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SPEAKERS

Shirley Winner

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Hi, everyone, my name is Shirley and I'm from Israel. I want to thank Rhoda Barnard and all the team in Berkeley for joining us today and enabling this able conference for happening. I want to start and tell you a little bit about myself in our organization. So this is me, but I'm not a musician. I've been involved in education for over 25 years as a teacher, I have a master's degree in special education. And I have a 19 year old who's on the autistic spectrum, who was my inspiration for everything. I'm the founder and CEO of imagine, which is a nonprofit in Israel, that specializes in inclusion and empowerment through music. And we create innovative ideas and programs. One of them we're going to talk about today, which is the supergroups, which are inclusive bands for participants with and without disabilities that come together to create an experience music. So a little bit about Imagine, imagine, since its beginning in twin, T 14 had over 6000 participants nationwide, coming from various ages, disabilities in levels of functioning, we've been working in a various variety of frameworks such as schools, and special and regular schools, afternoon programs for various populations, old age homes, hospitals, and many more. We work with in close collaboration with the Ministry of Education very, very close ties with them. We created three different programs for schools, which are working in hundreds of schools in Israel, were budgeted by the Ministry of Education, through different budgets and mainly in inclusion. And we have their support and assistance in kind of bringing our ideas forward, even in teachers training and paraprofessionals. And we're very, very involved in the music, education in Israel and around the world. I must say. We won two international educational awards around the supergroup pedagogy. We believe it's a very innovative and beautiful way to bring people together through music and since 2020 We got special advisory status to the UN and music and special needs which we are very proud of. And so we're very happy to be here today. I'm very happy to represent my organization and then amazing things that they do and I want to start by showing you the Tel Aviv supergroup. Musica Nisha Lee coulomb they wish feeling ogen behind the lights I'm Tasha Nicole Emily imagine Monica Corbin and California soccer musical every valley shall have a little shell there was a small easy because hindsight. Okay, so supergroups pedagogy is based on inclusion and empowerment. It's very important to us to take music education from the exclusive to the inclusive and offer it to everyone. Because we believe that making music together is much more than just learning music. It's about self worth. It's about empowerment. And it's about really doing inclusion and performing together and becoming a social group, not just a musical group. So the basic idea

that we focus on when we work in these super groups are five. So the first one is, of course, diversity, we want to create a place for everyone to take part in a meaningful musical experience. Our diversity is about mixing ages and mixing disabilities, creating place for youth volunteers to come and be a part of this very important project, which we can enable anyone to take part because the volunteers can really assist anyone that needs help. We want to focus on strength, because each and every person has their own strength. And we were amazed to find some of the strengths and abilities of our participants. Some are amazing in keeping beats, some are amazing in singing. Some are amazing and playing piano or another instrument we have a few nonverbal autistic, that have just perfect pitch. And they can learn music from just hearing it and playing it on the piano. So it's an amazing thing to see and do. And some are helping us in tech support, kind of hooking up the iPads and creating all the electricity and, and the tech stuff behind the the playing of the music. The third thing thing is of course creativity. We use a lot of ideas coming from improv, and jamming together, in order to give a spotlight for each participant and let them experience and express themselves through music. We put a lot of focus on achievement, not in the sense of musical achievement. But being grateful for everything that we achieved. We have ritual when we finish our sessions by giving a good word to each other and kind of compliments to each other about our achievements and about what was good. In the lesson. We create parts according to the abilities and strength of each participant in order to make them feel that they accomplished many things. And they can create and perform music beautifully. And last but not least, is performance. We really aim for an end of the year project, where sometimes we bring very famous artists to play along with our students. We think that being on stage in front of your family and friends, so very empowering, sometimes stressful, but very empowering. Experience. And we think that we can change ideas about people with disabilities through performances a lot. So we go out and play in, in the communities and in the schools, and you really put an effort on creating some kind of performance. And here, I urge you to find the way to do that. Sometimes we can do a small tick tock clip or put something on YouTube, if the kids are too overwhelmed for going on stage of their abilities are not strong enough to be on stage. So try to find a way to make them go on stage and perform before others it's an amazing experience for them and for the people in the crowd. Okay, now we're gonna go into the main ideas at the pedagogy of, of the supergroup, the inclusive bands. And the first one, of course, is the inclusive notation. We had to find a way to make music readable and understand by all of our participants. And we use the most amazing figuring out system which is based on colors and shapes, which is very, very easy to understand and learn. colors and shapes are basically basic things that we learned by the age of three. So even if we have artists bands that struggle with cognitive difficulties, they can still read this music. And here I want to say amazing words about two projects that really helped us along the way. One is resonably, Finland, which invented the figuring out system, to very talented musicians in Finland created this system for people with cognitive difficulties, and that the system is basically progress progression. So you can reach a phase where your students have notations, like the classic notations on a stave with colors. But we focus in on this the first stage of it, where it's everything is colors and shapes. And Drake music in Scotland, if you don't know them, read about them. They are heading all the knowledge about figure notes and the resources and they have a software for writing music in Figure notes. So this is my two recommendations, very warm recommendations as an ollie and Drake music Scotland. The idea in this in this system that it fits many instruments, you can put it on pantomimes, and inside of bones, keyboards, guitars, bass, basically many, many, many ideas of how to make different instruments accessible through this inclusive notation. And we find it really, really, really helpful in order to play music pieces to know this notation system to be able to write it for every participant in our groups. The second very amazing thing that I can recommend you is using iPads, musical instruments. Children are very, very excited to work with iPads. It's very engaging. It gives you immediate feedback. So you don't really need all the technical issues of

learning how to play an instrument. And of course, it helps us with children who have physical difficulties, so they can only move parts of their body. And then they can use the iPad to really play instruments. So I want to focus on three apps that we use a lot. Of course, the iPad is super versatile, it has hundreds of apps that you can use for all kinds of music. But I chose to focus on these three, and I hope that you will find them amazing as I do. First of all, is the thumb Jam, which is now coordinated with the finger notes. So you can put the finger notes on the iPad itself and play any instrument and scale that you want. We use them for most of our musical arrangements, incredible rocks, which is a very, very fun app based on beatbox. And you can use it as a game during the lessons or even for something that plays in the background when you're doing your music with the group or when you're jamming. And GarageBand which is a whole universe of abilities and sounds. They're a YouTube channels dedicated to this amazing software. And we use it mainly to play instruments, usually guitar or strings. So highly recommended. Okay, I want to go now into inclusive arrangements. And I brought an example for one of our arrangements. For a song that you might know that's called Somebody That I Used to Know. We try to make them as simple as possible. You can choose four chord songs, a very simple songs. You can find them anywhere. We sometimes use this simplification feature in apps like guitar tab, so you can make them a little easier. And basic scales which is easier to play on various instruments. And we create different levels of the parts. So on the right you can see the easier parts when we actually will actually take the harmony and change it into melody. So we take each chord and divided into three parts for the three different notes it has. And then when the three children play the three parts, it creates the harmony together. On the left, you can see the more intermediate to hard and And it's divided by different instruments. So usually we use the melodies on side phones, keyboards, or iPad. And we can add like here you can see a base that we added on the iPads. And finally, there's for children who really know how to play a guitar or ukulele power chords that can play during the song. And in the middle, we have the Boomwhackers Boomwhackers are like plastic tubes that have a sound, and we use as percussion and as and as little sounding effect we use the way they read the write, they're figuring out system to write the parts for the Boomwhackers you see, it's very simple, anyone can do it. And it's really really beautiful to see how it comes into action. And this is the next thing that I want to tell you. We have until today like 25 different songs that we did this arrangement in different levels and we can create the playing of music very very quickly in a group we used to have a workshop called the song in an hour where we come to a school and we make them perform a song in one hour because this is super intuitive and easy to work with so let's see a few examples of how it's done the first one is a rehearsal before performance made it very known Israeli artists called Dan Whitehead consider different instruments all playing with according to the figure notes next one is a school it's they're doing a song with three sections iPads, cellphones and Boomwhackers and this is like their fifth lesson so you can see how easily it's done. O'Neill former chairman of the Commerce Fannie Mae speaker money God America club and the third one is actually the guy who did the arrangement of Somebody That I Used to Know and he's here heading his band in afternoon is actually one of our development team is very high functioning autistic Wow wow wow. Okay, and the final thing is jamming. We use a lot of jamming in our groups, it can start as something really intuitive and sometimes noisy, what we do is we put all the instruments in the same scale and we let the children kind of learn and connect to the music. We have three different types of jams, the first one is a free jam, where we just give instruments to the children and start some kind of music and let them join it like freely. The second one is the guided gem where we tell them when to come in and go out and kind of make an arrangement of the of the song and the music. And the third one is themed which we use a lot with smaller children. We kind of create an adventure when we go out to the desert or we go out to the sea or the woods and we use instruments and beats to kind of create an atmosphere even use a YouTube we have lots of ambience YouTube s songs that you can put the play for a long time and they can join in. I

wanted to, I want to show you a few videos. Not a very big group because usually we don't film this because everybody's super awkward about it. So the first one is that a child who's doing jam with one of our teachers is rehabilitating after brain surgery and you can see how he connects to the music the second one, you can see the difference between by the way they're all playing on time jam. So you can see the difference between the closest student which is much more musical and the second students which is less musical but you can see how they create kind of playing together which is really important when you try to nurture listening to each other and playing as a group. Okay, so thank you very much for joining me in this session about the supergroups. You have my mail here and our website in English and you can ask me anything you want. I hope you enjoyed it and it was helpful. Thank you. Bye bye