to create a very visual response.

EFFECTIVE CONTRIBUTORS

The project supported pupils to:

- Communicate in different ways through music and sound.
- Work in partnership and in teams by creating new sounds and effects together.
- Take the initiative and lead elements of each session. Many of these opportunities were created by tutors whether it be by passing a rhythm around the circle or creating the sounds for the cymascope while others watched.