



Sistema Europe : un réseau éclectique pour l'éducation non formelle

Maria Majno

Apprentissages collectifs de la musique
7-8 décembre 2020

Un discours entre musiciens

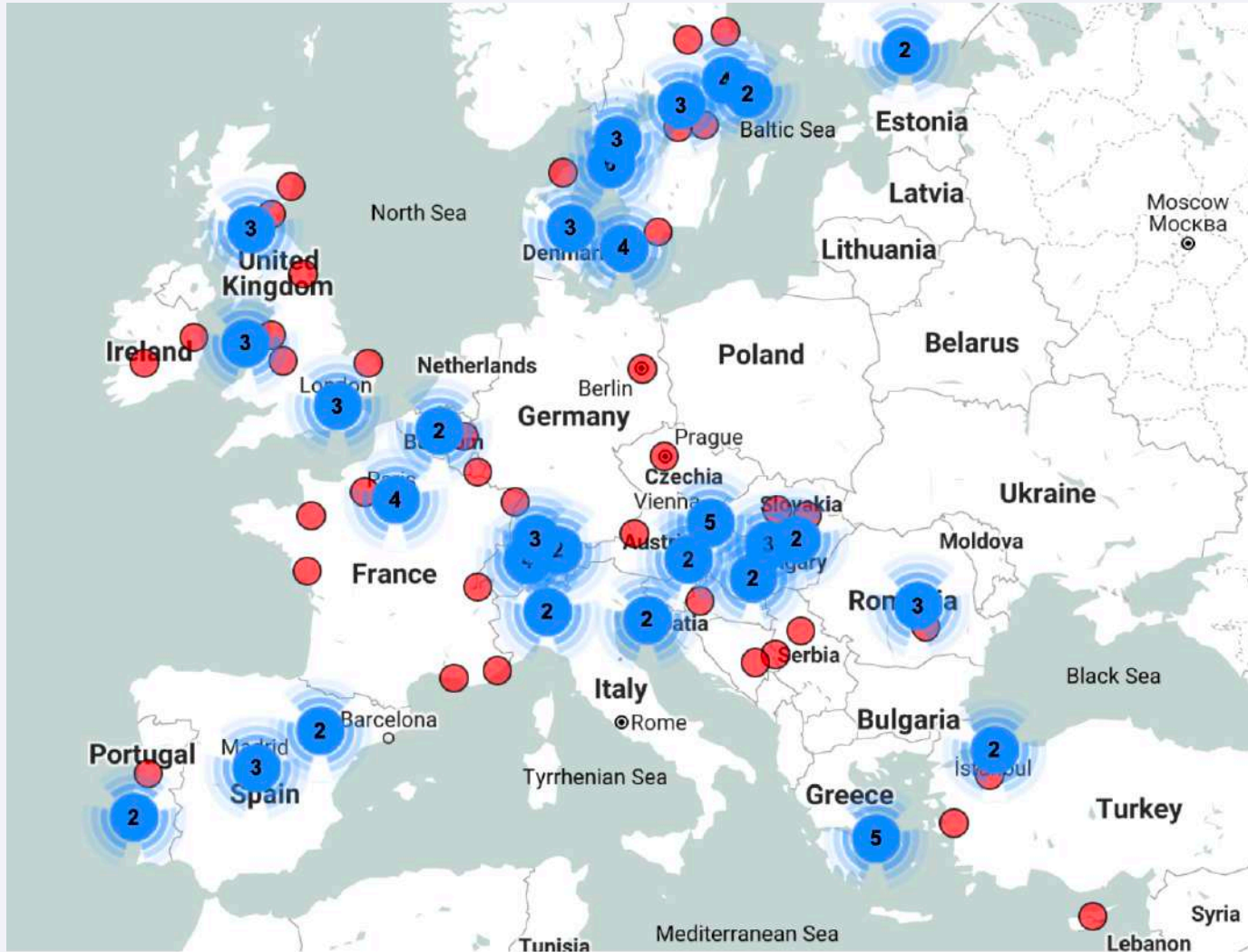


José Antonio Abreu
and Gustavo
Dudamel

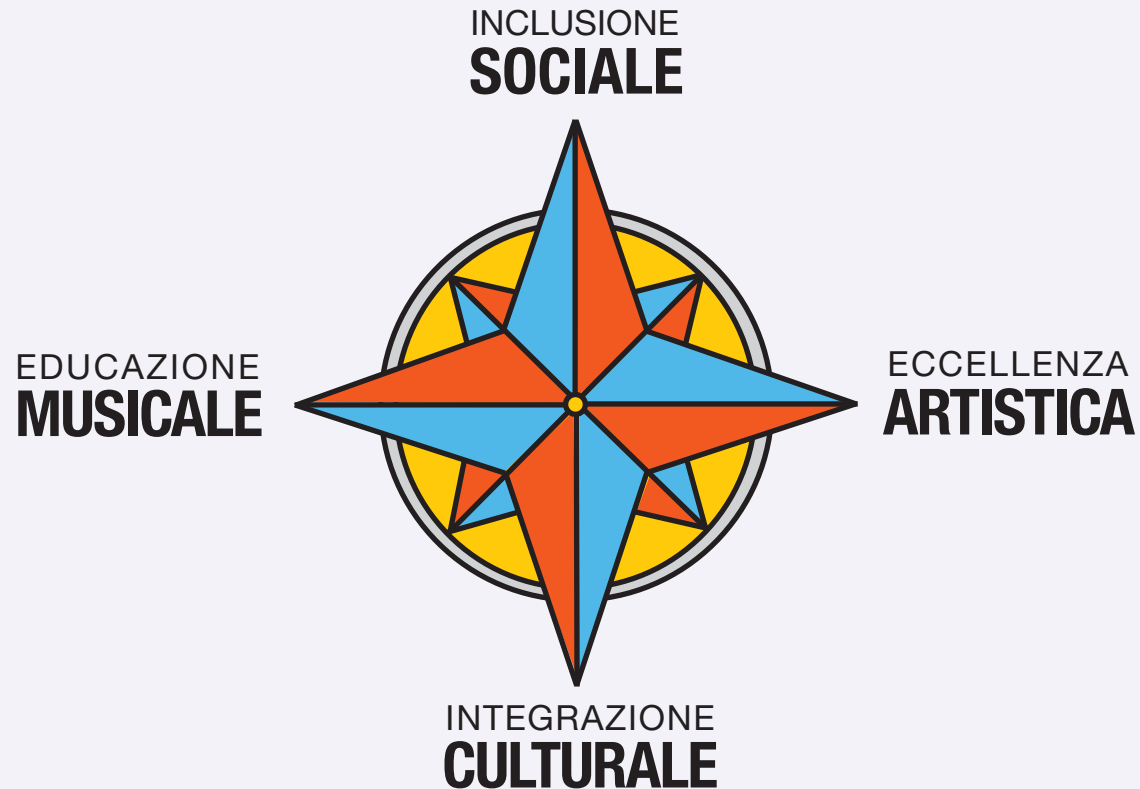
Claudio Abbado
In Venezuela



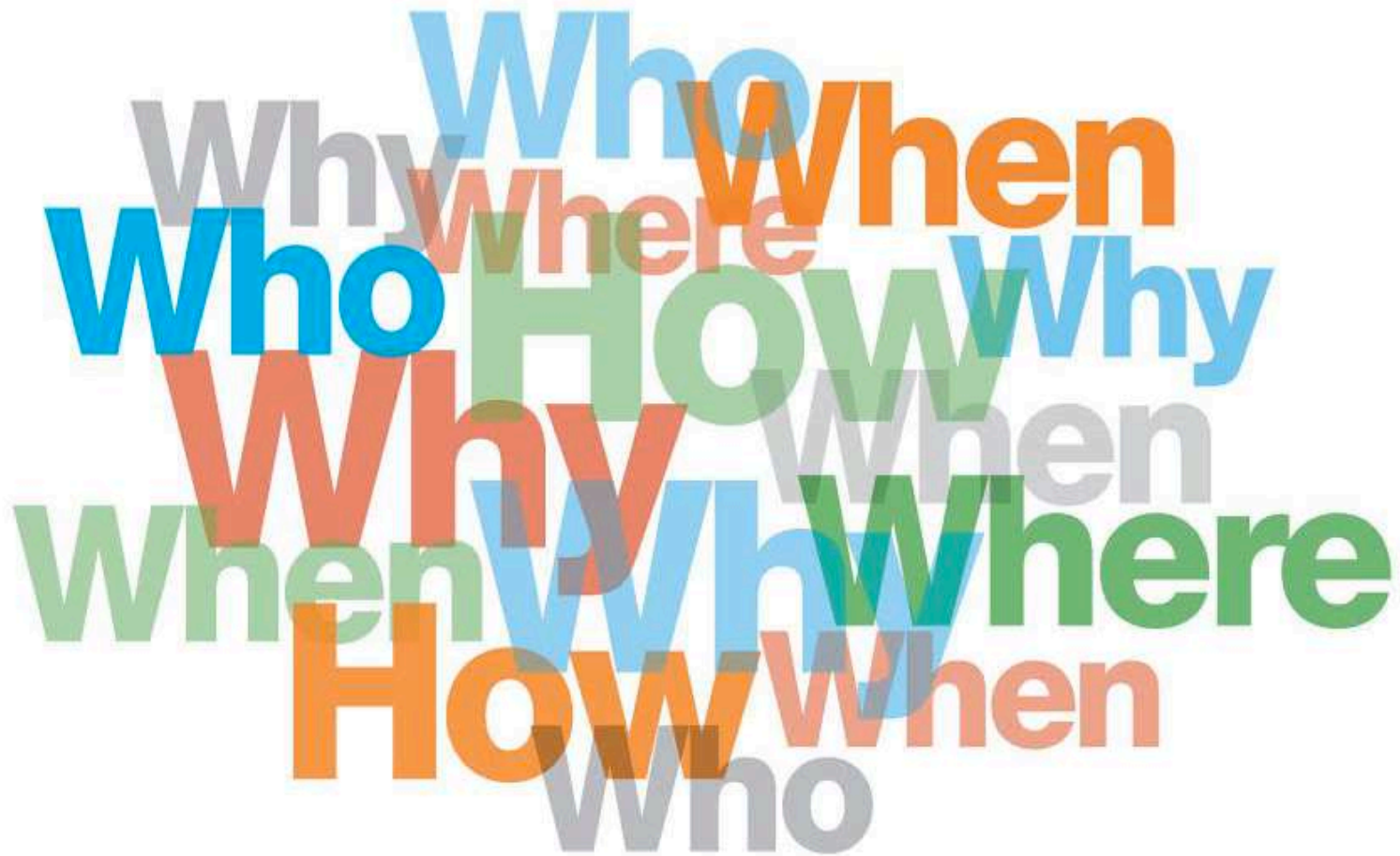
www.sistemaeurope.org



Points cardinaux



Un mouvement de *questions*



Adaptations



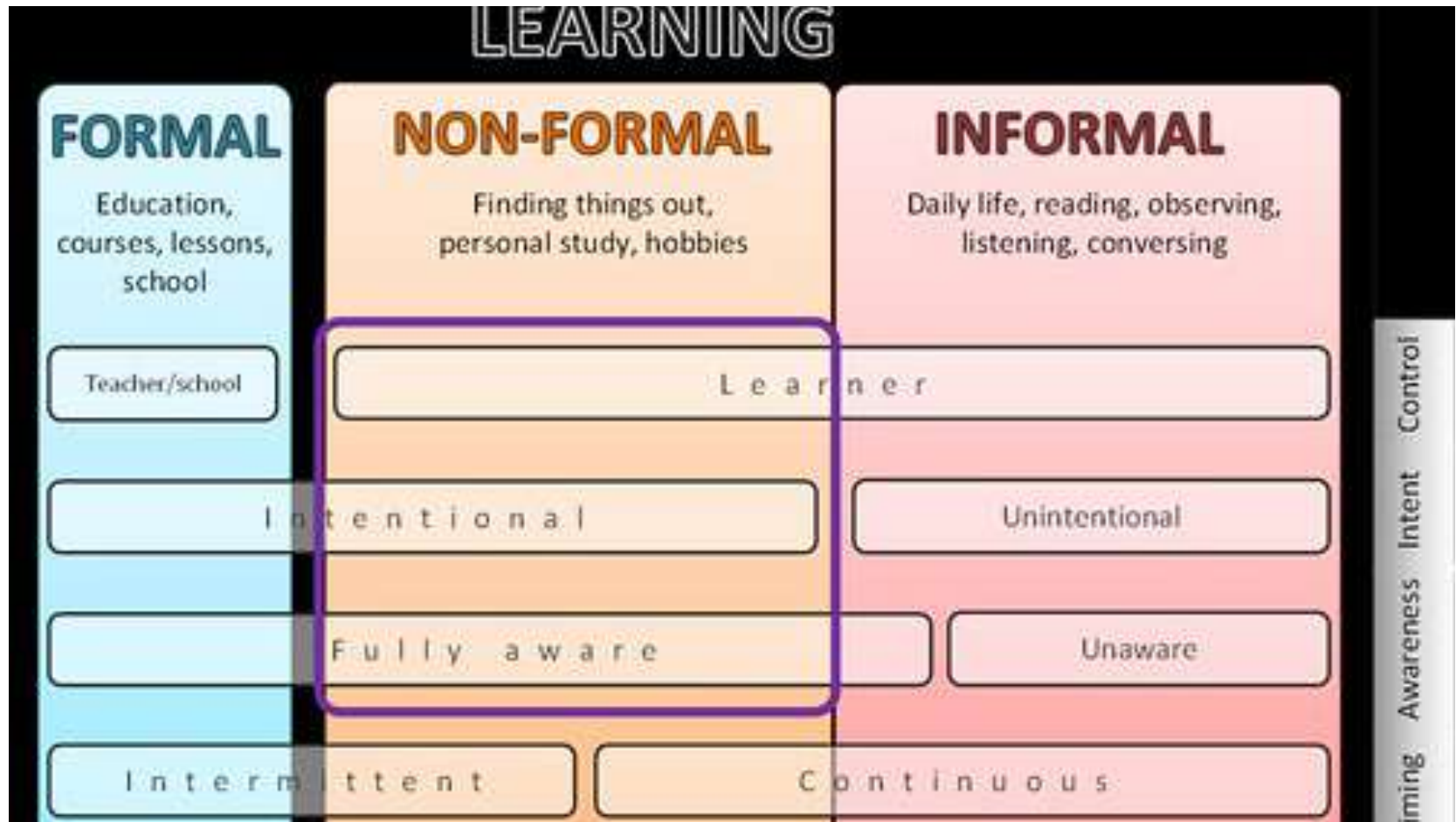
Foto Andreas Knapp

TRANSLATION
Into the specificities of each
context” (J. A. Abreu)

CORRELATION
to cultural specificities

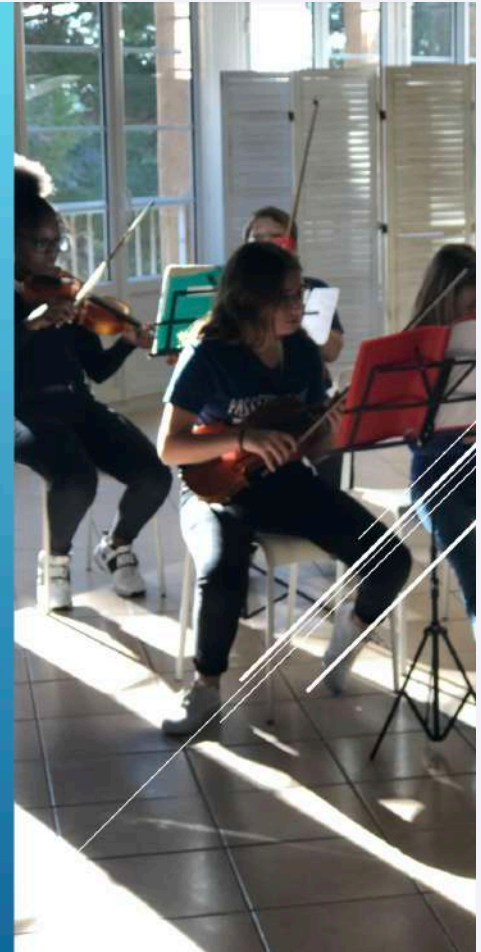
ADAPTION > ADOPTION
by the Communities

Approaches to “learning”



le Réseau: Assister / Transformer

- ▶ “Sistema Europe envisages children and young people from every section of European society reaching their full potential. As part of the international Sistema movement, Sistema Europe seeks to assist the continent's Sistema-inspired programmes in positively transforming the lives of children, young people and their families in communities from every section of society through the practice of orchestral and ensemble music-making.” (Part of Sistema Europe’s, Vision and Mission)



Principes programmatiques

1. Offrir une activité de musique d'orchestre, vocale et d'autres ensembles musicaux comme agent de développement, d'inclusion et d'intégration
2. Assurer l'accès à tous les jeunes, mais en particulier à ceux qui ont le moins de ressources et le plus grand besoin
3. Favoriser des environnements d'apprentissage stimulants qui permettent aux enfants de progresser rapidement vers l'excellence, grâce à leur jeune âge
4. Garantir un enseignement de haute qualité, immersif, intense et joyeux, avec un apprentissage par les pairs et des performances régulières.
5. Maintenir un travail de programme régulier et à haute fréquence, y compris plusieurs sessions/heures d'activités par semaine
6. Approfondir les liens avec les réseaux communautaires en développant le modèle du «Núcleo» vénézuélien dans les contextes locaux

Voir aussi [Eric Booth, The Fundamentals of El Sistema](#)

... a few KEY ISSUES...

Different types
of “Nuclei” :

- **Affiliated**
- **“On the
Ground”**

Duration /
Sustainability

“Almost”
Free, or
completely ?

Instruments and
the Environment:
Music Fund

Learning
from
**Short-
comings**

Competition /
Complement

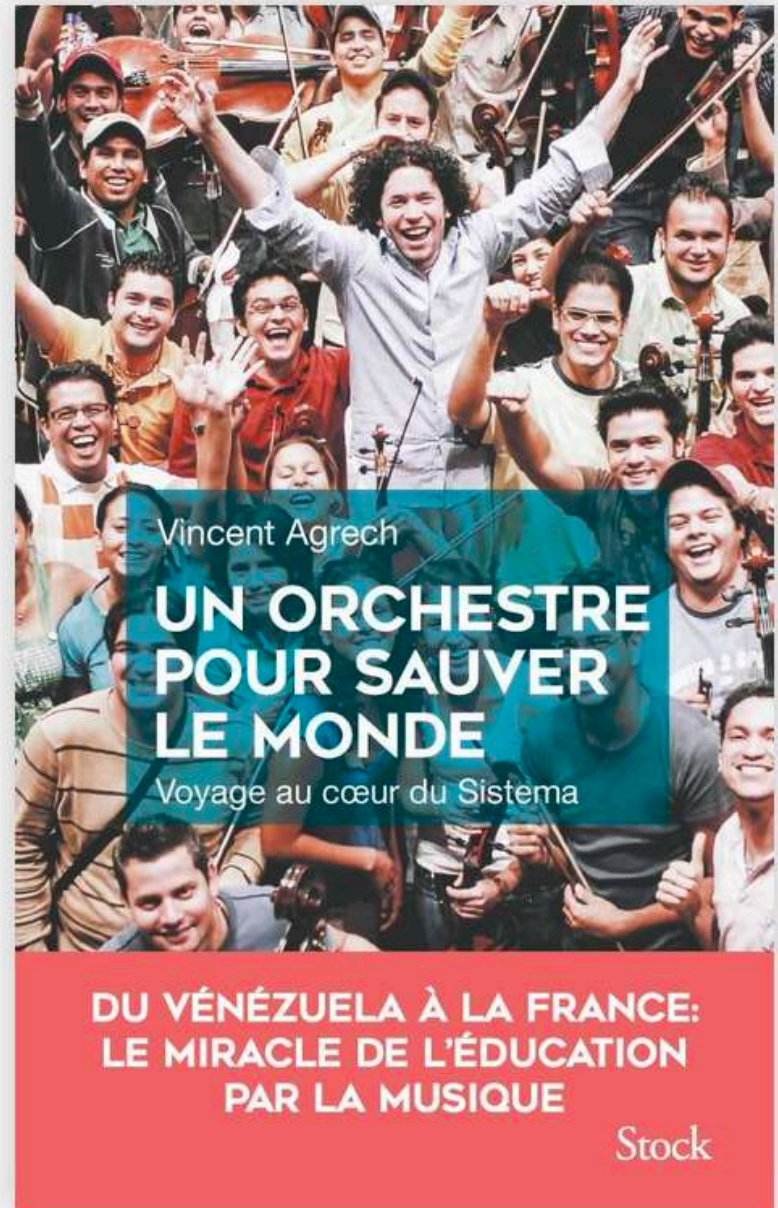
Awareness
of **Other**
disadvantages

... and shared CHALLENGES

- Funding
- Sustainability
- Involvement of public sector
- Infrastructure
- Visibility
- Leadership
- Motivation to persevere
- Research
- Teaching forces
- Training of Teachers
- Repertoire across genres
- Resources (Shared)
- Orchestral forces: Choices
- Credits for Students
- Quality of artistic Output
- “Measurements” / Validation
- Combined *Impact*
- Recognition
- Attrition / Competition

Critiques et perspectives

JEOFF
BAKER
BLOG





I FORUM:

"Approach to the ideas of Maestro José Antonio Abreu"

National System of Youth and Children's Orchestras and Choirs of Venezuela

Inspired programs of "El Sistema" in Europe

DECEMBER 10TH, 2020.

Time: 10:00 am - 12:30 pm
(Venezuelan Time)

The registration link:

<https://forms.gle/zwB3wF45VVg8>

I FORUM:

"Approach to the ideas of Maestro José Antonio Abreu"
1st Lecture

National System of Youth and Children's Orchestras and Choirs of Venezuela (El Sistema)

Inspired programs of El Sistema in Europe

Themes:

- José Antonio Abreu Anselmi "Attributes of his service". The historical path of his human essence, his profession, his ideas and his work.
- El Sistema, a magna work of the original thoughts of Maestro Abreu.
- The "Núcleo".

Lecturer:

Dr. Leonardo E. Hurtado

Schedule:

- 10:00 am: Welcome and opening (Professor Jesús Morín)
- 10:10 am: Exchanging time regarding the historical and philosophical context of each Music Program. Their experience and linking with the ideas of Maestro José Antonio Abreu (3 min each project)
- 10:50 am: Lecture (Dr. Leonardo Hurtado)
- 11:30 pm: Sharing and exchanging time (questions and answers), related with the dynamic of the lecture. Final considerations
- 12:30 pm: Closure

Music education: too little too late?

EFFECTS OF MUSICAL TRAINING ON:

- Cognitive skills
- Personality traits
- Social relations



ADDITIONAL QUESTIONS:

- Does the multiethnic origin of students help in decreasing stereotypes and prejudices?
- Do music workshops and orchestral activities help the integration of students from multiple nationalities?



Music Education at School: Too Little and Too Late? Evidence From a Longitudinal Study on Music Training in Preadolescents

Desiré Carloti^{1,2}, Laura Danelli¹, Maria T. Guasti¹, Marcello Gallucci¹, Marco Perugini¹, Patrizia Steca¹, Natale Adolfo Stucchi¹, Angelo Maffezzoli³, Maria Majno⁴, Manuela Berlinger^{2,5,6*} and Eraldo Paulesu^{1,7*}

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OPEN ACCESS

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It is widely believed that intensive music training can boost cognitive and visuo-motor skills. However, this evidence is primarily based on retrospective studies; this makes it difficult to determine whether a cognitive advantage is caused by the intensive music training, or it is instead a factor influencing the choice of starting a music curriculum. To address these issues in a highly ecological setting, we tested longitudinally 128 students of a Middle School in Milan, at the beginning of the first class and, 1 year later, at the beginning of the second class. 72 students belonged to a Music curriculum (30 with previous music experience and 42 without) and 56 belonged to a Standard curriculum (44 with prior music experience and 12 without). Using a Principal Component Analysis, all the cognitive measures were grouped in four high-order factors, reflecting (a) General Cognitive Abilities, (b) Speed of Linguistic Elaboration, (c) Accuracy in Reading and Memory tests, and (d) Visuospatial and numerical skills. The longitudinal comparison of the four groups of students revealed that students from the Music curriculum had better performance in tests tackling General Cognitive Abilities, Visuospatial skills, and Accuracy in Reading and Memory tests. However, there were no significant curriculum-by-time interactions. Finally, the decision to have a musical experience before entering middle school was more likely to occur when the cultural background of the families was a high one. We conclude that a combination of family-related variables, early music experience, and pre-existent cognitive make-up is a likely explanation for the decision to enter a music curriculum at middle school.

Keywords: intensive training, cognitive development, educational psychology, phonological skills, language, visuo-spatial skills

► "Coming from cultures and social systems often very different to Venezuela, Sistema Europe Association and Network members will interpret these program principles in ways that reflect their own culture and society, as well as their connection to Venezuela's El Sistema and the international Sistema movement."
(Part of Sistema Europe's program principles)



A LARGE VARIETY WITHIN
THE PROGRAMS

SEu resource page



The screenshot shows the 'Online Learning Resources' page on the Sistema Europe website. The page features a navigation menu at the top with links for 'About Us', 'Our Members', 'Our Projects', 'Support Us', 'News, Events & Press', 'Media', 'Resources', and 'Contact Us'. Below the navigation, there is a breadcrumb trail: 'Home > Online Learning Resources'. The main heading is 'Online Learning Resources', followed by a horizontal line and a row of social media icons (Facebook, Twitter, Google+, LinkedIn, and Email). A large graphic of a lightbulb filled with gears is centered on the page. Below the graphic, the section is titled 'Members' online learning resources'. The text explains that this section features members' publicly accessible online learning resources, listed by language. A list of language options is provided: 'In English', 'In Spanish', and 'In Turkish'.

Sistema Europe

About Us Our Members Our Projects Support Us News, Events & Press Media Resources Contact Us

Home > Online Learning Resources

Online Learning Resources

f t G+ in ✉



Members' online learning resources

This section features our members' publicly accessible online learning resources, with the resources listed according to the languages they use:

- Ⓞ In English
- Ⓞ In Spanish
- Ⓞ In Turkish

The Harmonie Foundation, Prague

- [Nadační Fond Harmonie](http://nfharmonie.cz) (nfharmonie.cz) videospot
- 2 preparatory courses (1-1.5 hours twice a week), 2 orchestras (2.25 hours three times a week), 1 chamber orchestra (4 hours once a week)
- Children aged 6-19 years
- Tuition takes place at three elementary schools
- Full-time tuition was followed by online tuition in the form of: Group playing / Individual tuition and Online instructional video lessons focused mainly on rhythm: Rytmy – Disk Google
- 5th open air concert - a unique opportunity for all amateur musicians to become members of the orchestra and play with us and Ivo Kahánek, piano virtuoso and our patron: https://youtu.be/m_8xoz5qpsU
- The project was successfully presented on Czech Television (CT), the public service broadcaster, twice: Documentary for the programme Reportéři ČT (CT Reporters) / Performance and interview in the programme Sama doma (Home Alone).

Baris için Muzik / news



Performance

El Sistema Sweden

- 30 El Sistema-programmes all over Sweden, includes 10.000 children and youth
- The first national El Sistema orchestra started 2019: **El Sistema Sweden National Orchestra**. 45 selected musicians 11-19 year are members. In collaboration with The Royal Philharmonic Orchestra in Stockholm and Swedish Radio Symphony Orchestra.
- Video from Konsert Hall in Stockholm october 2020: <https://www.konserthuset.se/program-och-biljetter/kalender/konsert/2020/play-visning-el-sistema-nationalorkester-29-oktober/20201102-1800/>
- **El Sistema Academy** will be arranged January 2021 in partnership with The Royal College of Music in Stockholm. 2.5 higher education credits.
- The camp **Side by Side by El Sistema** is arranged by Gothenburg Symphony Orchestra in every year. Next time: 19-23 June, 2021.



CIRCLE OF LIFE
SIDE BY SIDE DIGITAL 2020

Milan, SEYO 2015



SEYO 2017 Athens: «Reconnecting Symphonies»



Photo A. Ballesteros

El Sistema Greece

El Sistema Greece provides free music education to children in refugee camps in Greece.



HOPE TO COME WHEN THERE IS NONE. SEYO VISITED THE REFUGEE CAMP WHILE PREPARING THEIR CONCERT.

**Domenica
12 marzo 2017
ore 17**

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Milano



Dedicato al progetto



Al Kamandjati

il violinista

per la formazione dei bambini
e ragazzi palestinesi

**Musiche di Beethoven, Cuéllar
Gruselle, Ippolitov-Ivanov
Mozart, Newbold, Offenbach
Saint-Saëns, Sollima, Strauss**

BIGLIETTI

€ 10 intero, € 5 ridotto
Disponibili su www.ticketone.it e nei punti vendita TicketOne

I contributi raccolti sono destinati ad Assopace Palestina
per la creazione di cinquanta borse di studio destinate ai bambini
e ai ragazzi del campo profughi palestinese Kalandia, allievi della scuola
di musica Al Kamandjati, fondata da Ramzi Aburedwan.

INFORMAZIONI

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info@sistemalombardia.eu - www.sistemalombardia.eu

f sistemalombardia

**Orchestra Nuclei Uniti
PYO - Pasquinelli Young Orchestra**
direttore Carlo Taffuri

Orchestra Giovanile PEPITA
direttore Paolo De Lorenzi

Erica Paganelli & Silvia Gilberto
pianoforti

Ospiti

Luca Franzetti violoncello
A proposito di Bach e della musica in Palestina
in collegamento con Ramzi Aburedwan

Guido De Monticelli
Lecture e immagini

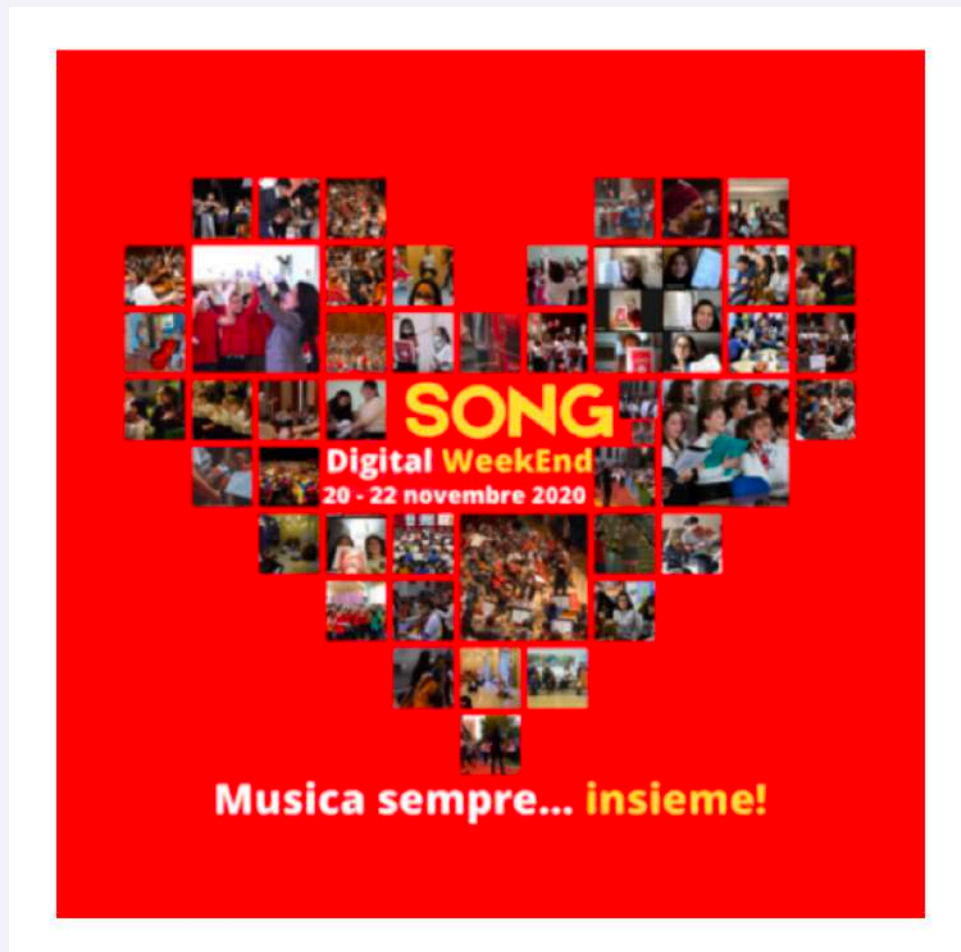
Luisa Morgantini, Presidente di Assopace Palestina
La musica come dimensione di libertà

Partecipano i piccoli musicisti dei Nuclei Aderenti
L'Albero della Musica, L'altramusica, ImmaginArte,
I Piccoli Pomeriggi Musicali, Scuola di Musica Dedalo
e dei Nuclei Territoriali di Zona 4, 5, 6 di Milano e Baranzate

Con l'adesione di Centro Barrio's
e ICS Tommaso Grossi, Thour Gonzaga, Gianni Rodari

Si ringrazia per la collaborazione Casa Musicale Sonzogno

SONG Digital Weekend



A KEY PARTNER



**IMPROVING
THE QUALITY
OF CHILDHOOD
IN EUROPE**

Notre but

Mettre la qualité de l'enfance au centre des activités politiques des sociétés européennes et évaluer soigneusement les effets de leurs décisions sur les enfants qui vivent et grandissent dans ces sociétés.

Alliance for Childhood

**IMPROVING
THE QUALITY
OF CHILDHOOD
IN EUROPE**

draft
INVITATION

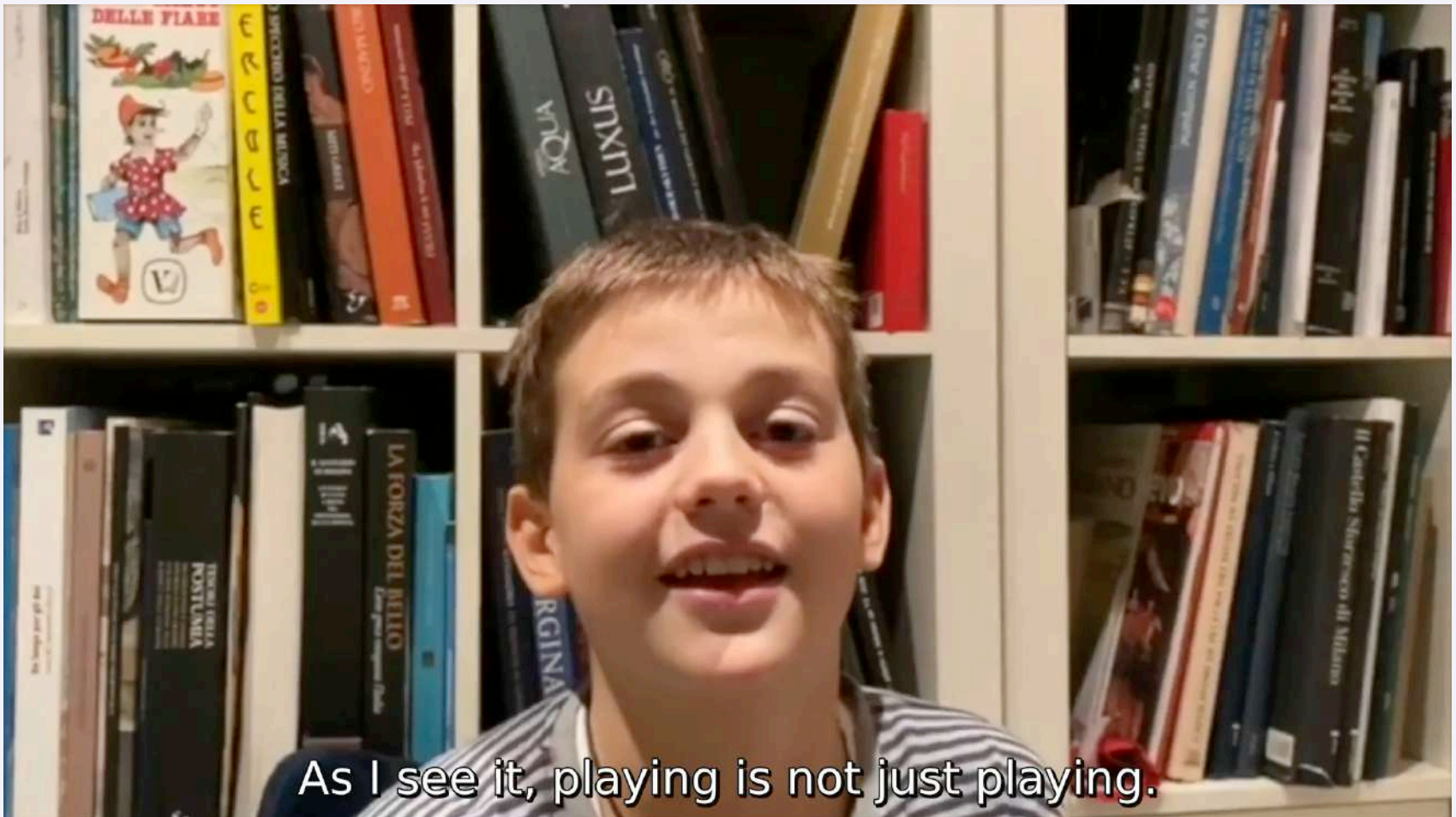
**Working Group on the Quality of Childhood holding its meetings in the
European Parliament building (QoC). Its patrons:**

**MEP Pietro Bartolo
MEP Helmut Geuking
Rovana Plumb
MEP Evelyn Regner**

78th Quality of Childhood Event:

**Music event to celebrate
the 31st Anniversary of the
UN Convention on the Rights of the Child**

Ennio: le droit au «Jeu»



«Musique sans barrières»



SONG senza barriere - English subtitles

117 visualizzazioni • 31 mag 2019

👍 0 🗨️ 0 ➦ CONDIVIDI ≡ SALVA ⋮

General perspectives

- [TED X LUXEMBURG](#) by Patricia Abdelnour
- [THE WORLD ENSEMBLE](#)
- RESEARCH: [SIMM-POSIMUM 5](#) (2020)-2021
- “NEUROMUSIC”: [Mariani Foundation](#)

SEYO
2020
MADRID

we play
to transform
the world.

2020 > 21

 **OBJECTIFS**  **DE DÉVELOPPEMENT DURABLE**



«CONSTRUIRE AVEC LA MUSIQUE»

Journées nationales de collecte d'instruments

Les Journées nationales de collecte d'instruments de musique sont des initiatives organisées dans plusieurs villes (en Italie: Milan - Teatro alla Scala, Bari - Teatro Petruzzelli, Rome, Auditorium Parco della Musica) afin de soutenir les activités des Nucleos italiens, permettant la participation de tous les citoyens au projet social : "Donner un instrument, élever un enfant".

L'initiative a reçu du chef de l'État Giorgio Napolitano la plaque de représentant de la présidence de la République, reconnaissant sa valeur sociale et éducative.

Grâce à cette initiative et à la générosité des participants, plus de 1 000 instruments ont été collectés et mis à disposition.

Avec la collaboration de



Artistes allié(e)s



Carnaval des Animaux: «Tortues»



Orfeo suoniamo insieme!

Cosa dicono i bambini



Ogni volta che arriviamo ci sono delle sedie posizionate in semicerchio; prima di andare a suonare la maestra ci fa vedere delle cose alla lavagna e poi ci divide in gruppi formati da strumenti ma c'è un gruppo che fa il coro. Poi prima di cominciare a suonare passa un sacco di tempo e in questo tempo tutti fanno un po' di baccano con gli strumenti. *(Giuseppe)*

Penso che fare musica è una materia veramente molto bella soprattutto se fatta nel modo in cui l'abbiamo fatta quest'anno. Io faccio parte del coro che canta l'Orfeo e l'Inno alla gioia. Mi diverto molto perché mi piace cantare e trovo che queste canzoni siano bellissime, mi danno felicità e allegria. *(Kawtar)*

Penso che far provare degli strumenti musicali a dei bambini che non li avevano mai suonati prima sia una cosa molto bella. L'unica sola cosa che non mi è piaciuta di questa esperienza è quella che dopo essermi esercitata con il violoncello per il concerto del 25 maggio all'ultimo momento ho dovuto cantare. *(Genevra)*

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Awareness of Change

Ho cantato nel coro e mi è piaciuto molto perché cantare con gli altri mi fa sentire serena. *(Giorgia)*

Dopo aver suonato il violino ne ero "innamorata" e ho supplicato i miei genitori di comprarmene uno. *(Alice)*

Quando ascolto, la musica mi trasmette sempre emozioni e mi libera da pensieri negativi. *(Jobelle)*



Secondo me la musica esprime molte emozioni! Infatti quando suono e ascolto musica provo gioia e divertimento, mi rilasso ed elimino tutti i pensieri negativi. *(Marco)*

Devo ammettere che quando suonavo gli strumenti avevo paura di sbagliare ed essere rimproverato ma poi ho capito che non dovevo spaventarmi e che si può sbagliare. *(Gabriele)*

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El Sistema USA

2021 National Symposium & Seminario

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El Sistema USA
2021
**NATIONAL
SYMPOSIUM
& SEMINARIO**

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February 15-19, 2021