

Reading music through movement

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- How do we teach to read music?
- How did you learn to read music yourself?

rhythm pulse tempo melody
emphasis dynamics timbre

Music and language are made up of the same elements:

rhythm, pulse, tempo, melody,
emphasis, dynamics, timbre

If we train to listen, distinguish, and experiment with these parameters both the musical and the linguistic development are influenced.



Learning strategies

Learning strategies used in reading and writing text can also be used in reading and writing music

– *How do we learn to read text?*

Two different processes

Distinguish between

- **Decoding**
(Cf. Sight reading)
- **Reading comprehension**
(Compare: listening / interpretation / understanding the music)

Sound before symbol

Just as we learn to speak before learning to read and write we should learn and experience music before learning to read music.

When you later learn the written language you can link it to your experiences.

Symbols

For example:

Letters, maps, smileys, icons, words, notes ...

Symbols

- A symbol represents something else.
- Based on an agreement

Sound ≠ Symbol

Letters

A single letter means nothing by itself.
It is only relevant in connection with other letters.

A

CAT ARM FALL AGO PAGE HAIR TEA

Notes

A single note means nothing by itself.
It is only relevant in connection with other notes.



The brain is looking for patterns!

Patterns in music?

- Rhythms
- Meter
- Motifs
- Sequences
- Cadences
- ...

Reading music is a skill

You need to practice in order to learn!

Sight reading, just like reading text, is a skill that needs to be trained.
It is not enough just to have it explained.

Learning strategies used in
reading and writing text
can also be used in
reading and writing music

- *“How can I explain xxxx ?”*
- *“I have tried everything, but my students don’t understand.”*
- *“They are not listening when I am explaining.”*

Don’t explain! – You should DO it!

Dalcroze Eurhythmics
+
Applying current research in
reading and writing development

Welcome to take part in a "micro lesson"

Examples of effective strategies
for learning to read text

- Patterns
 - syllables instead of letters
- Single words under each other
 - not in long lines
- Demonstrate clearly and let the students repeat
- Practice until the patterns become known
 - not new things all the time
- Process the material in various ways
- Practice reading comprehension separately from the reading technique

Examples of effective strategies
for learning to read music

- Patterns – not small parts
- Under each other – not long lines
- Demonstrate clearly and let the students repeat
- Practice until the patterns become known
 - not new things all the time
- Process the material in various ways
- Work with musical experience and expression separately from the sight reading technique

Effective strategies

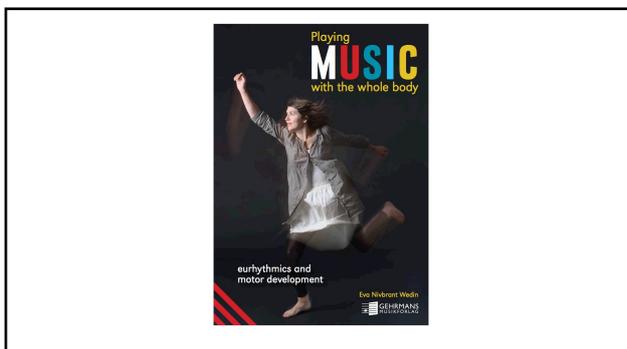
- | Text | Music |
|---|---|
| <ul style="list-style-type: none">• Patterns<ul style="list-style-type: none">– syllables instead of letters• Single words under each other<ul style="list-style-type: none">– not in long lines• Demonstrate clearly and let the students repeat• Practice until the patterns become known<ul style="list-style-type: none">– not new things all the time• Process the material in various ways• Practice reading comprehension separately from the reading technique | <ul style="list-style-type: none">• Patterns<ul style="list-style-type: none">– not small parts• Under each other<ul style="list-style-type: none">– not long lines• Demonstrate clearly and let the students repeat• Practice until the patterns become known<ul style="list-style-type: none">– not new things all the time• Process the material in various ways• Work with musical experience and expression separately from the sight reading technique |

Sight reading through
movements and patterns

Use methods that:

- are easy
- can be used by the students / singers / musicians on their own
- can be applied to various kinds of music.

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Introduction	The Group
1. Experiencing music through movement	10. The group and communication
2. Eurhythmics past and presence	The Method
3. Hearing – vision – body	11. The Dalcroze approach
The Music	12. Leading a group
4. Pulse	13. Planning your lesson
5. Exercises	Material
6. Combining exercises	14. Objects
7. Music theory, ear training and reading music	The Body
8. Musical preparation	15. Motor skills
9. Choreography	16. Movements awaken the brain
	17. Motor skills and music

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Thank you!

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More information can be found at
www.nivbrantwedin.se