



MUSIC IDEAS

– for teaching adult cochlear implant users to enjoy listening to music again

Charlotte Thostrup & Mathilde Lumbye Orry

Specialcenter Roskilde Kommunikation (SCR) in Denmark has developed a rehabilitation program for CI-users to support their learning to enjoy music after CI-operation.

MusiC Ideas is targeted teachers and provides a broad collection of music activities and training. A web-based and a hardcopy of SCR's CI-music program has been developed with music activities related to pitch, timbre and rhythm including a thorough described guidance and video examples of how teachers can carry out the activities with the adult CI-users.

The program is based on the following principles: Group sessions, interdisciplinary team of teachers, acoustic and recorded music, basic music theory, practicing music together on instruments and daily individually training at home.

MusiC Ideas is written in Danish. This pamphlet provides 6 translated examples on different activities.

This pamphlet is produced specifically for the 3rd Music & Cochlear Implant Symposium 2021 in Cambridge UK.

Feel free to contact us:

mathildelo@roskilde.dk
charlottetho@roskilde.dk
scr.kommunikation@roskilde.dk

Link to MusiC Ideas' manual, interview, appendix and videos:



→ <https://www.scr.kommunikation.roskilde.dk/videoer47.asp>

Ideas to practice melody recognition

The syllables of any lyrics establish a rhythm, which is characteristic and specific for each melody. Choose up to 5 well-known melodies and give them numbers 1- 5. Write titles and numbers on a board.

Practical exercises

- Say the text aloud with the participants, while the text's rhythm is highlighted. *Watch video 4.*
- Everyone taps the text rhythm without the text said out loud. Switch between the 5 melodies.
- You tap one of the texts, and the participants must try to recognize which melody you have chosen. They can use their fingers to show numbers 1- 5. *Watch video 5 and 6.*
- The participants can take turns trying to "text-tap" a melody

Ideas to practice rhythm

Examples of rhythm figures:

One clap for every X in the bar marked below.

1	and	2	and	3	and	4	and
X	X	X	X	X		X	
X		X		X	X	X	
		X	X	X	X		
		X	X			X	X

Practical exercises

- You clap one bar of a rhythm and then let the participants repeat in pulse.
- Try to vary the impact strength and timbre of the rhythm figure (clap on thigh or hands)
- Notice if the participants are attentive and can repeat your version. *Watch video 15 and 16.*
- Ask the participants to close their eyes and continue the exercise – listen

With funds from:

William Demant Fonden

DANFLEX

AB ADVANCED BIONICS

MEDTEL



ROSILDE KOMMUNE

Ideas of visual support to practice and endure hearing music

Introduce the concepts of music with focus on discovering that music can be put on a "formula":

Elements:

- **Intro** (start)
- **A** (*verse*)
- **B** (*chorus*)
- **Bridge** (*a kind of presentation of the next to come*)
- **C** (*a sequence or variation*)
- **Solo/improvisation**
- **Breaks**
- **Outro** (*ending*) or **fade-out**

Don't Know Why
Norah Jones

Form	Instruments	Text
intro	Drums and washboards, Guitar piano	
A	Piano part	I waited 'til I saw the sun I don't know why I didn't come I left you by the house of sun I don't know why I didn't come I don't know why I didn't come
A		When I saw the break of day I wished that I could fly away Instead of keeping in the sand Catching teardrops in my hand
B	Uh from choir Piano in between	My heart is drenched in wine But you'll be on my mind Forever
A	Piano in between	Out across the endless sea I would die in ecstasy But I'll be a bag of bones Driving down the road alone
B	Piano in between	My heart is drenched in wine But you'll be on my mind Forever
A	Piano solo	
A		Something has to make you run I don't know why I didn't come I feel as empty as a drum I don't know why I didn't come I don't know why I didn't come
outro	A Capella song (no instruments)	I don't know why I didn't come

Practical exercises

Choose a piece of music and use the terms of the music elements to make a formula of how it is "constructed". Add the text, and pay attention to special themes or breaks that are recognizable. This method gives a visual support for the participants to follow the music

See appendix 8,10 and 11

Ideas working with graphic notation



This is a graphic notation of a well-known theme
(from Beethoven's 5th Symphony) See appendix 15 page 2

Practical exercises

Let the participants try to guess or recognize the theme. Maybe give some hints to the theme for inspiration:

- Say out loud: short short short loooooong (*in pulse*).
- Tap the rhythm
- You play the theme on piano: **e e e c d d d h**
- Focus on the **rhythm**, and let the participants play the theme anywhere on the piano's keys. Watch video 18

It is also the Morse code for V (dot dot dot line), and V is the Roman numeral equal for 5. Look up more information on the Internet.

There are many good examples of [visual scores for classical music](#) on YouTube.

The surrounding music

Music is being played all around us - in the media, in the shops, in the bus, in the bars and restaurants. Many of the participants express that it is frustrating to neither be able to hear what is being played, nor to be able to ignore the music. Often this kind of music in the surroundings is chosen to create a mood.

Ideas to focus on different means and purposes of music

- Reflect together on which kind of music create the feeling of relaxation, joy, gloom, excitement etc.
- Try to find examples of well-known commercials on YouTube and play (not show) these to the participants. Maybe there will be a kind of recognition and you can talk about characteristics
- Talk about which music genres the participants know, and what are their characteristics or differences in rhythm, tempo, instruments and sounds etc

Ideas to practice music together

Participants can try to improvise on the piano/keyboard:

- using only the white keys
- using only 1 key at a time,
- "walking" up and down the keys
- "jumping around" a bit
- creating a rhythmic figure, - repeating it at different places on the piano
- mark (with whiteboard pen) 3-4 white keys and create a theme.

Now you can start accompanying the improvisations with a vamp on white key: C-major/A-minor/ D-minor/G-major.

Watch video 20. Two participants take turns

When everyone is comfortable improvising, a rhythm section can be set in motion.

- Give some of the participant's water bottles to beat a previously practiced rhythm on.

Make a play-order and use the elements of the music e.g.:

- **Intro** : *vamp and rhythm section introduce and continue*
- **Improvisation 1**
- **Break**: *everyone stops (a silent beat)*
- **Improvisation 2**
- **Outro**: *fade out and stop*

