

## INTERCONNECTION OF FREE ACTIVITIES IN CLUBS WITH REGULAR (STANDARD) LEARNING

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### Abstract

Musical education is not only completed in the classroom, in choir and orchestra. This process can be organized in musical clubs for pupils with broader interests in musical art.

In every school we can find a lot of pupils with high musical talents or talents from other fields. The work of the pupils in musical clubs is more relaxed.

Different musical activities that are attended in clubs are more suitable forms where pupils can express their musical talent and in this way expand their musical knowledge which has educational-musical values.

This musical club is known as free activity club which is more suitable for pupils where pupils will have the chance to unfold their creativity capacities, because pupils are more free here to realize their wishes here comparing to regular (standard) learning.

Obviously the role of the teachers as the important factor is indisputable, which with their professional - pedagogical preparation and background will help pupils in the organization and realization of these activities, but always taking into consideration that they must not impose their thoughts to pupils such that pupils can have enough domain to express their creativity aspect. Because only in this way we can get out the best possible of them.

Within musical activities, pupils can choose their own activities according to their own wishes.

In these musical clubs there get involved talented new soloists, where teachers can use these pupils to bind them together and create vocal and instrumental ensembles. Then there also can be created groups like young creative group, a group of builders of musical instruments and tools, a group of different concert and shows visitor, a group of new journalists, etc.

All these activities enable a rich and comprehensive musical education and interconnecting inside the forms of their free activities.

**Keywords:** Interconnection, activities, education, clubs, pupils

### 1. INTRODUCTION

Musical education does not end in the classroom, in choir or in the orchestra. This process can be organized in **musical clubs** for pupils with higher interest for musical art.

In every school we can find pupils with high musical talents. The work of the pupils in musical clubs is more

relaxed.

Different musical activities developed in clubs are adequate forms where pupils can express their musical talent and in this way expand their musical knowledge which have educational-musical values.

"Club activities are based on a fully free determination, where pupils determine the content together with activity forms, which is different from elective classes, where after the election from the pupils, it takes the status of the regular class"<sup>1</sup>

Free activities are an adequate form where pupils have the chance to unfold their creativity provisions, since here they are more freer in realizing their desire comparing the regular (standard) classes.

The role of the teacher is undoubtedly an important factor, which with professional-pedagogical preparations with help pupils in organizing and realizing these activities, but always taking into consideration to don't impose their thoughts. Also the teacher must correct and advise pupils, by offering different variations to ease the work in realizing and coordinating the activities inside in the **club**.

For club works, for different forms of operations and for creative pupils, teachers always must be inspiring them even if they don't fill musical expression knowledges.

In the framework of musical clubs it can be developed activities that pupils select according to their wish. Teachers must develop the talents of eventual pupils inside the clubs for creating any melody from poetry written by the pupils of the club in their native language. After that pupils can sing and play with instruments these songs, especially the rhythmic ones.

In this way its realized the multiple forms of interconnection of interweaving of some different literary - musical contents.

In musical clubs participate new and talented singers, with beautiful voice and the ones which play musical instruments. In this group of vocal or instrumental singers is highlighted the development of individual pupils.

With these pupils, teachers can interconnect them and create vocal and instrumental ensembles with high value of music and education.

In the **group of new creators, pupils** have chance to express all their imagination by creating songs from different kinds.

Pupils that have affinity and interest for musical activities and technical skills, **consist the group of builders of instruments and musical tools** in the framework of musical club. Mainly build rhythmic instruments which are used to accompany the different songs.

Memberships in musical clubs can also be done by **group of listeners and the different concert and musical show visitors**, as: meetings with talented pupils of musical schools and also meetings with composers and talking for their musical composition.

The results achieved from groups in musical clubs are then transmitted from **new musical journalists** that inform readers for the activities inside the school.

In school magazines are published best compositions of creative pupils, together with drawings and poetry created during musical listening.

All these activities that are developed in musical clubs with talented pupils enable a rich and comprehensive education and **interconnected** within forms of their free activities.

But as Aaron Copland said, "*if you want to acquainted better with music, then you cannot do a better thing more than just listening to it*".

In this paper it is realized also a practical research where are shown two examples from two different classes where each of examples has its own characteristics.

## 2. METHODIC PREPARATION WITH WRITING

**"Selami Hallaçi" school, class: III 8**

**Date: 22 February 2015**

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<sup>1</sup> Mr.Seniha Spahiu "Methodic of musical teaching" Prishtinë, 2009, page.276

**Activity: Singing, interpretation, movement - dancing.**

**Teaching topic: Interconnection of singing, interpretation with movement.**

**Musical unit: "Zilja jone" ("Our Bell") song from F. Beqiri.**

**General objectives:**

- Creation of good atmosphere by demonstration
- Development of feelings of working together in groups

**Specific objectives:**

- Enjoyment and recognition of new song
- Talking about the content and the title
- Acquisition of the song
- Coordination of movements during the dance

## 2.1 Advocacy

Because the pupils did not do any concrete work in previous lesson

## 2.2 Realization

After my presentation, I demonstrated the "Zilja jone" song, by singing and accompany with instrument. Next the class followed the conversation with pupils regarding the listened song and the title of the song is written in the blackboard: "Zilja jone"

Again I demonstrated the song so the all song atmosphere can be felt .

### 2.2.1 Processing of the song

After my second demonstration of the song, I sang the first phrase and I asked the pupils to repeat. In this way we start learning the song by singing the phrase after phrase in form of "echo", so with interruptions.

I have worked in this way because of holding the intonation and growth of song by singing phrase after phrase achieving the entirety.

After all the melody is learned, pupils start to sing all the song as altogether.

## Zilja jonë

F. Beqiri

Andante

Tring, tring, tring kjo zil - ja jon' pë r në m'sim a - jo na fton

5  
E - ni nxë - nës me nxi - tim na thret shko - lla gjith' gë - zim'

Fig 1. Scores of the song "Our Bell" ("Zilja jone")

## 2.3 Reflection

1. Application of all elements of teaching units.
2. The song is sang in groups, first group sings the song and second group accompany with instruments which they have created by their selves and the third group dances.
3. From all these components its achieved a triple interconnection
4. Coordination and perfecting of these interconnected elements.

## 2.4 Expected Results

**Most of the pupils (middle level)** - reproduced the song correctly in rhythmic and melodic aspect

**Some of the pupils (advanced level)** - interpreted the song correctly in rhythmic and melodic aspect, by interpreting also with rhythmic instruments built by pupils themselves.

**Some of the pupils (base level)** – sang the song by listening the others

**Teaching tools:** rhythmic instruments, audio keyboard.

## 3. METHODIC PREPARATION WITH WRITING

"Thimi Mitko" school, class: IX 3

**Date:** 25 January 2015

**Activity:** Listening to the music

**Teaching topic:** Recognition of music genres - types

**Musical unit:** Distinguish musical genres - types

**General objectives:**

- Development of skills for active listening
- Cultivation of musical taste by selecting compositions from different genres

**Specific objectives:**

- Feeling and knowing the musical genres - types through listening of the compositions
- Musical genres: folk, pop, artistic, slow, blues, rock, jazz rock n' roll
- Conversations about musical genres - types

### 3.1 Advocacy

At the beginning of the lesson we discussed the previous lesson with title "Music in Baroque". Through the compositions listened in previous lesson, "Brandenburg Concert Nr 5" from composer J.S. Bach together with "Aleluja" from orator of "Mesia" G.G. Hendel.

### 3.2 Realization

After listening the first song, we start to discuss and ask questions to pupils. We start with the question which genre is this music?

After they answered the questions, they listened to another song and again we will discussed about this new song, by asking them if they noticed any difference from the previous song and after these questions we wrote on the blackboard that these two songs belonged to **folk genre** where first song was titled "**Talk ones**" ("**Fol Njehere**") interpreted from **Nazafete Shala** and "**Abroad**" ("**Këngë kurbeti** ") interpreted by **Aurela Gaçe**.

Continuing like this, after listening to next songs pupils achieved to notice that songs "**Four Seasons**" ("**Stinët e vitit**") and "**Spring**" ("**Vjeshta**") from composer A. Vivaldi, belonged to **artistic music**.

After listening to these songs, preliminarily I inform pupils that next song is very know to you and it will be good if they accompany by singing. I'm talking for "**Spring in Prishtina**" ("**Pranverë në Prishtinë** "), interpreted by **Sabri Fejzullahu**. It happened as expected. Most of the pupils sang the song during the listening. These information are noticed to the blackboard. Addition to these, there exists other genres-types of music, so I purposed to:

**"select good music"**

Now we again continue by listening and always insisting in active listening and enough concentration so they can feel the musical beauty. The part they listened belonged to blues music from **Ray Charles** and **Nora Jones**, titled "**Here we go again**". Than this is written to the blackboard.

Next song belonged to **jazz music** from **Faton Macula** and was titled "**Strings**" ("**Telat**"). Then this is written to the blackboard.

Pupils liked very much the next song on the queue because it was closer to them and they answered very quickly that this song belongs to **rock genre** and it is interpreted by known group "**The Beatles**". The song was titled "**And I love her**".

Also in the same way we acted with the last composition that has to do with **rock n' roll music** and is interpreted by world famous singer "**Elvis Presley**". The song is titled "**Love me tender**".

After we have listened all these musical pieces, I asked the pupils that what they have noticed during this lesson, they answered that we have learned different musical genres and after that we wrote on the blackboard that today we learned to:

#### **"Distinguish musical genres - types"**

### **3.3 Reflection**

1. During the listening of songs, pupils appended with their singings
2. Also discussed about different singers and groups

### **3.4 Expected Results**

**Most of the pupils (middle level)** - noticed that which genre the song belongs

**Some of the pupils (advanced level)** - achieved that except notice the genre of the song they also achieved to know the title and the singer of the song

**Some of the pupils (base level)** – sang the song by listening the others (advanced level pupils)

**Teaching tools:** CDs with above examples for listening.

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