

Sofija Zlatanova
Script for ABLE Assembly Virtual Seminar,

Yoda-The Youth Orchestra with different abilities ©

Quote by Einstein

Hi I'm Sofija Zlatanova. Music performer and a fiction book writer. I'm an advocate for early childhood music education especially for children with autism or any special needs. I live in Cambridge, Massachusetts where I completed my graduate music studies at Berklee College of Music and at the Boston Conservatory at Berklee.

These are the topics that we are going to discuss today.

Introduction
History and Foundation
Theory and Practicum
Opportunities and Advocacy

Here are two questions for educators
Take a moment to answer the following.

We often provide behavioral or general information to that question.

Individualized feedback through multiple strands of learning is sometimes difficult when we have a group of young students to teach but it is possible and that is when the Art of the Assessment happens, the concept which is born in practicum by the educator. Individualized and tailored for each student.

Starting with harmony as an accompaniment. (more)
creates duo-teacher-student (later the teacher will be replaced with another student)
interactive online Theory Ensemble Class

Expression of emotion in music relies on mechanisms similar to those used to convey emotion in nonverbal aspects of speech , implying that the perception of emotion in speech and music may rely on shared neural mechanisms. The experience of feeling connected to other people. This togetherness underlines the physical and social warmth. The expressions of emotions through Performing Music while doing physical activity using the brain and hands , the fingers on the violin or piano, the right hand for the bow.

Why Chamber Music?

What is Chamber Music?

Why is so important?

Another two questions:

Take a moment to answer the questions.

Classical Music in Chamber Music

Exposing the very young to classical music has been documented to help develop language skills, reasoning, and spatial intelligence.

We learn History through her

Classical music expresses the deepest thoughts of our civilization. Through their music, composers paint a picture of the society and times in which they lived.

Lets look at some benefits of Chamber Music

Collaboration: Chamber Music involves working together equally, sharing opinions and striving to come together to make something beautiful. Each individual voice is important, and so is the collaboration of the voices together.

Leadership: There is no conductor! Each member of the group has to be the leader at different times to help the group come together.

Responsibility: When there is only one student to a part, there is no ability to hide and each student must be responsible for learning his or her music! With such a small ensemble, attendance and punctuality also become very important; students must be responsible for regular, faithful attendance and being on time for rehearsals and/or coachings.

Intonation: In small ensembles, students must focus and learn the skill of playing in tune.

Performance Skills: The ability to perform in front of an audience is another skill that is honed in chamber music. Control of performance nerves translates to auditions, interviews, presentations, and any type of public speaking.

And... it's FUN!: Chamber Music is a great combination of playing music and spending time with friends!

Chamber music is a form of classical music composed for a small group of musicians, each with their own part to play. The name comes from centuries ago when small groups of musicians were hired to fit a palace "chamber." It is "the music of friends," a musical conversation." Playing chamber music requires special skills, musical and social, which differ from those required to play solo.

Digital Media Tools for Lesson Plans for Educators

Interactive Lessons. Sometimes students need challenges through music games or just listening to the Music piece they are playing and exploring history. Regardless of what age group you work with or what your main curricular focus is, there are numerous ways to use video effectively in the music classroom and/or rehearsal room. There are tools for creating and customizing our own videos (which we will look at later in the lesson) but there are also tools we can use that allow us to customize YouTube and other streaming sources of video to make them more meaningful for our students and help us meet our curricular objectives. Two such tools are EdPuzzle and TED-ED. Both EdPuzzle and TED-ED allow you to take any existing video on YouTube, Khan Academy, or on the TED-ED talks website and turn it into a lesson by adding questions, discussion prompts, and other interactive elements.

Soundtrap- digital-virtual (video of the soundtrap course included in the slides)

Yoda-The Youth Orchestra for Different Abilities

1. ModalitySize, Color, Pacing ,
2. Find the specific step within

a composition that meets the current need of the student.

1. How many hashtags (major or minor)

Teacher Play and ask student harmonic is it melodic or major (happy, jazzy , violin crying)

Mozart wasn't an exception as other composers wrote musical phrases with repetition including Ravel (Bolero),Orf (Carmina Burana) There are different arrangements that could make children with different abilities's performance of these pieces possible whether by having them perform as soloists accompanied with orchestras. There could be even division of solo chords between the soloist and orchestra based on the level of difficulty

Without rules, organization, or goals. Unstructured play taps into the imagination, promotes creativity, fosters problem solving, and is stress free. I give my students often unstructured rhythm exercises to help with difficult passages and I am always their follower in the play. (talk about exercise)

As we can see from the slides ,each Composition Can be adapted with notation, size, level of difficulty and easiness , and for duo, trio, quartet or chamber orchestra. Will include different colors , letters or numbers for notation.

We can assign color to each instrument in the music staff (classical music examples) Violins will play blue notes, chelli will play red notes, bass will play purple notes , piano

(Playing)Video of Autistic children playing in Orchestra

(Playing) Video of a Student/Parent and their thouths about playing in orchestra

Why only to be able to adapt arrangements as educators. Where are the composers . ?

As we can see on this layout instruments of the orchestra are clearly drawn to show their relative sizes, the typical numbers of each instrument, and their position within the orchestra. The instrument families are grouped by color.

Why not the New generation of Composers start creating and drafting their compositions for the youth students, orchestra with different abilities and start composing their original composition with the student needs in mind? Why I could find only two orchestras with students with disabilities Abroad and far as Asia and not here.

Why is there only a sensory friendly orchestra for the students with different abilities and not one created with those magnificent and twice exceptional students that we can come to their concerts to enjoy and celebrate the movement and advocate?

Let's connect if you have any questions please don't hesitate to contact me.
Thank you for watching my presentation.
Thank you again.