

Music Education for Expressive Reading Skills

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Abstract

Prosodic elements of spoken language are an usual element between word and sound: in fact, the speech contains a large amount of musicality, as intonation, rhythm, intensity, and many other aspects of sound.

Each language has its own musicality that contributes to the formation of meaning/sense in the communication process.

The author of this paper introduces a report on some educational experience realized with children in which the expressive reading and the "amplified communications" have been developed by using specific educational techniques of the musical language.

Through a methodology based on the learning by doing and learning by playing, proposals about prosodic reading have been elaborate, emphasizing the "musical game" de-contextualizing and creatively re-contextualizing texts. Starting from the awareness of accents and from the search and choice of words, through creative and expressive language games, the creation and variation of stories has been realized,

using also the "modified voice", thanks to the integration of new technologies.

Finally, the results of these experiences have produced an audio-book, with numerous rhyming, lyrics, jokes, nonsense, rap, fairy tales and stories, read, perform and record directly from pupils.

These educational pathways, as well as developing a capacity for expressive reading, encouraged a positive emotional experience of re-creation, an opportunity to discover-learn-understand musical possibilities of the voice. The pupils developed interdisciplinary skills, in the being able to conquer fundamental abilities for the communication, happily living language, and in so doing immediately gaining the joy of "making music together".