

Charlotte Cripps

Module 7 introduction.

This piece is an arrangement of an Arabic melody for a small orchestra, to be used in a psycho-social support contexts where musical, instrumental skills and Western classical notation are being taught. This is particularly relevant for the setting our practical work, which took place in Lebanon (July 2017), working with Palestinian children living in refugee camps.

The purpose of the piece is to be versatile and adaptable for different learning stages, needs and resources. Parts with varying levels of difficulty are incorporated to the arrangement: each level of difficulty can be played by any non-transposing instrument within treble clef range. This includes Western instruments such as flute and violin, or Middle Eastern instrumentation, such as oud. It could be purely vocal, if necessary.

The idea behind this design is so that no one child or instrument is pre-designated to a part: this can be changed and adapted according to balance and personal levels / needs. Part 4, the novice / simplest melodic part can either be reduced to its simplest form (semibreves, as written); played using the suggested rhythms; or, played with improvised rhythms. This, once again gives the option to vary difficulty levels as well as gives freedom to those who wish to come away from the written page and develop improvisational listening skills.

Pre-formulated music within the safety of a group context challenges children to build skills, self-esteem and motivates team work through a collective end product. This piece serves as an example of such a learning tool, where children of varying abilities might come together, learn and collaborate in a psycho-social support setting.