

MUSIC, SUPPORT FOR THE INTEGRATED APPROACH OF SCHOOL LEARNING IN PRIMARY EDUCATION

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Abstract: *A defining element of the progress of knowledge is the interdisciplinary approach. Success in life is given by the ability to get out of the box of school subjects, to make connections to solve everyday problems. The interdisciplinary approach involves bridges between disciplines by using the conceptual and methodological devices of several disciplines used in interconnections to examine a topic or a problem but above all to develop transversal and interdisciplinary integrated competencies. What we propose to you in this paper, starting from the Keep Pace Workshop, held in the PIPP National Conference, The Fourth Edition "Teachers Building the Future" is a way of creating an appropriate educational context for the integrated approach of school learning, through an activity in the field of music and movement, mathematics, language and communication, practical skills, drawing, personal development and their encounter in an interdisciplinary way.*

Keywords: *Music; integrated approach; primary education;*

1. Introduction

Child, teacher, actor, artist, painter, musician at the same time. This is how the experience of the music studio "Hold the rhythm!" Can be described. Through this workshop held at the PIPP National Conference, the 4th Edition "Teachers Building the Future," we aimed to demonstrate that music can be the foundation, the support, the basis of the achievement of integrated schooling at the level of primary education. The workshop took place in groups of 5-6 students. It started from a text in the Romanian Language and Literature Manual, the second class, chosen by the students, and with the help of the new music we went through the fields of knowledge specific to the primary education pupils: plastic arts, music, movement, mathematics, sciences of nature, practical abilities, personal development, and so on.

2. Conceptual delimitations - integrated learning and interdisciplinary approach

Integrated learning, supporting the interdisciplinary approach, allows the learner to learn by linking ideas and concepts in different fields. Students who learn in this way are able to apply the knowledge acquired in a discipline to another different discipline as a learning experience. Integrated learning allows students to build their interdisciplinary path through an effort they feel meaningless. It is not too difficult to find a theme crossing the disciplinary boundaries of literature, art and history or science and mathematics. Thematic study is a way to bring together ideas, resulting in a more meaningful, motivating learning, learning for life. This can happen, allowing students to choose their own subjects, capitalize on their potential, abilities and skills. Learning is deepened deeply when the student is given the opportunity to reflect on the links between what he has learned in different disciplines.

One of the issues raised in the way of achieving integrated learning, supporting interdisciplinary study, is the need for educators to collaborate, especially for making creative, flexible, but at the same time very in-depth teaching design. This can be difficult to achieve, but not impossible. Interdisciplinary teaching and learning is maximized when professionals

in different disciplines work together, specifically to deliver didactic design, to serve a common goal, and to help students connect different disciplines or domains. Such an interaction is in support of the constructivist paradigm that allows students to build new knowledge and a deeper understanding of ideas than disciplinary study.

Constructivism is a theory of how people learn. This theory suggests that people create their own understanding and knowledge of the world through experiences and reflections on their own experiences. Constructivism implies that when students meet new ideas, they integrate them into the system of ideas and previous experiences, connecting new knowledge to something already known. Above all, theory assumes that each is the active creator of one's own knowledge. The teacher has the task of preparing, creating an environment in which students ask questions, explore and evaluate what is known or learned. Students involved in interdisciplinary studies therefore build their own understanding and knowledge of the world through personal choices, by capitalizing on their potential by satisfying their own development needs.

Integrated learning implies applying separate topics to students so that students can achieve authentic learning. Veronica Boix Mansilla, project coordinator for Project Zero Interdisciplinary Studies, advocates "when students can bring together concepts, methods from two or more disciplines or fields of knowledge established to explain a phenomenon, solve a problem, create a produce or raise a new question "they demonstrate integrated learning. For over a decade, researchers from the Zero project at the Harvard Graduate School of Education have studied integrated learning in a series of studies. They have shown that integrated learning through an interdisciplinary approach in school is essential for students with modern thinking (Boss, 2011).

3. Purpose of the research

This paper aims to emphasize the ability of music to be a support, a link to interdisciplinary approach, to achieve integrated learning, to facilitate the formation of cross-curricular competences and the learning of some curriculum content.

The aim of the workshop was to prepare students, future teachers, to create an educational environment that facilitates learning, starting from the competences and contents of the second-grade school curriculum.

4. Research hypothesis

Integrated learning, through an interdisciplinary approach, during the workshop will spark interest and bring more motivation to students.

5. Description of the research

Realization of the workshop where the contents of the subject were associated Romanian Language and Literature, music poems - creating a suitable rhythm and melodic line, making a drawing that sends the message and a poster that centralizes the whole activity provided interdisciplinary approach and integrated learning, exercising transversal skills. In particular, transversal competence will be exemplified: the ability to communicate in different life contexts.

A teacher of music and a teacher of pedagogy, a former primary school teacher, created an educational context appropriate to the integrated approach to school learning, with the aim of raising interest, enhancing motivation, creating authentic and sustainable learning.

It was an activity in which music and movement, mathematics, language and communication, practical skills, drawing, personal development met in an interdisciplinary way.

The activity took place in groups of 5-6 students. He began with a moment of intercourse, which consisted in associating the state of each participant, to a rhythm shared with colleagues in the group who had the task of guessing the state of expression.

Then, in a creative activity, the participants composed a song, for a text in verses, chosen by them. The texts were selected from the second-grade Romanian textbooks. They have written the rhythm of the song, using the suitable musical values. On the basis of musical values, arithmetic exercises were performed by a frontal activity. In addition to simple arithmetic exercises, math problems can also be created based on time values of musical notes. Or vice versa, starting from arithmetic exercises, the musical notes can be drawn, and thus value time is set, corresponding to each musical sign.

At a time of the workshop, after the melody was established and the message of poetry understood by each member of the group, some of the students learned to play a musical instrument on the created piece, others made a drawing or painting to represent the text message, others made decoration elements. Then they all contributed to the transposition in an artistic moment of creation: a musical or popular dance, using the décor made in the workshop.

At the end of the workshop, a poster was created, containing the text of the second-class Romanian textbook, the rhythmic writing of the composing song, the drawings and handmade workpieces, starting from the song's message. Everything they have done has been demonstrated by each group in the end-of-day summary.

Students have discovered the pleasure of singing, they have found the will to get out of the comfort zone, in an action that did not seem exciting at the first impression, and even generated a slight fear; as they said, "I chose the musical workshop just to practice a field that they felt stranger and scared me". And, look, they have learned to "Keep the rhythm!"

Each activity can be considered as an experience of exercising the ability to communicate in different contexts through different messages, channels and modes: rhythm, sound, drawing, painting, movement.

6. Results

The results of the activity were the posters, but especially the artistic moments of each group that included all the work done by the students in the workshop. But especially the state of well-being and the joy experienced by each moment of activity.

It was a workshop that tasted both students and coordinating teachers. It was an opportunity for professional enrichment to achieve school learning in a relaxing psycho-active environment, to achieve an activity with active participation of each student and impact on each participant.

It was an activity that exploited the theory of multiple intelligences and at the same time an interdisciplinary approach to integrated schooling.

"We were at the same time: children, teachers, artists, actors, painters, musicians!" Appreciates the participants.

7. Conclusions

The interdisciplinary approach allows the synthesis of ideas and the synthesis of the characteristics of several disciplines. At the same time, it addresses individual student differences and helps develop important, transferable skills. These abilities, such as critical

thinking, communication and analysis, group work, are important and constantly develop in all stages of life.

Educational experiences serve students best if they allow and encourage students to build their own way of knowing. This approach provokes interest, stimulates love for learning, sparks a spark of enthusiasm, offers the opportunity to harness the potential, the availability, the skills and the different needs of the pupils and thus increases the motivation through the satisfaction of the success.

Integrative learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying skills and practices in different regions; using various and even contradictory views; and understanding the contextual problems and positions "by making connections in a major field, between fields, between curriculum, coaching, or between theoretical and practical knowledge" (Huber, M.T., Hutchings, P., & Gale, R. 2005).

Linking the different concepts, through an interdisciplinary approach, using them to practice skills, is essential in integrated learning.

Here are some other advantages of studying this way:

Students are very motivated because they have a great interest in following interesting topics for them. As a result, content is often rooted in life experiences, providing an authentic learning goal and connecting it to a real-world context. Consequently, learning becomes meaningful, intentional and profound, resulting in the learning of the experiences that stand with the student throughout life.

Students cover topics in depth because they take into account the many and varied perspectives from which a subject can be explored. Acquiring knowledge is not a goal of learning, it is the result of exercises of description, understanding, analysis, application, synthesis, evaluation.

Transversal competences are used and developed because students look beyond disciplinary boundaries to consider other views and also start to compare and use concepts in different areas.

Students begin to reinforce learning by synthesizing ideas from multiple perspectives and consider an alternative way of acquiring knowledge, not as a goal but as a result.

Exploring topics from a range of disciplines motivates students to pursue new knowledge in different areas.

The transferable skills of critical thinking, synthesis and research are developed and are applicable to future learning experiences.

Interdisciplinary knowledge and the application of different disciplines can lead to greater creativity.

Through their own experience, students, future teachers, have been able to taste the benefits of interdisciplinary approach and integrated learning, in order to have the desire to create a similar educational environment.

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