



# European Music Portfolio

## *A Creative Way into Languages*

### TEACHER'S GUIDE TO THE PUPIL'S PORTFOLIO



Produced for the Comenius Lifelong Learning Project  
502895 LLP-1-2009-1-DE-COMENIUS-CMP

This project has been funded with support from the European Commission.

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Education and Culture DG

Lifelong Learning Programme

Copyright © 2012. All rights reserved.

Lead Editors:

Karen M. Ludke

Hanna Weinmann

David Wheway

Contributing Authors:

Peter Carle, Margarete Dinkelaker, and Adelheid Kramer

Landesinstitut für Schulsport, Schulkunst und Schulmusik Ludwigsburg – Germany

Patricia Driscoll, David Wheway, Vikki Schulze and Jonathan Barnes

Canterbury Christ Church University, Faculty of Education – England

Maria Argyriou, Panagiotis G. Kampylis and Vicky Charissi

Greek Association of Primary Music Teachers, Piraeus – Greece

Kaarina Marjanen

University of Helsinki, Koulutus- ja kehittämiskeskus Palmenia, Centre for Continuing Education – Finland

Karen M. Ludke and Katie Overy

University of Edinburgh, Institute for Music in Human and Social Development – Scotland

Marina Cap-Bun and Iliana Velescu

Universitatea Ovidius Constanța, Romanian Language and Literature and Faculty of Arts – Romania

Albert Casals Ibáñez and Laia Viladot Vallverdú

Universitat Autònoma de Barcelona, Faculty of Sciences of Education – Spain

Maria del Mar Suárez Vilagran, Universitat de Barcelona – Spain

Jörg-U. Keßler, Robert Lang and Jürgen Mertens

Pädagogische Hochschule Ludwigsburg Institut für Sprachen – Germany

Isabelle Aliaga, Martine Dreyfus and Jacquie Azemar

Institut Universitaire de Formation des Maîtres de Montpellier – France

Associated Partner:

Brigitte Bechter, Markus Cslovjecssek, and Françoise Hänggi

Fachhochschule Nordwestschweiz, Pädagogische Hochschule – Switzerland

Hanna Weinmann, Pädagogische Hochschule Zürich – Switzerland

## 1. Introduction

*The most effective learning takes place when classroom activities are balanced by thought about those activities.*

*- Davidson, Crouch & Norton (2000: 57)*

The *European Music Portfolio: A Creative Way into Languages* project is intended to help children develop their music and language learning. The Pupil's Portfolio was designed to provide children with opportunities to develop, celebrate and share their musical experiences, progress and achievements. Through the EMP-L activities and the Pupil's Portfolio cards, young children can reflect on and extend their musical awareness, their personal achievements and their progress in learning about music, their socially shared musical experiences and their intra/intercultural awareness and understanding. The Pupil's Portfolio is not meant as an assessment tool; instead, it promotes children's engagement in musical activities in a unique way through its strong links to language learning. Thus, the EMP-L Pupil's Portfolio can be thought of as complementary to The Junior version of the European Language Portfolio, which is designed to support and track pupils' language learning. With a flexible structure, individual children can create a personal portfolio, or alternatively, groups of children and the whole class can share their collaborative musical and language learning activities. The Teacher's Handbook gives more information about how music motivates children through enjoyable, meaningful, playful activities and provides a strong basis for integrating music and language learning.

The Pupil's Portfolio consists of a box and cards with different ideas and suggestions for developing, recording, and reflecting on integrated music and language learning. The box can also be used as a musical treasure chest where important mementos can be kept. The following pages provide suggestions, encouragement and inspiration for creating a music and language Portfolio. It is important that the format and the contents of the Pupil's Portfolio be maintained by both the teacher and pupils.

### Individual Pupil's Portfolio

The Pupil's Portfolio records musical and language experiences so that pupils can see what they have done, the progress they have made, and share things they are proud of. It will typically take the form of a treasure chest (a box that can hold A5-sized cards, CDs and DVDs), which might contain a collection of audio and video recordings, writing, music, drawings, song lyrics, and photographs. Teachers also have the option to create electronic Pupil's Portfolios for individual students (or one for the entire class) using the PowerPoint version. The Pupil's Portfolio should allow pupils to showcase their musical and language learning development in a variety of areas and through a range of activities. Valuing and reflecting on pupils' opinions about their experiences will allow them to interpret and illustrate their progress, and can motivate and inspire them to pursue further musical and language learning activity. This cyclic alternation between *doing* and *thinking* forms the rhythm of learning (Davidson, Crouch & Norton, 2000).

The Pupil's Portfolio is divided into three major sections:

- Music and Me
- My Music Journal
- My Musical Treasure

The Pupil's Portfolio materials and teacher's cards are available for download as a Word document or as a PowerPoint file through the 'Free Materials' link on the website:

<http://www.emportfolio.eu/emp>

### **Classroom Pupils' Portfolio**

The Pupils' Portfolio for a group or class is similar to the individual portfolio but it offers an opportunity for a few children in the class or for the whole class to record their collective and cooperative learning, development and experiences. Children can therefore explore and learn about their cultural similarities and differences. A large treasure chest or an electronic Classroom Pupils' Portfolio can be used for the entire class.

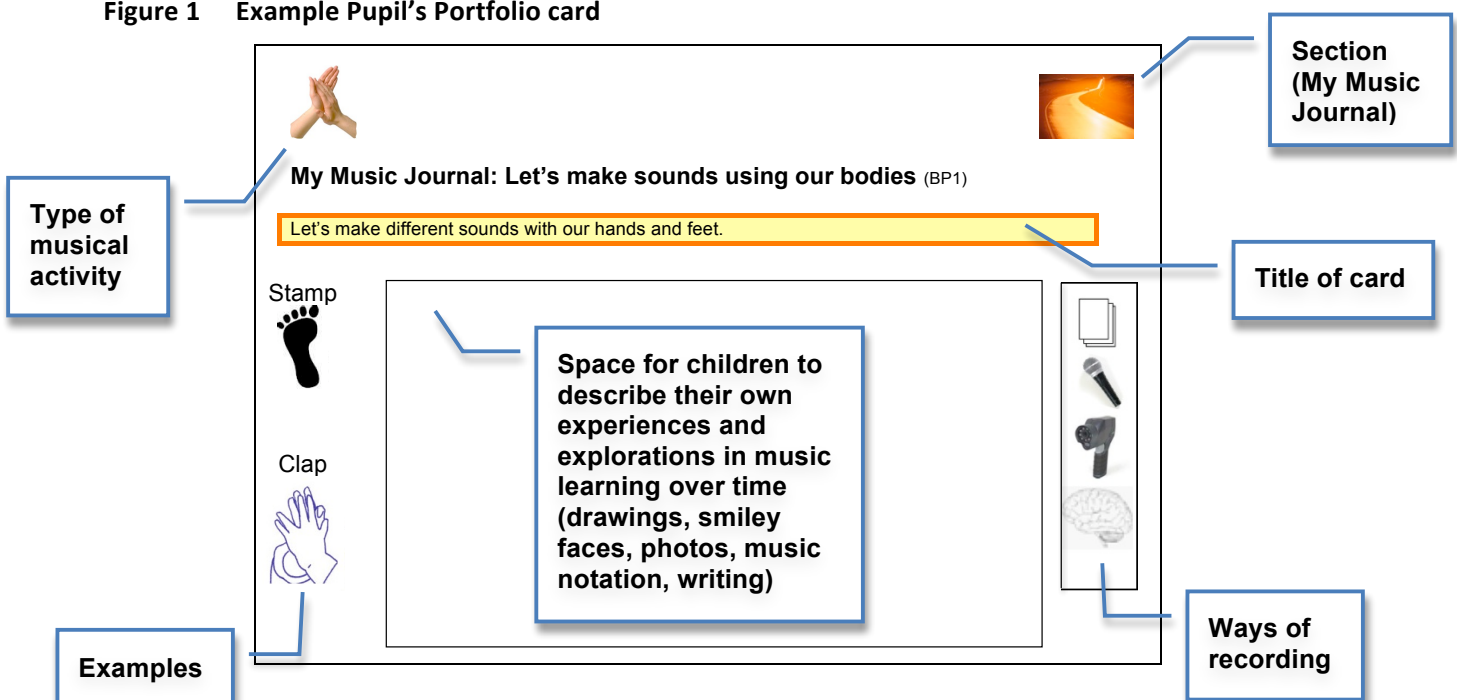
A group or classroom Pupils' Portfolio might express:

- learning and sharing music with others
- sharing intercultural musical experiences
- discussions and opinions about music
- class decisions and music repertory (activities, listening, singing, other musical experiences and games...)
- recordings of making music together
- how music supports and promotes language learning

## 2. How to use the Pupil's Portfolio



The EMP-L activities and the Pupil's Portfolio cards (see Figure 1) are meant as suggestions, inspiration and creative encouragement for making your own cards. It is important for the Pupil's Portfolio contents to be initiated by the pupil him/herself, with the teacher's support. Teachers should ask pupils how they would like to develop their own personal or classroom Pupil's Portfolio: a loose-leaf binder or folder, a treasure chest with printed A5 cards, an e-Portfolio using PowerPoint, Moodle, a blog, or a database, burned CDs or DVDs of short videos, pictures and audio recordings they have created, and so on. The far right side of each Pupil's Portfolio card has some pictures to help children remember the ways in which they can record their experiences (on paper, audio-recording, video-recording, and in their own memory through their emotions and through reflection on the cards they made previously).

Figure 1 Example Pupil's Portfolio card



There is also a teacher's version of the *European Music Portfolio: A Creative Way into Languages*, which has cards corresponding to the Pupil's Portfolio cards (see Figure 2). The teacher's cards contain ideas and reflections for musical and language learning opportunities and intercultural awareness, connections to the European Music Portfolio Teacher's Handbook and the European Language Portfolio, and sample EMP-L activities.

Figure 2 Example teacher's card

	<b>My Music Journal: Let's make sounds using our bodies</b> (BP1) Let's make different sounds with our hands and feet.	
<p><b>Opportunities for musical learning</b></p> <ul style="list-style-type: none"> <li>• Encourage children to explore sounds that can be made using their hands and feet</li> <li>• Encourage children to find ways of recording their sounds (on paper, or multi-media recordings, adding symbolic representations of sounds (pictures/diagrams) to their cards)</li> <li>• When children discover or explore new hand and feet sounds, they can add them to the list</li> </ul>	<p><b>Opportunities for language learning</b></p> <ul style="list-style-type: none"> <li>• Encourage children to listen to instructions in the new language</li> <li>• For each sound they can make, encourage children to say the word for it in different languages (e.g., clap, snap, stomp vs. klatsche, schnippe, stampfe)</li> <li>• Encourage children to describe how to make the sounds using words from the new language</li> </ul>	
Teacher's Handbook: Listening to music and sounds; Music (re)creation; Representation in/through music	European Language Portfolio: Listening; Speaking; Language awareness	
<p><b>Extensions for (inter-)cultural awareness:</b> Encourage children to find sounds that people in other places traditionally make when dancing or performing music and what it means for them (Andalusian flamenco; jazz). Ask children to think of percussion sounds that people make in their culture when dancing or performing music.</p>		
<p><b>Example activities:</b> Body percussion; Story trails; Using a well-known story; Creating graphic scores</p>		
<p><b>Learning strategies:</b> Make children aware that combining sounds, movements, images can support memory</p>		

The Pupil's Portfolio contains three major parts: Music and Me (or Music and Us); My Music Journal (or Our Music Journal); and My Musical Treasure (or Our Musical Treasure), all of which are coded with different photographs. The following pages detail each part in turn. More information is available in the teacher's version of each Pupil's Portfolio card.

## Part 1. Music and Me

This section of the Pupil's Portfolio encourages and develops children's musical awareness through autobiographical reflection on their musical experiences and preferences. This sensitisation also focuses on conscious auditory perception and reflections on the sounds that surround pupils daily.



### 1.1 The music in me

In this section, children can reflect on the range of sounds they are able to make with their voices and their bodies. Children can also record new sounds as they learn to create them.

### 1.2 This is my music

Pupils can choose and reflect on their sound preferences, their favourite songs, bands, singers, instruments, and styles of music. They can also become aware of their own musical culture (artists, dances, songs, rhythms, and games) and the influences

of other cultures on it. In addition, children can record their most important musical experiences in a pictorial and/or written format (e.g., My Musical River).

### 1.3 Sounds around me

Pupils open their ears and learn about all types of sounds and noises around them and what they associate with those sounds. They can also create their own ways of keeping track of the sounds they hear, such as writing them down or using sound files on the computer.

### 1.4 What I would like to do and learn in music

Pupils can reflect on their musical dreams and aspirations and they can draw a symbolic picture to represent them. If desired, this picture can include a temporal aspect so that it can be changed over the course of time. Children can decide for themselves how best to express what they would like to do and learn musically. Some ideas might include: my music garden, my music shop, my music fireworks, my music theme park, my music castle, my music time machine, and so on.





## Part 2. My Music Journal






### 2.1 Music around the World

On a map of the world, children can keep track of the music of other countries and cultures that they become familiar with. This is a great place to showcase children's intercultural learning.



On the left-hand side of each of the My Music Journal cards, there are ten different pictures which symbolise the ten categories of musical activities in the EMP-L project. Each of the categories has five example cards, which relate to the EMP-L activities. The cards are intended as a way for children to capture and reflect on their musical and language learning experiences and these cards can be adapted and added to over time – or you and your pupils can create your own cards.

1		Rhythmic vocalisation (RV1-RV5)	Let's play with rhythm using our voices
2		Singing (S1-S5)	Let's sing
3		Body percussion (BP1-BP5)	Let's make sounds using our bodies
4		Playing instruments (PI1-PI5)	Let's play instruments
5		Dancing and moving (DM1-DM5)	Let's dance and move

6		Exploring, improvising, composing (EIC1-EIC5)	Let's explore, improvise, and compose
7		Listening to music (LM1-LM5)	Let's listen to sound and music
8		Painting, writing, reading music (PWR1-PWR5)	Let's paint, write, and read music
9		Using ICT (UICT1-UICT5)	Let's use technology or a computer
10		Conducting and teaching music (CTM1-CTM5)	Let's teach each other and conduct music

### Part 3. My Musical Treasure

In the treasure chest, pupils can collect and celebrate the results of their experiences with the EMP-L musical language learning activities, and they may choose to share them with others. The contents may consist of drawings, photographs, films or DVDs, audio recordings on CD, performances, national songs or songs from the new language(s), pictures of or even physical handmade/junk instruments and music created by the children. Instead of using a box or an electronic version of the musical treasure, you might want to grow a real garden or landscape in your classroom, or create a classroom poster to symbolise your adventures in music and language learning.



### 3. Linking to the European Language Portfolio

Since the EMP-L activities are described in the activity grid, teachers and pupils can transfer and record the linguistic objectives achieved in each activity to the children's European Language Portfolio. The teacher's cards make reference to the language skills in the Languages Ladder, which relate to the levels and checklists in the Council of Europe's Common European Framework for Language Learning. The EMP-L activity grids show which language learning objectives are supported by different activities (designated by asterisks (\*)) as shown in Figure 3), which can be transferred to the European Language Portfolio as appropriate.



**Figure 3** Links to the European Language Portfolio for the activity 'Morning has come'

**Morning has come**

<b>Keyword(s):</b> Morning Song, Gesture song, Silence, Imagination  <b>Space:</b> Free space to form a circle with the class with arms outspread.  <b>Time:</b> can be developed in short sequences of 5 minutes every day over a week	Oracy					Literacy			Vocabulary	Language Awareness, Knowledge about Language	Intercultural Awareness	Language Learning Strategies
	Spoken interaction, Mediation	Spoken production, reading about	Pronunciation, articulation	Listening and Understanding	Perception and Differentiation	Reading and Understanding	Writing (creative)	Writing (productive)				
	***	***	*					*		*	**	

**A2** I can give short simple descriptions of events or tell a simple story.

**A1** I can understand dates and times.

**A1** I have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

**My Language Biography**  
I can learn new expressions through physical movements.

#### 4. Variety and Progression

We encourage teachers to try out a variety of EMP-L activities rather than focus on activities from one or two musical categories, since this will have the greatest effects on children's overall music and language learning. We also hope that teachers will empower pupils to use the Pupil's Portfolio cards creatively, allowing them space to draw pictures or create their own way of reflecting on and remembering an activity, rather than having everyone write out a set list of vocabulary words that they should have learned during an activity. The Pupil's Portfolio cards are meant to reflect the children's developing personal ideas, opinions, and understanding; even for a classroom Pupils' Portfolio, the children should make suggestions and the final decisions about what to include.

Because the EMP-L activities and the Pupil's Portfolio cards are designed to be flexible and easy to adapt to different teaching contexts, revisiting a particular EMP-L activity can lead to a progression in children's skills and understanding in both the musical and linguistic domains. For example, at first a child may be able to imitate the intonation of someone else's voice, then repeat back a short sequence or melody with syllables in the new language, next sing a foreign language song as part of a group and then sing the same song

in canon. This development can be thought of as an evolving spiral, where learners return to the same material (or a similar activity) but they can gradually go deeper into the content, reinforce and improve their skills, and achieve new learning outcomes which they might not have been able to do the first time they encountered that activity or material.

This cherry tree, made by pupils and teachers in Romania, can inspire your creative endeavours with the *European Music Portfolio: A Creative Way into Languages*.

