

Quando Cantar vem do Coração: uma Abordagem Metodológica

Singing from the Heart: A Methodological Approach

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Resumo

Autores como Rodrigues (1997), Hargreaves (1999), Gordon (2000a), Chapuis (2001), Peery (2002), Castro (2003, 2004), Palheiros (2004), para só referir alguns, são unânimes ao acentuarem o valor da música na vida das pessoas e das crianças em particular, em diferentes aspectos cognitivos e emocionais, quer no seio familiar, quer na escola. Reforçando este sentir, o antropólogo Alan Merriam (1964) refere na sua obra *The anthropology of music, there is probably no other human cultural activity which is so all-pervasive and which reaches into, shapes, and often controls so much of human behavior* (p. 218) como a música. Pretendo alertar para a importância da música e, em particular, de cantar com e às crianças desde cedo, em diferentes ambientes e contextos. Como refere Perry (2000) ao citar Kuhmerker *a aprendizagem de canções facilita a adopção de um vocabulário de começo de leitura e ainda o ritmo e a fraseologia, tanto como as acções e as experiências cinestésicas associadas às canções, ajuda[r] as crianças a associar as palavras a uma variedade mais vasta de experiências linguísticas* (p. 482).

Palavras-chave: música, canção, cantar, coração, processos

Abstract

Authors such as Rodrigues (1997), Hargreaves (1999), Gordon (2000a), Chapuis (2001), Peery (2002), Castro (2003, 2004), Grace (2004), to name but a few, are unanimous in stressing the role and value of music in people's lives and children in particular, in different cognitive and emotional aspects, either within the family, or at school. Reinforcing this feeling, in unison, the anthropologist Alan Merriam (1964) states in his book *The Anthropology of Music "There Is Probably no other human cultural activity, which is so all-pervasive and Which Reaches into, shapes, and Often controls so much of human behavior* (p. 218) as music. Here I draw attention to the importance and value of music and, in particular, to sing with children early and in different environments. As noted in Perry (2002) citing Kuhmerker *learning songs facilitates the adoption of a vocabulary of early reading and still the rhythm and phrasing, as both actions and kinesthetic experiences associated with the songs, help [s] children to associate the words to a wider variety of language experiences* (p. 482).

Keywords: music, song, singing, heart, processes