



Remembers Melodies



Singing



Plays an Instrument



Listens to Music

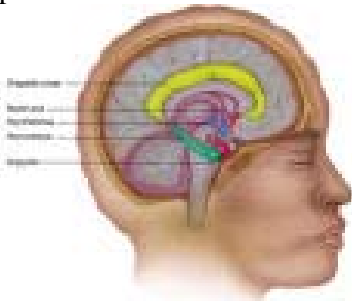
MUSICAL-RHYTHMIC WAYS OF KNOWING

Adapted by Leslie Wessman from the work of Howard Gardner, Thomas Armstrong, Linda Campbell, and David Lazaer.

DEFINITION

Music is undoubtedly one of the oldest art forms, utilizing the human voice and body as natural instruments and means of self expression. It is an art form that comes into the world with us. We live with our mother's heartbeat and respiration and the more subtle rhythms of metabolic and brain wave activity. We are all basically musical and can develop that capacity in ourselves and in others.

We use our MR intelligence when we play music to calm or stimulate ourselves. Many of us use music and rhythm to maintain a steady rhythm when jogging, studying, or learning to type.



MRI is involved when you hear a jingle on the radio and find yourself humming it over throughout the day. This intelligence is active when we use tones and rhythmic patterns (instrumental, human, and environmental) to communicate how we are feeling and what we believe (for example, the sounds of intense joy, fear,

excitement, and loss), or to express the depth of our religious devotion or the intensity of our school loyalty.

BRAIN CONNECTION

The abilities to intuitively perceive and enjoy music are mostly located in the right hemisphere of the brain, although the roots of music, especially its emotive power, are located in a much older part of the brain known as the Limbic System. It is tucked beneath the corpus callosum and is essential to emotional processing. The limbic system has no words, self-evaluation, or criticism. It is deeper, stronger, and more elemental to our basic nature than any other source of our "brain power."

LEARNING CAPACITIES

- Being sensitive to sounds
- Creating melodies & rhythms
- Using "schemes" to hear music
- Understanding the structure of music
- Sensing tonal qualities

CLASSROOM TOOLS

- Singing, humming, whistling
- Chanting/Rapping
- Background music
- Linking old tunes with concepts
- Creating new melodies to represent concepts
- Sound recognition

ASSESSMENT INSTRUMENTS

- Reproducing musical & rhythmic patterns
- Creating concept songs/raps
- Illustrating with sound
- Discerning rhythmic & musical patterns
- Composing music

CAREER POSSIBILITIES

- Musicians
- Vocalists
- Song Writers
- Orchestra Conductors
- Composers
- Sound Engineer

FURTHER READING

Howard Gardner. Multiple Intelligences: The Theory in Practice, 1993.



Musical-Rhythmic Capacities Developmental Journey

Basic Skill Level	Complex Skill Level	Coherence Level
<p><i>(involves learning to recognize, respond to, and produce basic patterns of music and rhythm, as well as developing associations with musical-rhythmic sounds))</i></p>	<p><i>(involves developing an awareness of music and rhythm as expressive media as well as learning to enjoy music and rhythm and understanding their impact on oneself))</i></p>	<p><i>(involves appreciation for music and rhythm both as a formal system and as a medium communication with others, as well as creative expression of oneself)</i></p>
<ul style="list-style-type: none"> • recognition of and response to a variety of tonal patterns and sounds • ability to reproduce or mimic a variety of specific tones and sounds • recognition of and response to a variety of rhythmic patterns and beats • ability to reproduce or mimic a variety of specific rhythms and beats • emotional associations with various sounds (tones and rhythms) 	<ul style="list-style-type: none"> • ability to produce different kinds of melodies and songs (both original and learned) • awareness of the impact and effects of various kinds of music and rhythm • matching various music and rhythm with one's feelings or moods • enjoyment of a variety of music types and specific rhythms or beats • ability to produce different kinds of rhythms and beats (both original and learned) 	<ul style="list-style-type: none"> • competence in using music and rhythm to express ideas, thoughts, and feelings • ability to create and share one's sense of music with others • recognition and understanding of different musical forms and rhythmic patterns • comprehension of the "language of music" (for example, musical symbols and terms) • appreciation for and understanding of different kinds of music and rhythms