

Musical Writing, Music Composition at an Elementary level

Abstract

The natural creative instinct is hidden in every child. Trying out musical composition at an elementary level can be started at the youngest age, until the child's playful mood and improvisational instinct have not yet been limited by the obligation to know and follow the rules. The melodious library created from small compositions written by the composer Péter Vermesy (1939-1989) to the poems of the poet Domokos Szilágyi (1938-1976) provides examples of the possible way of composing music at an elementary level. This is not an unfamiliar area for music educators, but in my presentation I would like to introduce the works of the two Transylvanian artists with the aim of expanding the musical material that can be used in practice by those who direct musical activities.

The title of the volume: Pimpimpáré. This playful title also symbolizes the spirit of the book. From the very first examples, ideas encouraging the variation of musical motifs appear in it. At the same time, there is a gradation in the listing of pieces and small pieces of music aimed at introducing sound systems and acquiring basic knowledge of music theory. In the first part of the volume, we find 55 monophonic songs, which can form the repertoire of kindergarten and elementary school children. The choral works presented in the second part are more sophisticated pieces that can be accompanied by instruments. Among the toy instruments, there is a reference to the use of bells, drums, wooden drums, cymbals, kolomps, and xylophones. The methodological ideas of the volume are contained in the Appendix.

The goal of music education at school is for the student to gain practice in musical reading and writing in parallel with the development of vocal performance skills and singing skills. But this always means the solmization of ready-made songs and musical works. Elements that develop creativity are present to a very small extent among the exercises that promote musical literacy. As the compiler of the volume puts it: "Our goal is therefore that children, by playing with simple musical building blocks, free themselves from the constant constraint of ready-made music: the lesson to be learned." (Appendix, 194.) At the same time, he points out that vocational education also lacks the expansion of the musical imagination in the

field of monophonic melody creation. The aim is only to construct examples of harmony and counterpoint following regular vocal composition, even though the way to understanding classical music can be through free musical construction, creative attempts and melody creations that stimulate the imagination. These require good poetic texts, works of folk or artistic poetry, as the present collection proves.

Keywords: Development of Creative Instinct, Playful Musical Formulation, Development of Creativity