

## Literatursammlung Fachbereich Musik

### **Songwriting for nature: increasing nature connection and well-being through musical creativity**

Arbuthnott, K.D., Sutter, G.C. (2019). Songwriting for nature: increasing nature connection and well-being through musical creativity, *Environmental Education Research*, 25:9, 1300-1318, DOI: 10.1080/13504622.2019.1608425

#### **Abstract**

We conducted two field studies to examine whether songwriting retreats held in a natural setting would increase nature connectedness, as well as improve emotional well-being and performance on a creative reasoning task. In the first study, high school students took part in songwriting instruction either in their school or at a national wildlife conservation area. Results showed that the natural setting uniquely increased nature connection, while both settings improved mood and creative reasoning performance. In the second study, we observed similar effects for adults who attended songwriting retreats at the same conservation area and compared this to results from a science-based workshop in another remote natural area to assess whether nature connection effects were entirely attributable to nature contact. The findings of these studies imply that both musical creativity and outdoor education experiences improve well-being, while outdoor education also increases nature connectedness, and songwriting also increases creative reasoning.

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### **Exploring Our World: Outdoor Classes for Parents and Children.**

Desrochers, J. (2001). Exploring Our World: Outdoor Classes for Parents and Children. *Young Children*, v56 n5 p9-11 Sep 2001.

#### **Abstract**

Describes the outdoor adult education classes conducted by a community college in California designed for parents and their children ages 5 through 8 years. Classes include parenting topics, music, movement, crafts, stories, hiking, and nature awareness, focusing on sensual outdoor experiences for children. Describes what children gain from outdoor classes and how to start such a class.

[Zum Artikel](#)

### **Soul music from an educator: Sustainability and garden education in schools**

Watson, T.F. (2012). Soul music from an educator: Sustainability and garden education in schools.

#### **Abstract**

As a part of growing and strengthening response to environmental and sustainability education initiatives, schoolyard gardens have emerged across the nation and globe. Though the concept of schoolyard gardens has received widespread support and ignited the public imagination, it is increasingly evident that there is an

emergent need for place-based teaching models that allow for equitable access and programmatic continuity of such learning spaces. Presently, in-service professional development opportunities remain scarce in this dynamic interdisciplinary area in curriculum and instruction. Further, pre-service training and curriculum development in the context of gardens and place-based education is woefully unaddressed and are at best pet projects scattered "here and there." In other words, both in-service and pre-service training is usually contingent upon a particular group or charismatic/soulful leaders and is seldom integrated into program offerings and specialty training, or in ways that "widen the lens" of environmental and sustainability education. What is desperately needed in the field of education is a line of inquiry and research that illuminates preparation, integration and incorporation of engaged teaching and learning models, and additionally, critically situates schoolyard/community gardens in a larger global/social context, especially inside of varied constraints such as teacher accountability and school reform efforts. This compilation takes a step back and offers an interdisciplinary, conceptual framework for establishing authentic educational partnerships that respond to the above-stated research gaps for school gardens and beyond. The creation of sustainable partnerships across institutional and community spaces is a continuously negotiated and fragile space- not unlike the act of gardening itself. Drawing on Participatory Action Research models, illuminated are some of the social and ecological intricacies of developing strong professional development cultural models that not only allow for "gardens in schools" but more importantly, "schools (children and adults) in gardens." Not only are educational partnerships intimate and intricate between institutional and organizational stakeholders, enlivening collective relationship with the more-than-human world found within eco-literate discourses is also critical. To such an end, four pieces jointly reinvigorate notions of participatory consciousness, possibility and future in education and using the river as guide, explore educational renewal through imaginings such as "watershed consciousness." [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com.ezproxy.phsg.ch/en-US/products/dissertations/individuals.shtml>.]

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## **Music Therapy Engages Children with Autism in Outdoor Play**

FPG Child Development Institute (2007). Music Therapy Engages Children with Autism in Outdoor Play. FPG Snapshot. Number 39, February 2007

### **Abstract**

The unstructured space, running, climbing, sliding, and loud nature of playground time can be overwhelming for children with autism who thrive on predictable and structured routines. As a result, these preschoolers often do not experience the learning and social development benefits from outdoor play seen in their typically developing classmates. However, new research suggests that music may help bridge the gap between children with autism and their peers. A study, published in the Journal of Music Therapy, is the first to examine strategies to promote positive peer interactions during outdoor play for preschoolers with autism in inclusive child care programs. This report summarizes the methods and findings of the study. [This FPG Snapshot was produced by the FPG Child Development Institute at the University of North Carolina at Chapel Hill.]

[Zum Artikel](#)

## **Direct Experience Teaching in the Out-of-Doors.**

Blomberg, K. (1967). Direct Experience Teaching in the Out-of-Doors.

### **Abstract**

The method used to prove the value of direct experience teaching in the out-of-doors was taking children on short field trips and excursions and evaluating their attitudes and behavior as well as their accomplishments. Trips ranged from 10 minutes to 2 hours with a 6th grade class. The experiments took place for a period of 9 years (1955-1964). Experiences were on subject areas such as science activities, mathematics, language arts, social studies, art and music. The results of the activities were recorded by the writer in the form of notes on the reactions, discoveries, and creativity of the children. It was concluded that direct experience teaching in the out-of-doors will result in broader and richer educational opportunities and will provide a better climate for learning.

[Zum Artikel](#)

## **Our Classroom is Wild America. Trailside Education in Action -- Encounters with Self, Society, and Nature in America's First Ecology Expedition School.**

Cohen, M.J. (1974). Our Classroom is Wild America. Trailside Education in Action -- Encounters with Self, Society, and Nature in America's First Ecology Expedition School.

### **Abstract**

The result of a pioneering effort in environmental education (early 1960's), this book explains and defines the concepts and activities incorporated in "expedition education". The Trailside school is described as a study/travel program for small groups of secondary students who, working toward 1 year of high school or 2 semesters of college credit, participate for 263 days in the following field studies: natural history, ecology, anthropology, archaeology, historical restoration, sociology, group dynamics, psychology, history of the American people, astronomy, and navigation, as well as courses in traditional American music and folklore, English exposition, health and physical education, geography, home economics, citizenship, earth science, guidance, and biology. A blend of the following concepts are cited as basic to successful expedition education: a return to natural origins, in reality as well as in imagination; direct contact with human beings in a real-life environment, establishing a strong basis for personal growth; a small group living together, providing each member with a chance to observe his influence on other members within the group; greater learning power when the student enjoys and involves himself in learning situations that are "totally involving"; and freedom as the key word to education.

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## **Portals between worlds: A study of the experiences of children aged 7–11 years from primary schools in Wales making music outdoors**

Adams, D., & Beauchamp, G. (2018). Portals between worlds: A study of the experiences of children aged 7–11 years from primary schools in Wales making music outdoors. *Research Studies in Music Education*, 40(1), 50–66.

### **Abstract**

There has been increasing interest in the educational value of outdoor learning around the world and in the United Kingdom. This is reflected in the statutory curricula of each country. At present, however, there has been little research into the potential of music-making in the outdoors. This study investigated how changing the physical location of learners' music-making to outdoor environments impacted on children aged 7-11 years. Seven classes of children and their teachers, from six different primary schools, created music for a ceremonial performance in various outdoor locations in Wales. These activities were video-recorded and after their musical performances, the children were interviewed using video-stimulated reflective dialogue (VSRD) in semi-structured interviews. Their teachers also took part in semi-structured interviews, but without the use of VSRD. The resultant iterative analysis of data revealed four overlapping and interwoven themes: freedom, emotion, senses and agency. In addition, the interviews revealed that the combination of the setting (including the ritual structure of the activity), the move from the school setting and the four themes (emotion, senses, freedom, agency) contribute to create a 'vortex' effect, potentially drawing the children into a state of liminality and peak experience, before achieving a state of calm focus. All of these factors are summed up in a tentative model of the impact of music-making outdoors with children aged 7-11 years.

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## **Musings of a Songwriter: Connecting Students to Community and Nature through the Language of Lyric and Song**

Filipowitsch, M. (2011). Musings of a Songwriter: Connecting Students to Community and Nature through the Language of Lyric and Song. *Pathways: The Ontario Journal of Outdoor Education*, v23 n2 p21-23 Win 2011.

### **Abstract**

One of the most enduring lessons that the author learned as a musician is that sometimes the most expressive notes are the ones never played. This lesson continues to teach him as he learns to correctly use it within his compositions, as well as in live performances. The author has used music as a tool to connect with students, and has written songs that spoke to the different environmental, social, and political aspects of where he was living. In this article, the author discusses how music and emotion can be integrated with place-based education to foster actively engaged students with a deeper sense of connectedness and appreciation for the natural world.

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## **A Case for the Place of Music in the Outdoor Education Program.**

Bernardy, M. (2000). A Case for the Place of Music in the Outdoor Education Program: Part II. T aprot, v12 n3 p3-7 Fall-Win 2000.

### **Abstract**

The inclusion of music in outdoor educational programs exposes students to a form of communication outside verbal language, develops intrapersonal and interpersonal skills, and improves academic performance in other areas. Through music, one can reconnect with nature, appreciate other cultures, and improve listening skills. Including music in teacher education curricula helps teachers employ music as a mode of learning.

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## **101 Environmental Education Activities. Booklet 1--Art and Music Activities.**

Whitney, H. (1975). 101 Environmental Education Activities. Booklet 1--Art and Music Activities.

### **Abstract**

First of a series of 6 publications containing environmental education activities, this booklet by the Upper Mississippi River ECO-Center describes 12 environmentally-based art and music activities for elementary and intermediate grades. Each activity description contains objectives, preparation, materials, directions, student evaluation, and variations where appropriate. Eight art projects teach basic art concepts, the artistic use of natural objects and throw-aways, materials combination, aesthetics, and texture awareness by means of the following outdoor oriented activities: dried material arrangements, sand castings, sand paintings, tracings, observations of nature, drawing with natural objects, and bur sculpture. The four music activities--music in the study of animals, music made from articles found in nature, original songs, and selections pertaining to outdoor activities and sounds--teach the uses and history of various instruments and an awareness of rhythm.

[Zum Artikel](#)

## **Environmental Education Teacher Resource Handbook: A Practical Guide for K-12 Environmental Education.**

Wilke, Richard J., Ed. (1993). Environmental Education Teacher Resource Handbook: A Practical Guide for K-12 Environmental Education.

### **Abstract**

This handbook is one of a series of practical references for curriculum developers, education faculty, veteran teachers, and student teachers. The handbook is designed to provide information on the background of environmental education (EE) curriculum, as well as current, comprehensive information on publications, standards, and special materials for K-12 EE. The 13 chapters address various topics involving EE curriculum development. The chapters are: (1) "Environment in the K-12 Curriculum: An Overview" (John F. Disinger); (2) "Integration and Curriculum Design" (Trudi L. Volk); (3) "Where's the Money? Funding Curriculum Projects"

(Anne L. Green); (4) "State-Level Curriculum Guidelines: An Analysis" (Karen Marshall); (5) "State-Level Curriculum Guidelines: A Listing"; (6) "Assessment in Environmental Education" (Tom Marcinkowski); (7) "Curriculum Materials for Environmental Education" (David Haury, Joe E. Heimlich, and Mary Norton); (8) "Sources and Ideas for Special Projects" (Jennie F. Lane and Cathrine E. Rossow); (9) "Children's Trade Books in Environmental Education" (Lynne Krueger); (10) "Curriculum Material Producers"; (11) "Statewide Textbook Adoption"; (12) "Index to Reviews of Education Materials"; and (13) "Kraus Curriculum Development Library (KCDL) Locations." An appendix contains a reprint of an exemplary curriculum guide produced by the California Energy Extension Service, "Conserve and Reduce: An Energy Education Activity Package for Grade 4-6." An index of terms is provided.

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