



MANIFESTO

metodologia educativa Musica in Culla ®

MUSIC IN CRIB-MUSIC IN CRIB ® is an educational methodology concerning the development and musical and emotional learning in early childhood.

This educational methodology has its roots in some of the basic principles of Edwin Gordon's Music Learning Theory and develops around the subsequent studies and researches of Beth Bolton and the contributions of the Italian scientific committee of the International Association "MUSICA IN CULLA-MUSIC IN CRIB" ® (* see note).

The Musica in Culla® methodology, respecting the innate potentialities present in early childhood, considers musical language as an evolutionary element that can contribute to the cognitive and socio-affective development of the child. This path is carried out in compliance with the updates suggested by scientific research and changes in the socio-cultural environment, in accordance with the official documents concerning education and care in the first six years of life:

- <https://www.istruzione.it/sistema-integrato-06/allegati/Documento%20base%20Orientamenti%20nazionali%20per%20i%20servizi%20educativi%20per%20l'infanzia.pdf>
- <https://www.miur.gov.it/linee-pedagogiche-per-il-sistema-integrato-zerosei>
- http://www.indicazioninazionali.it/wp-content/uploads/2018/08/Indicazioni_Annali_Definitivo.pdf

During the Musica in Culla® meeting, the attitude of mutual listening is recognized as fundamental for the support and development of musical communication. Silence is recognized as a privileged place of inner resonance of the stimuli received, and space for the free expression of children.

The musical path accompanies the child, welcoming him and supporting the development of his autonomy, both musically and emotionally, using listening, respect for his personal times and attention to strengthening his self-esteem as key elements.

The music educator, who applies this methodology, welcomes every response and proposal from children, giving everyone the opportunity to express themselves without evaluative purposes, keeping the child at the centre as the 'subject' of the educational act. Musica in Culla® is open to contributions coming from other methodologies and cultures that can integrate the practices, studies and researches already known.

The methodology aims to foster greater awareness of the importance of the musical element in the child's life, by parents, educators, and people affectionately close to him. In this perspective, adults and children will have the opportunity to use music as nourishment for their relationship within daily life. The strength of musical intervention is based on two fundamental elements in early childhood: relationship and playing.

The teaching tools necessary for the Musica in Culla® educator are the voice and the body in motion. Furthermore, while respecting the multiple expressive possibilities of the child, the didactic intervention is always multidisciplinary, framed by artistic and expressive languages that are integrated into a plurality of stimuli with the expressive musical language. The methodology uses a wide and multiple musical repertoire from a tonal, modal, metric and stylistic point of view, conveyed within an empathic and expressive relational context.

It treats the musical meeting as a 'collective construction' in continuous evolution, thanks to the contribution of all the participants in a 'circular' relationship within the group - sound community.

It pays particular attention to the training of educators, in the belief that the educational relationship with the child requires great pedagogical, sociological and psychological preparation, as well as expressive-musical preparation.

** Note - after an initial phase of experimentation promoted by the Donna Olimpia Popular Music School, the methodology gains an autonomous form thanks to the contributions of Paola Anselmi (founder of the Musica in Culla Project which will later give life to the International Association) and other professional figures such as Claudio Massola, Manuela Filippa and Diego Maugeri, members of the Scientific Committee of the Association, and Francesco Saverio Galtieri, former president of the Association and Director of the Donna Olimpia Popular Music School.*