

CREATIVE MUSIC MAKING IN THE GENERAL MUSIC CLASSROOM

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FREE PLAY (1990)

- ◉ “In my own life, music taught me to listen, not just to sound but to who I am” (p. 11).
- ◉ “The creative process is a spiritual path. This adventure is about us, about the deep self, the composer in all of us, about originality, meaning not that which is all new, but that which is fully and originally ourselves” (p. 13).
- ◉ “... the work of creativity is not a matter of making the material come, but of unblocking the obstacles to its natural flow” (p. 10).
- ◉

WHEN ONE IS CREATIVE....

QUALITIES OF DIVERGENT THINKING

- ◉ *Fluency/Extensiveness* - number of different ideas
- ◉ *Flexibility* - shifts in thinking / different categories of response
- ◉ *Elaboration* - ideas worked out
- ◉ *Originality* - novelty of ideas
- ◉ *Evaluation* - selecting, testing and revising ideas

NATIONAL CORE ARTS STANDARDS (2014)

#1 CREATING

Conceiving and developing new artistic ideas and work.

- ◉ Anchor Standard #1

Generate and conceptualize artistic ideas and work.

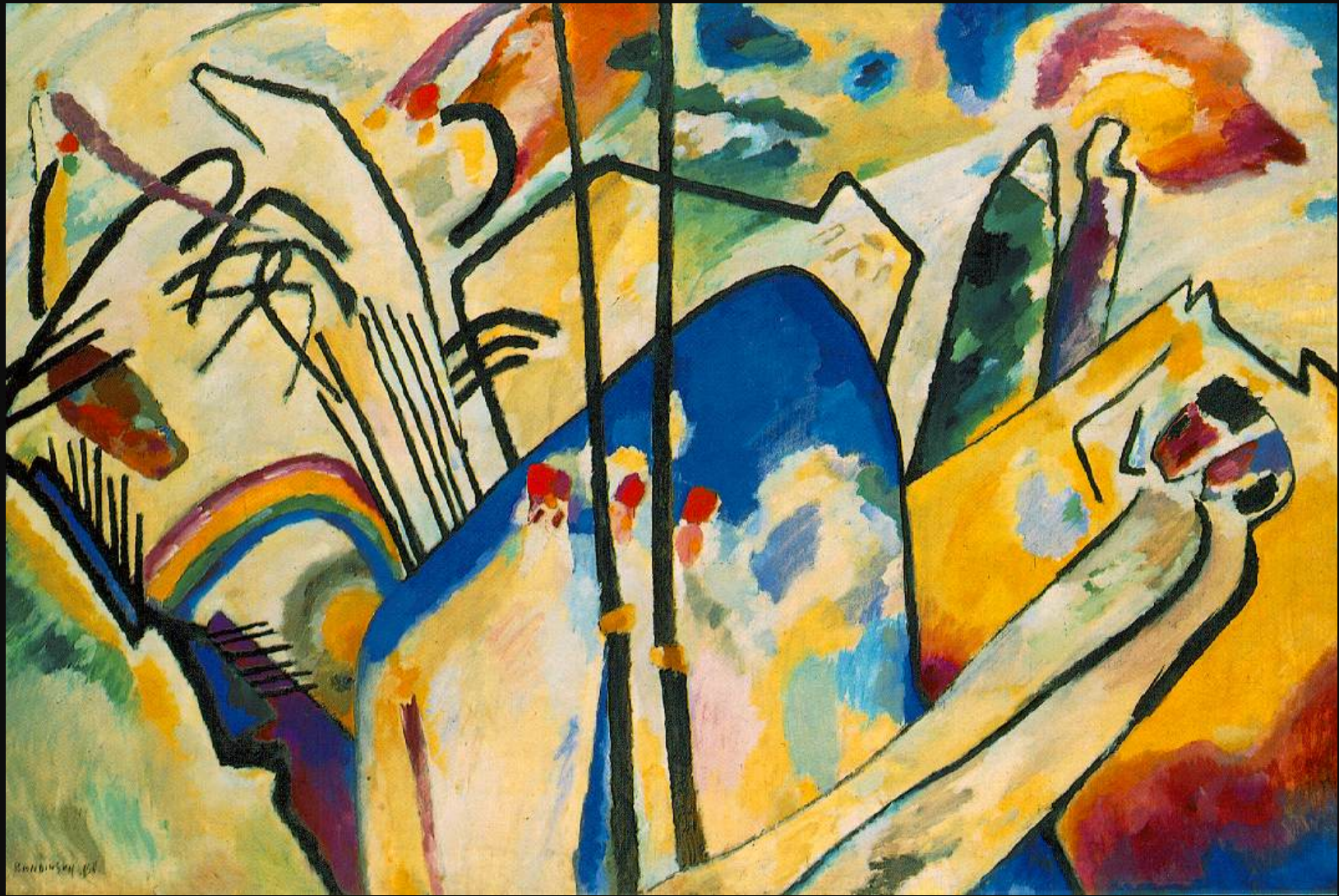
- ◉ Anchor Standard #2

Organize and develop artistic ideas and work.

- ◉ Anchor Standard #3

Refine and complete artistic work.

- ⦿ What role does composing, improvising, and /or arranging music play in your life?
- ⦿ How comfortable do you feel with your ability to guide children to improvise, compose, or arrange music?



- ◉ Convergent thinking

- ◉ Divergent thinking

“FIVE STEPS FOR LEADING STUDENTS IN CLASSROOM COMPOSING,” K. STRAND

- ◉ Set learning goals
- ◉ Model composing (helps students with artistic decision making)
- ◉ Practice individual steps (generating ideas, putting them together, revising, rehearsing, notating, performance media)
- ◉ Scaffold tasks
- ◉ Have students perform their compositions, and discuss decisions