

Symbolic revelations in children's musical creations

Research question

What is the impact of children's imagination on transforming musical phenomena into symbols or expressions of archetypes?

Introduction method Children on Wings

Method Children on Wings

The integration of visual expression in music education for children



Roels 2002, 2015

Visualizing musical concepts
Transforming drawings into music



Inter-and transdisciplinary learning

Visualizing musical concepts

Terminological drawing



Enigmatic Symbolic

Ritenuito

Crescendo/accelerando e diminuendo/ritenuito

Jef 10

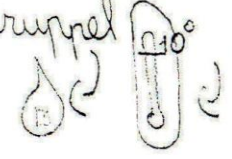
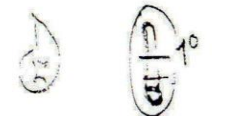


Michaël 10

Children on Wings, 2002

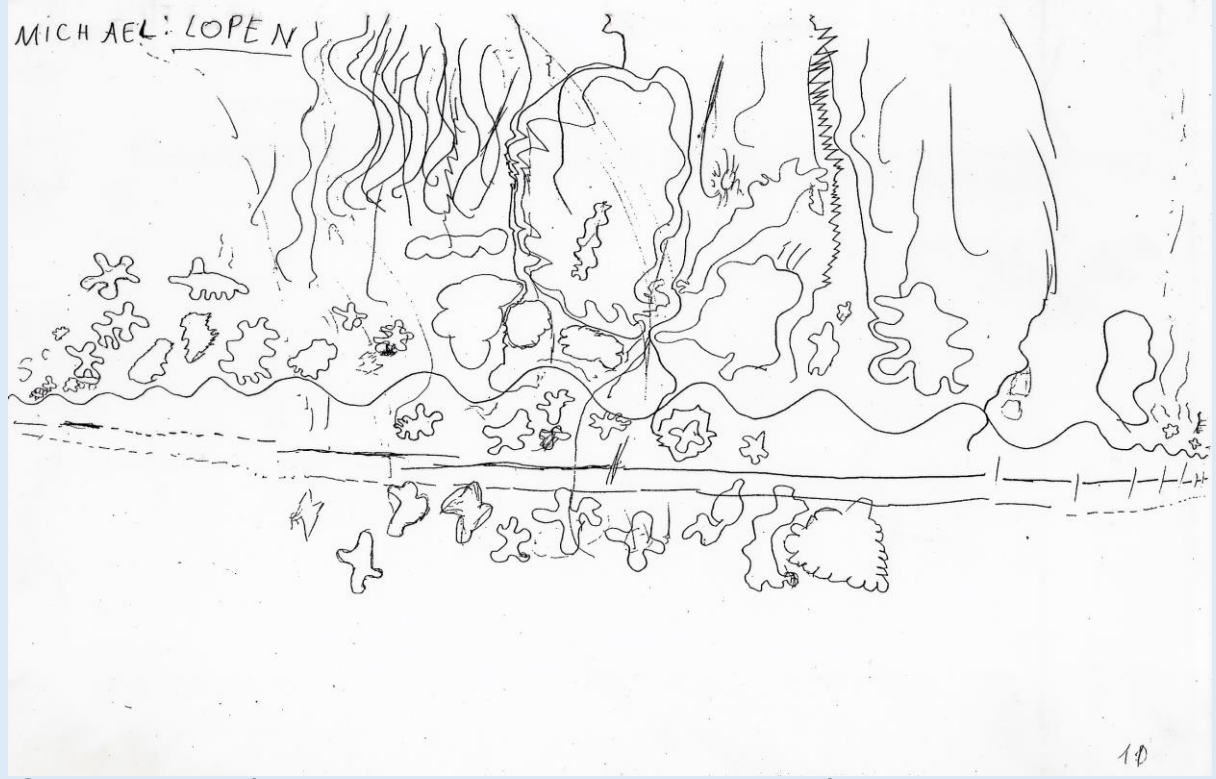
British Journal of Music Education 33, 1, 2016

vertragen zonder versterken of versachten

valnacht!

- druppel
- 1)  thermometer
 - 2) 
 - 3) 
 - 4)  sneeuwvlok

Ritenuto



Crescendo/accelerando e diminuendo/ritenuto

TRANSFORMING: abstracting from the drawing



TRANSFERRING: abstracting from the transformation process



Enigmatic Symbolic

Traffic Bustle
Do

Tara 10
Tara 10

British Journal of Music Education 33,1, 2016
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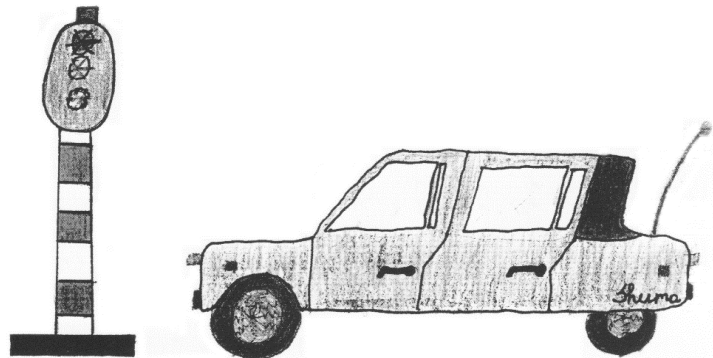
The car is coming up to the traffic light. The traffic light shouts out that the car has to stop and the car stops suddenly.

The musical score is in 3/4 time and consists of two systems. The first system starts with the tempo marking *tamelijk rustig*. The right hand has a circled 'a' above the first measure, and the left hand has a circled 'a' below the first measure. The first system ends with a circled 'b' above the right hand and a circled 'c' below the left hand. The second system continues from the first system. The right hand has a circled 'b' above the first measure and a circled 'c' above the third measure. The left hand has a circled 'c' above the third measure. The score includes dynamic markings: *mf* in the first system, *f* in the second system, and *fffz* in the third system. There are also performance markings: *fel* in the second system and *gva* in the third system. Red arrows indicate the duration of the circled letters: a red arrow under 'a' in the first system, a red arrow under 'b' in the second system, and a red arrow under 'c' in the third system.

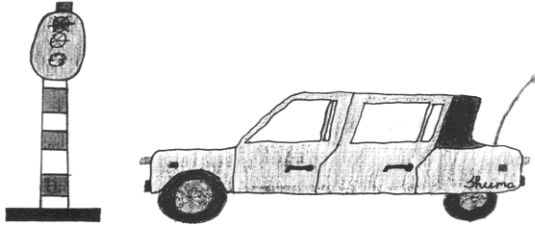
Imitation of movement and language

Approaching 3 2 1 bars

Making time visible



musical score for piano in 3/4 time. The score consists of two systems. The first system starts with the tempo marking *tamelijk rustig*. The bass line begins with a circled 'a' and a *mf* dynamic. The treble line has a circled 'b' above it with the instruction *fel*. Dynamics change from *mf* to *f* and then to *mf*. The second system continues with *fel* in the treble and *f* in the bass. It ends with a circled 'c' above the treble line and a *sfz* dynamic in the bass. Orange arrows indicate phrasing or dynamics across the measures.



verkeersdrukte

The 'Do' game: the 'Do' may NEVER be played! The boys are on one side and the girls on the other. The 'ordinary' Do is the line that they are not allowed to touch or cross. The children try to get closer and closer to it until the highest or the lowest (leaders) call them back."

Do

Aan de ene kant staan de jongens, aan de andere de meisjes.
De gewone Do is de lyn waar ze niet mogen op- of overkomen.
Zo proberen de kinderen steeds dichterbij te komen,
tot dat de allerhoogste of de allerlaagste hen terug roepen ...

(leiders)

Het do-spel:
de do mag **NOOIT** gespeeld
worden!

Tara Keyzers L4 10j

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Geometrical approach

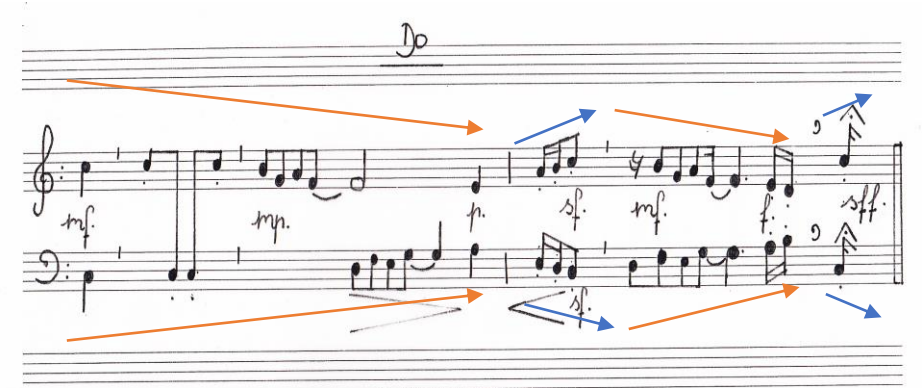
Imitation movement and language

Visual and motor symmetry

Contrapuntal

Lengthening-shortening motifs:
making time visible

het "do"spel



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Transfer

Pedagogical interaction
 Physical image car
 Data: movement, language, time



Simple, repetitive, visual

Enigmatic Symbolic

Own game rules as guideline
 Virtual image
 Data: movement, language, time



Complex, differentiated, abstract

How symbols and archetypes come to life in creative fantasy



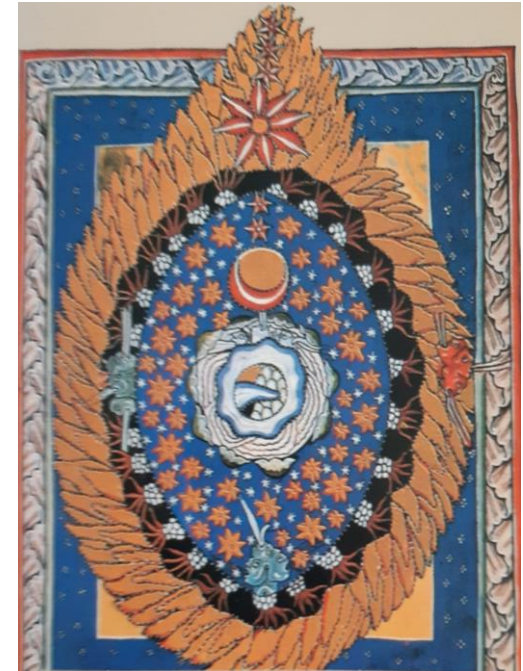
An egg Sarah (4)

Fertility, creation

Carrier universe (Lukas 1894)

Spirituality, inner and complete human being (Jung 1995)

Cosmic egg The Universe
(H. Von Bingen Scivias codex)
(Cover Jung Archetypes)

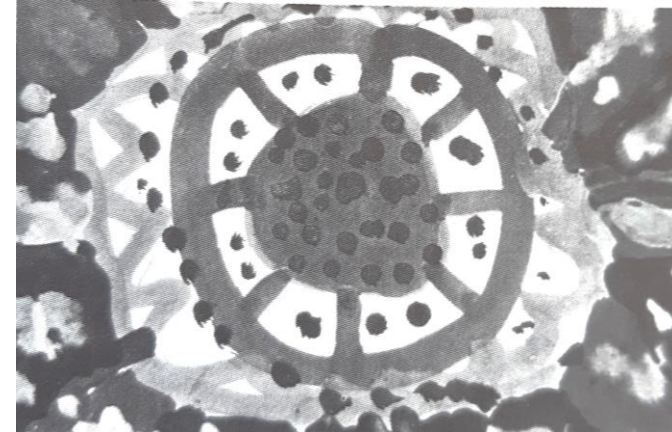


Jung emphasizes that the production of archetypes by children is very important to understanding the human mind, since children do not have direct access to specific traditions



Psychic nucleus

Man and his symbols Jung 1976



Archetypes

Teasing formula

Bjørkvold 1992



Universal and shared

Memes

Closing formula

Mozart



IV V I

Inherited, copied by culture

Research question

What is the impact of children's imagination on transforming musical phenomena into symbols or expressions of archetypes?

Composition: Music Box Katrien 12

Concept: Bitonality Jela 10

Composition: Music Box Katrien 12

There is a music box in the attic which comes to life. It drags itself out from under the dust so that it can play....until it stops.

Legato ♩ = c. 40

pp *p*

U.C. sempre

Bitonal dissonant - under the dust

mp

IV V I

Cadence IV V I - tonality - coming to life

simile

Rhythm – transformer of psychic energy - live

Legato $\text{♩} = c. 40$

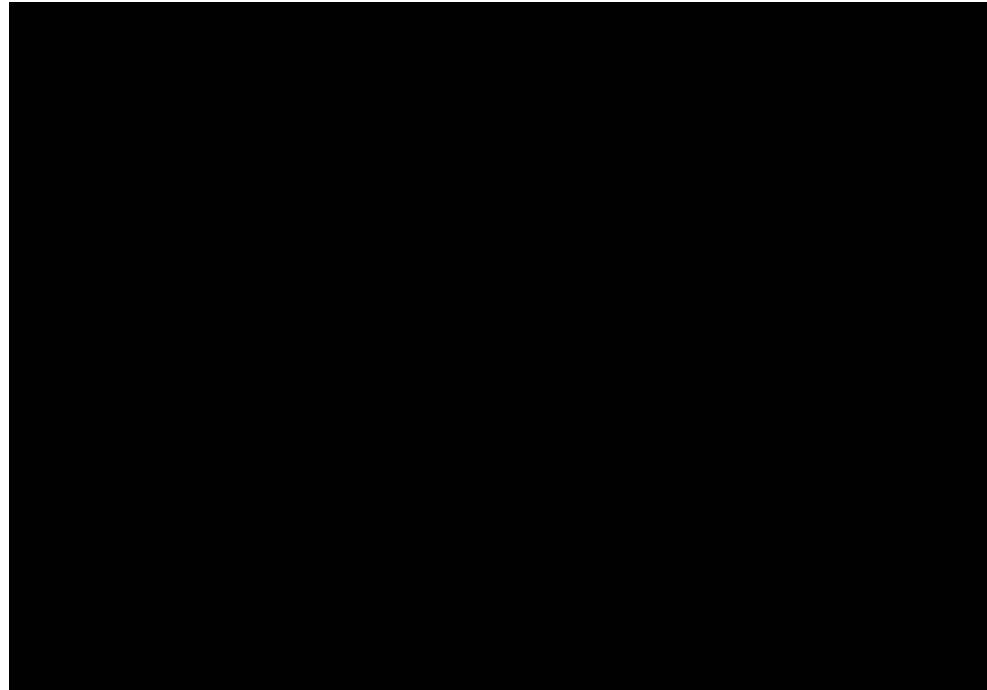
pp

p

mp

U.C. sempre

simile



Under the dust

Coming to life

live

Music Box Katrien (12)

Concept: Bitonality Jela 10




Abstracting from the music



Abstracting from the concept


■ Tekenen bij een onbegrepen, vreemdklinkende compositie
Eerst muziek, dan tekenen ...

De moeilijke samenklank van Tanz (uit „Klavierboutique“ van Uli Moisen)
werd beter aanvaard nadat het kind deze figuurtjes erop zag dansen.



(Immer staccato, Zibbkeit 1 betonen)

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13

Abstracting from the music

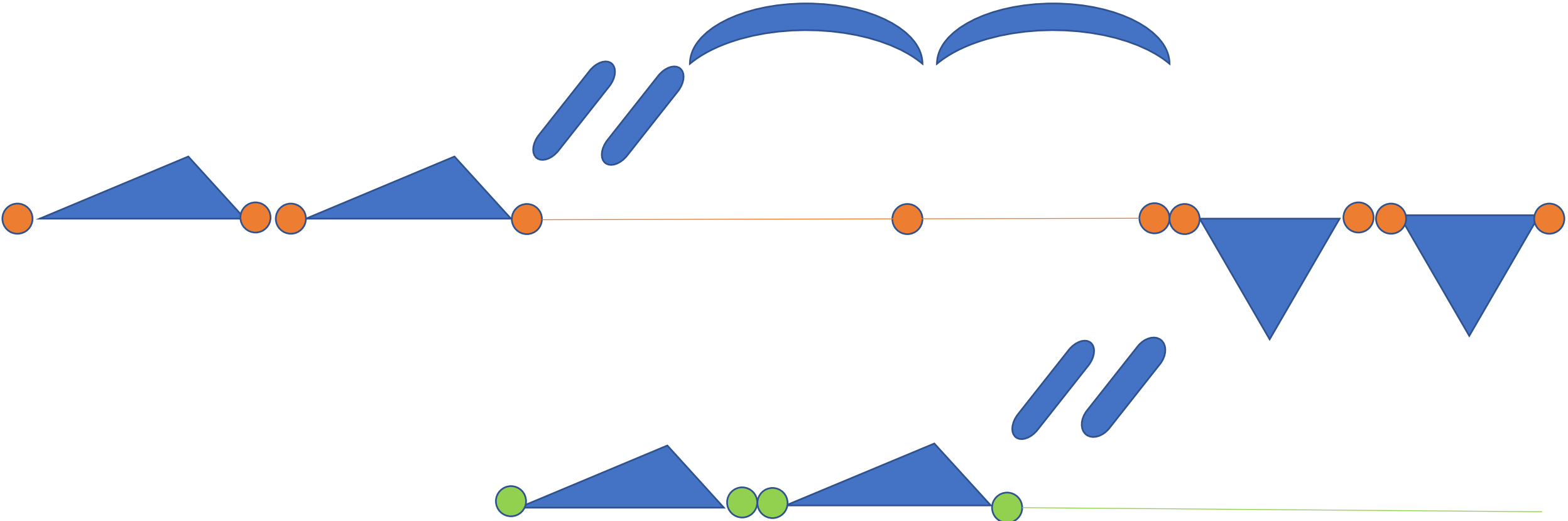
Bitonal dissonant sound

Dancing figures → Acceptance

Visual concretization

Tonality

Bitonality





Abstracting from the concept

Two identities

Binding factor: walking \longrightarrow rhythm



Psychoanalysis

Sub-personalities (Stone 2006)

Bipolarity

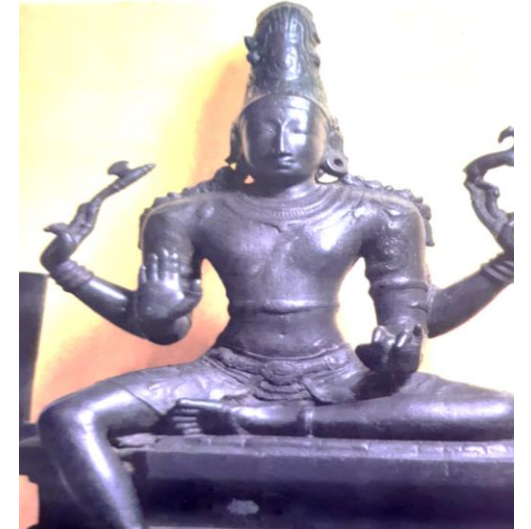
Schizophrenia



Mythology

Iconography

Cyclop, Trinacria, Thot, Centaur, Hermaphrodite, Shiva



Conclusion

Children

- think symbolically
- act archetypically: visually-aurally-musically
- act self-organizing, problem-solving

Dream world, imaginary world

- access to latent experiences and knowledge
- access to a deeper, universal dimension of music

More research

- knowledge musical symbolism
- vocabulary auditory archetypal phenomena



Roels Johanna Maria

Doctor of Education PhD Music

Email: johannamariaroels@gmail.com

Website: www.johannaroels.be