

eMotif: A model of arts e-learning

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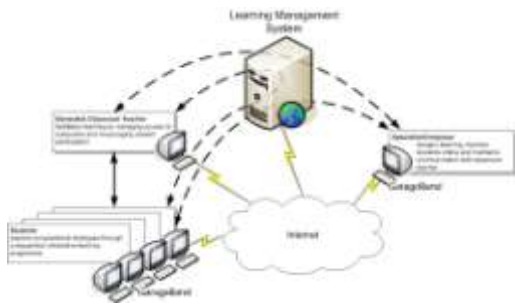
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What is eMotif?

an attempt to address the issue of inequitable access to quality arts learning in upper primary classrooms.

How does eMotif work?



Specialist teacher explains Student listens to demo Student experiments

Teaching and learning look like this...



...and this



...culminating in the 'Clubs' project

Students portray parts of a storybook through compositions. Successive drafts are shared online with the composer/teacher who mentors the process and also creates additional music for the story. Shared decisions about the project are made which is held together by a student narration of the story.



The product is...

An audio CD proudly played at the leavers' dinner and given to the school library for future use by other younger students at the school.



Clubs

Lolly is a school girl. She has a teacher called Ms Love whom she much admires. Lolly narrates the story of how clubs form at school and her search for a club to truly belong to.

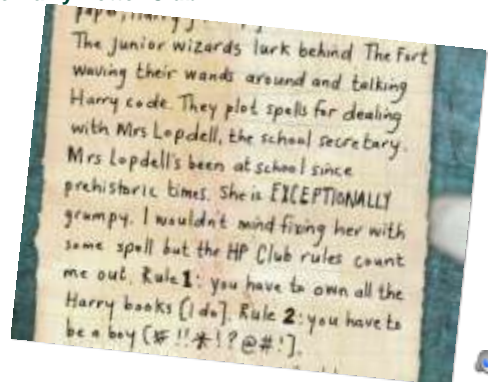


The 5 clubs

- Barbie Club
- Kitten Club
- Lego Club
- Harry Potter Club
- Grass Growing Spectators' Club



The Harry Potter Club



Student J email

I've got this far but I can't find anything else to put in the piece. Nothing else goes with the Harry Potter theme. Apart from that I'm pleased how its turning out and that everything runs together smoothly.

Composer/Teacher feedback

...like how you deal with the transitions between different sounds. Perhaps you don't need to find other sounds but instead build from what you already have - try different combinations of the sounds you already have. You could though try some input of your own sounds through audio recording - eg. sound effects you make, sounds from objects, vocal sounds not necessarily a singing voice.

Student J subsequent reply

...L and H are working together on another [Harry Potter] bit and its quite long, about 16 bars. It will probably blend well onto the end of mine. You will hear from them soon. Thankyou for your feedback and ideas. I think I will try some of them.

Student J comment that accompanied next draft

...I didn't do vocals but made some new song sounds from the ones that were already there.

Student comments

"It was fun because there weren't any set rules on how you had to put it together and shape it."

"Every single one of us composed an excellent piece of music and once it was all put together it sounded great. The project helped me learn a lot and was one of the most exciting things I have ever done on a computer."

"It was real cool to be in your own club with your mates."

"The project was really fun and it was cool to hear our own music on CD."

"I had heaps of fun creating this piece. I learnt heaps."

Classroom Teacher comment

"It was outstanding. We were able to utilise specialist help in music composition, something not available locally...schools, especially small primary schools are unable to provide specialist teachers - this is a wonderful way to access this...really enjoyed by the students."

A multiple case study of the implementation of eMotif in 3 schools found that:

it enabled students to acquire compositional skills and knowledge, to increase their confidence about their capacity for composition, and to gain a sense of pleasure in the compositions produced;

the generalist teachers developed a positive attitude towards facilitating compositional programs in their classrooms;

some organisational, technical and learning style issues occurred but it was considered these could be overcome with increased computer resourcing and prior student skill-building in specific facets of online learning.

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