

Activity 5 - Virtual “Music and Emotion”

15-17 April 2025, Zoom (Online)

Coordinating Institution: Amicus Junior Kindergarten, Iași, Romania

Partner Institutions: Bağlarbaşı İlkokulu (Türkiye) and École Fondamentale Libre Saint Joseph (Belgium)

Day 1: Introduction and ice-breaking activities

Workshop on Music and Mood: The workshop will explore how music can affect our mood and emotions. Students will learn about the psychology of music and the different elements of music that contribute to emotional responses, such as melody, rhythm, and harmony. They will also discuss how music is used in different contexts to evoke specific emotions, such as in films or advertising.

Activity: Students will work in small groups to select a piece of music and analyze how it affects their mood and emotions. They will present their findings to the group.

Day 2:

Workshop on Musical Improvisation: This workshop will introduce students to the concept of musical improvisation and help them develop their skills in spontaneous music creation. Students will learn about different improvisation techniques and explore how they can be used to create different moods and emotions in music.

Activity: Students will work in small groups to improvise music using different techniques and explore how they can convey different emotions through their music. They will share their improvisations with the group and receive feedback.

Day 3:

Group activity: Students will work together to create a piece of music that reflects a particular emotion or mood. They will present their final piece to the group.

Reflection and evaluation: The last part of the day will be dedicated to reflecting on the activities and evaluating the learning outcomes of the meeting.

Students will provide feedback on what they learned and how they felt about the activities.

Overall, the program will aim to engage students in an exploration of how music can affect our emotions and moods, and how it can be used as a tool for creative expression. The workshops will provide students with an understanding of the psychological and technical aspects of music, while the activities will allow them to apply this knowledge in a practical and creative way.

ACTIVITIES for older students - 7-12 years old	ACTIVITIES for younger children – 4-6 years old
Day 1: Introduction and Icebreaker Activities Icebreaker Game: "My Favorite Sound" Each participant chooses a sound or melody they like and shares it with the group, explaining why they enjoy it. For example: rain, a specific song, or an instrument. The discussion focuses on the emotions associated with these sounds. Workshop on Music Psychology: "What Do I Feel When I Listen?" Activity: Students listen to 4–5 short musical pieces from different genres (classical, pop, rock, jazz, traditional). After each piece, they write an emotion (e.g., happiness, sadness, calm, unease) on a sticky note. The notes are collected on a thematic board. Group Discussion: Music in Our Lives Each child shares a personal experience where music changed their mood (e.g., a favorite song that makes them feel better when they are sad).	Day 1: Introduction and Exploring Emotions through Music Icebreaker Game: "Friendship Clap" - The teacher claps a simple rhythm (e.g., <i>clap, clap, pause</i>). Each child says their name in turn while keeping the rhythm. The aim is to create a friendly and interactive atmosphere. Exploring Emotions: "How Does It Make Me Feel?" - The teacher plays short pieces of music one by one (e.g., a happy song, a slow and calm melody, an energetic tune). Children express their reactions through movements: they dance if the music is happy, sit down quietly if the music is calm, or jump if the music is energetic. - At the end, the teacher shows pictures of faces expressing emotions (happy, sad, scared, calm) and asks how the music made them feel. Colors and Emotions Game: - Children choose a colored card (e.g., yellow = happiness, blue = sadness). The teacher plays short melodies on a xylophone or other instrument. After each one, the children raise the card that shows what emotion they felt.
Day 2: Musical Improvisation Workshop Rhythm Exercise: "The Rhythm Circle" Participants form a circle. Each person adds a rhythmic sound (clapping, snapping fingers, tapping on a table). The sounds are gradually combined to create a spontaneous improvisation. Exploring Emotions Through Sound Activity: Groups are assigned an emotion to express (e.g., fear, joy, anger) and use instruments or objects (e.g., glasses, sticks, cups) to improvise music that reflects that emotion.	Day 2: Musical Improvisation Workshop Rhythm Game: "Follow Me!" - The teacher uses a tambourine or another simple instrument to create rhythms (e.g., <i>bam-bam-pause</i>). The children imitate the rhythm using improvised instruments (spoons, boxes, etc.). Sounds of Emotions: - The teacher asks, "What does happiness sound like?" or "What does sadness sound like?" The children create sounds using their voices, hands, or instruments (e.g., happiness can be represented by high-pitched, fast sounds, while sadness by slow, low sounds). Musical Storytelling:

Collaborative Creation: Musical Story Each group creates a short story accompanied by improvised sounds (e.g., sounds for wind, rain, animals) to convey various emotions.	The teacher tells a simple story (e.g., "On a rainy day, a bear finds a rainbow"), and the children add sounds to each moment in the story (e.g., raindrops – snapping fingers; sunshine – cheerful claps on a tambourine).
Day 3: Creating a Musical Piece and Reflection Workshop: "What Emotion Do I Want to Convey?" • Activity: Each group chooses a central emotion (e.g., hope, sadness, anger). They create a musical piece using simple instruments (triangle, xylophone, tambourine) or improvised instruments (bottles, boxes, rubber bands). Musical Performance: • Each group presents their creation, explaining the creative process and the chosen emotion. Other groups provide feedback. Reflection and Feedback: • Students and teachers complete a short questionnaire: ○ What did I learn about music and emotions? ○ How did I feel during the activities? ○ What was the most fun or challenging part? Participation Certificate: At the end, each participant receives a symbolic certificate with a short personalized message about their contribution to the project.	Day 3: Creating a Musical Piece and Group Activity 1. Musical Collage: ○ The children work together to create a short piece using simple instruments (triangle, maracas, xylophone) or improvised instruments (glasses with water, pot lids). The teacher helps them repeat a simple 3-4 note melody. 2. Emotion Dance: ○ Each child receives an "emotion story" (e.g., "You are a happy flower growing in the sun" or "You are a scared bunny hiding"). When the music starts, the child dances the assigned emotion, and the others guess the emotion. 3. Musical Performance: ○ At the end of the day, the children and teacher sing and dance together to a simple song (e.g., "<i>Clap Your Hands, Smile With Me</i>"). Parents can be invited to watch, and the children receive participation certificates.