Report on the ISME - Gibson Award 2012
to the Greek Society for Music Education
and the Music Library of Greece "Lillian Voudouri"

"Euterpe: Greek songs for schools - Digital Music Anthology"

The team on behalf of the Greek Society for Music Education undertook the scientific preparation of the song base. The project involves the development and implementation of a digital song database, called "Euterpe: Digital Music Anthology". The song database consists of Greek and non-Greek songs suitable for use in school music lessons at all educational levels. During the year 2013 we set out specifically the aims of the project, we carried out a considerable part of its implementation. The aims of the Euterpe project follow below.

Aims of the Project

The aims of the Euterpe Project were:

- To offer music teachers and general school teachers, music material for educational use, including scores and instructional recommendations for classroom music teaching.
- To offer music teachers further professional training and specialised help with teaching ideas and their application in school.
- To enrich the school music repertoire with new songs.
- To offer free access to material and guidelines to everyone who wants to expand his/her ideas for music teaching-learning.
- To create a song database with a view to continuing the compilation of a rich digital anthology of Greek songs and songs from other cultures for educational use.
- To promote modern teaching methods, open to cross-disciplinary links and connections with other arts.
- To encourage and support the non-specialist classroom teacher (primary or nursery school teacher) in the use of music and song in his/her teaching, utilizing the raw material and proposals of "Euterpi."

Sources of songs

The songs for the database derive from the following sources:

a) Historical sources and rare Greek music anthologies from the 19th century and the first half of the 20th century,

b) Greek and non-Greek folk songs,

c) Well known children's songs,

d) Songs composed by contemporary Greek and non-Greek composers, and

e) Songs composed by music educators willing to contribute part of their work to this project.

Description of the work
The work of the scientific team of the Greek Society for Music Education (GSME) included the following three steps:

a) Song selection
Songs have been selected from several collections, including the wide score collection of the Music Library of Greece "Lilian Voudouri", the library of the Ionian University, the library of the Greek Society for Music Education, as well as many other public and private collections. Furthermore, special emphasis has been put on including contemporary Greek works and well-known song for children. Many members of the Greek Society for Music Education send original material for the song base. All legal cautions were taken care. We tried to use free-rights material as much as possible. Those songs with legal cautions were taken care of by the Music Library of Greece "Lillian Voudouri". Effort was made to choose the most "educational material" for a wide range of age groups, children's interests and abilities. We chose many folk songs from various places of Greece, as we believe that this is a type of material that is more difficult for teachers to have access to. We also included songs of well-known composers of the 20th century, contemporary Greek composers and music educators who compose original material or offered arrangement especially for schools.

b) Digital score writing
All selected songs were digitized into a "Finale" or "Musescore" music notation software. Each digital song has been described in a special and detailed metadata scheme which is expected to be very useful to teachers and students in the future. Effort was made for the digital scores to be easy-to-read for younger children. The scores that are addressed to a younger audience are written on a bigger size. We also tried to keep all scores in a similar format. Acoustic sample, PDF format and Finale/Musescore music software format will be on display for each song.

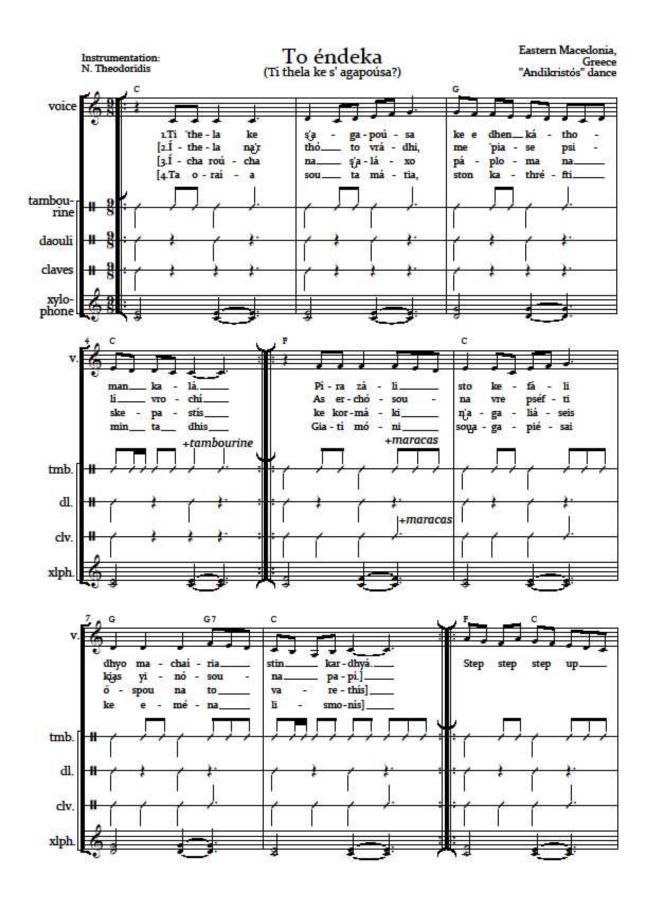### c) Information about the songs and their educational use
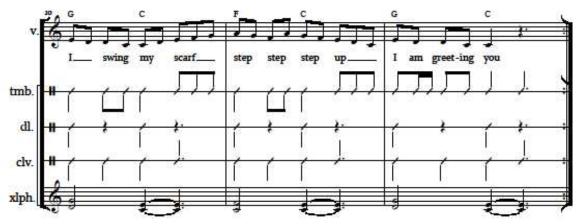The information on the database includes:
- **The score of the song** in musical-notation software format (*Finale* or *Musescore*), acoustic samples and PDF format.
- **Information about the song**: composer, lyricist, other contributors, date of composition/first release, language of the lyrics, arrangement, first performance, name of the music album, region/country of origin, first words, key words, song genre, meter, tonality (major, minor or modal), vocal range, number of voices.
- **Teaching tips**: suggested activities and teaching-learning tips, music goals, non-music learning goals, orchestration techniques, cross-disciplinary links with other school subjects, cross-disciplinary concepts, suitability for age group, suggested songs for school celebration or special occasion and other relevant information that interested teachers might find useful.

An example of a song
One song as an example follows:

1. Ti 'thela ke s'agapoúsa ke e dhen káthoman kalá.   (2)
   Píra záli sto kefáli dhyo machaíria stin kardhyá.   (2)
   Step step step up, I swing my scarf
   Step step step up, I am greeting you   (2)

2. Íthela na 'rthó to vrádhi, me 'piase psilí vrochí   (2)
   As erchósou-na vre pséfti ki as yinósouna papí.]   (2)

3. Ícha roúcha na s' aláxo páploma na skepastís   (2)
   ke kormáki n' agaliáseis óspou na to varethís   (2)

4. Ta oraía sou ta mátia, ston kathréfti min ta dhis   (2)
   Giatí móni sou agapiésai ke eména lismonís   (2)

Additional lyrics for dancing formations

Step step step up, I swing my scarf
Step step step up, I am greeting you

1. Pódhi pódhi páno hop ke to mandíli mou kounáo
   pódhi pódhi páno hop ke ke sas cheretó

2. Se zevgária, páno hop ke [to mandíli mou kounáo
   pódhi pódhi páno hop ke ke sas cheretó]

3. Péra dhóthe, páno hop ke [to mandíli mou kounáo
   pódhi pódhi páno hop ke ke sas cheretó]

4. Gíro - gíro, páno hop ke [to mandíli mou kounáo
   pódhi pódhi páno hop ke ke sas cheretó]

PHONETICS' NOTES
ch = like "hook"
dh = like "this"
ou = like "push"
ps = like "apocalypse"
th = like "thanks"
y = "y" like "yellow"

´ = punctuation, vowels pronounced bolder

English translation of the lyrics

Why did I love you,
and get myself into trouble?
I had dizziness in my head,
two daggers in my heart.

I wanted to come at night,
but drizzling rain came in.
But you could have come, you liar,
even soaked like a duck.

I had dry clothes for you to put on
a quilt to cover yourself
and a little body to embrace
until you get bored of it.

Your beautiful eyes
don't dare to see in the mirror
because you may fall in love with yourself,
and forget me.

Euterpi Digital Music Anthology - data on display for the above song

Title of the song	Eleven
Alternative title	Why did I love you?
Composer	-
Lyricist	-
Other contributors	Arrangement for educational use: Nikos Theodorides
Date of composition/ Date of first release	-
Language of the lyrics	Greek
Arrangement	-
Other information (first performance, name of the music album, etc.)	-
Region of origin / Country of origin	Western Macedonia, Greece
First words	*Why did I love you, and get myself into trouble?*
Key words	love; embracing; eyes; heart; mirror;
Suggested activities and teaching-learning tips	Students should have the opportunities to: ▪ develop an understanding of mixed measures through the paradigm of 9/8. ▪ Accompany the song by (a) clapping the strong beats of the meter, (b) clapping the rhythm of the words (melody). ▪ Sing the song divided into two groups (boys and girls). ▪ Investigate the relationships between the song and the dance (*karsilamas* or *antikristos*). ▪ Learn the basic elements of the dance through the use of audio-visual media. ▪ Dance on their own.

	- Improvise simple rhythmic variations in 9/8 meter. - Become familiar with *toumbeleki* (traditional music instrument of the percussion family). - Perform simple rhythmic and melodic *ostinati* given by the teacher to accompany the song. - Develop awareness of the conceptual motifs in traditional love songs. - Perform a dramatic interpretation of the song using exaggeration as to create a sense of Greek tragedy.
Music aims	9/8 meter (2+2+2+3). - Pause on the strong beat of the meter. - Ascending step-wise melodic motion on scale. - Major tonality.
Non-music related aims	- Students should have the opportunities to develop a sense of collectiveness through music and dance activities. - Consider co-ordination in performing with others
Song genre	Folk - Traditional
Cross-disciplinary links with other school subjects	- Drama. - Physical Education.
Cross-disciplinary concepts	- Tradition (the concept of love in previous eras). - Symmetry. - Interaction, and communication (between men and women). - Exaggeration (in the content of the song).
Suitability for educational level (age group)	3rd - 6th Primary school Grades
Suggested for school celebration or special occasion	-
Meter	9/8 (2+2+2+3)
Tonality (major, minor, modal)	Major
Vocal range	Octave
Number of voices	Monophonic

Philosophical considerations

Our music educational work for the Euterpe Digital Song Base is based on our long experience on research and practice in teaching and learning of music in schools, universities and beyond. Some of the main philosophical considerations that emerged out of this work follow:

- We define *creative school teaching and learning* according to the latest research literature in music teaching and learning, school singing and curriculum development.
- *Creative school music teaching* can start from song singing and flow into a lot of other activities, such as music listening, instrument playing, moving, dancing, improvising, composing and understanding.
- What constitutes a "*good song*" is always an issue for debate. Yet, we believe that it is more important how teachers teach a song in order to convey musical and non-music related aims. It is important to know how we can use every song in order to raise students' musicality and to know how every song can result in a good musical flow in the classroom.

- Music teaching-learning can help *children grow musically* and in many other ways. Therefore, suggested activities are designed both to reach musical goals and to help reach more general goals for the students' development. Students are expected to develop their musical skills (singing, listening, performing, composing, moving etc.), as well as to develop emotional and social skills and self-esteem.
- We adopt the principles of *Creative Arts Integration* to support curriculum and student learning. We recognise *Arts Integration* as a dynamic platform for interface among students, teachers, the world of art, and creative practices.
- We stand in favour of *experiential learning*, *interaction and communication*, both amongst the children and together with the teacher.

Up to now we have been working on an average of 150 songs. We already finished and sent for upload approximately 50 of those songs and will be able to complete our lists on another 50 songs by the middle of January. We believe that we will finish the analysis of all the material by the end of March 2014, so that the Euterpe Digital Song Base will be launched to the public by May 2014.

The team on behalf of the Greek Society for Music Education

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Dr. Nikos Theodoridis, Lecturer in Music Education, Department of Early Childhood Education, Aristotle University of Thessaloniki

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Corfu, Thessaloniki, 23rd December 2013

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"Euterpe: Greek songs for schools - Digital Music Anthology"

Music Library of Greece "Lillian Voudouri"
December 2013

Description of Activities:

Music Library of Greece "Lillian Voudouri" overtook the work of technically supporting the project and the clearing of the copyright issues.

"Euterpe" is run on Dspace, an open source software package created by MIT and used for digital collections. The project is hosted on Apache Tomcat web server and the digital items are stored in PostgreSQL database.
So far, the description fields have been specified and the Dublin Core metadata scheme has been configured so that it responds to the requirements for the description of the songs which will be entered on the database. The scheme has been updated with new fields, and they have all been translated both in English and Greek for the presentation of the English and the Greek template accordingly.
Finally, the first records have been uploaded together with the digitized documents which accompany them in order for trials to be carried out which will ensure the proper running of the database.
The interface of Euterpe's web application will be fully customized according to the needs of the project (including browse and search indices). Here http://dspace.mmb.org.gr/jspui3/ you may see the working format of the database (only in greek) that will be enriched by more songs as the the team GSME will provide the scores and the educational comments.

At the same time, a list with the prospective songs has been created and the search of all those involved and having copyrights has begun so that the rightful use of the songs can be ensured.

This has actually been a major concern of out team and the process to clear the intellectual property rights of the creators has taken a lot of effort.

The data base contains a number of old traditional songs, however another large amount of songs are contemporary in order to be more familiar and attractive to school students. Every of the 35 composer of the selected contemporary songs was contacted by mail or e-mail. Through the letter they were informed about the project, its purpose and scope and they were kindly asked to give their permission to have their specific song included in the database. There was a positive response to our request.

At the same time we contacted and asked composers who belong to the Greek Composers Union and also teachers associations, to offer or even compose new, suitable songs for the purposes of the project and the database. We also contacted publishers and we are happy to report that they also responded positively.

Expenditure:
We have purchased a computer that supports the server for the database for the amount of 902.05 euros.

Problems:
The communication with the composers and other authors were very time consuming. Since not everybody responded or gave their positive answer, we were obliged to limit our selection.

Immediate priorities:
To clear more copyright matters and to enrich the database with the material that GSME will provide as we have test to operability of the system.

The working group:

Stephanie Merakos, **BA, MA**, Head of Library, Music Library of Greece "Lillian Voudouri"

Valia Vraka,   , Musicologist, Archive of Greek Music**,** Music Library of Greece "Lillian Voudouri"

George Boumpous, MSc in Information Science, Digital Library Services, Music Library of Greece "Lillian Voudouri"