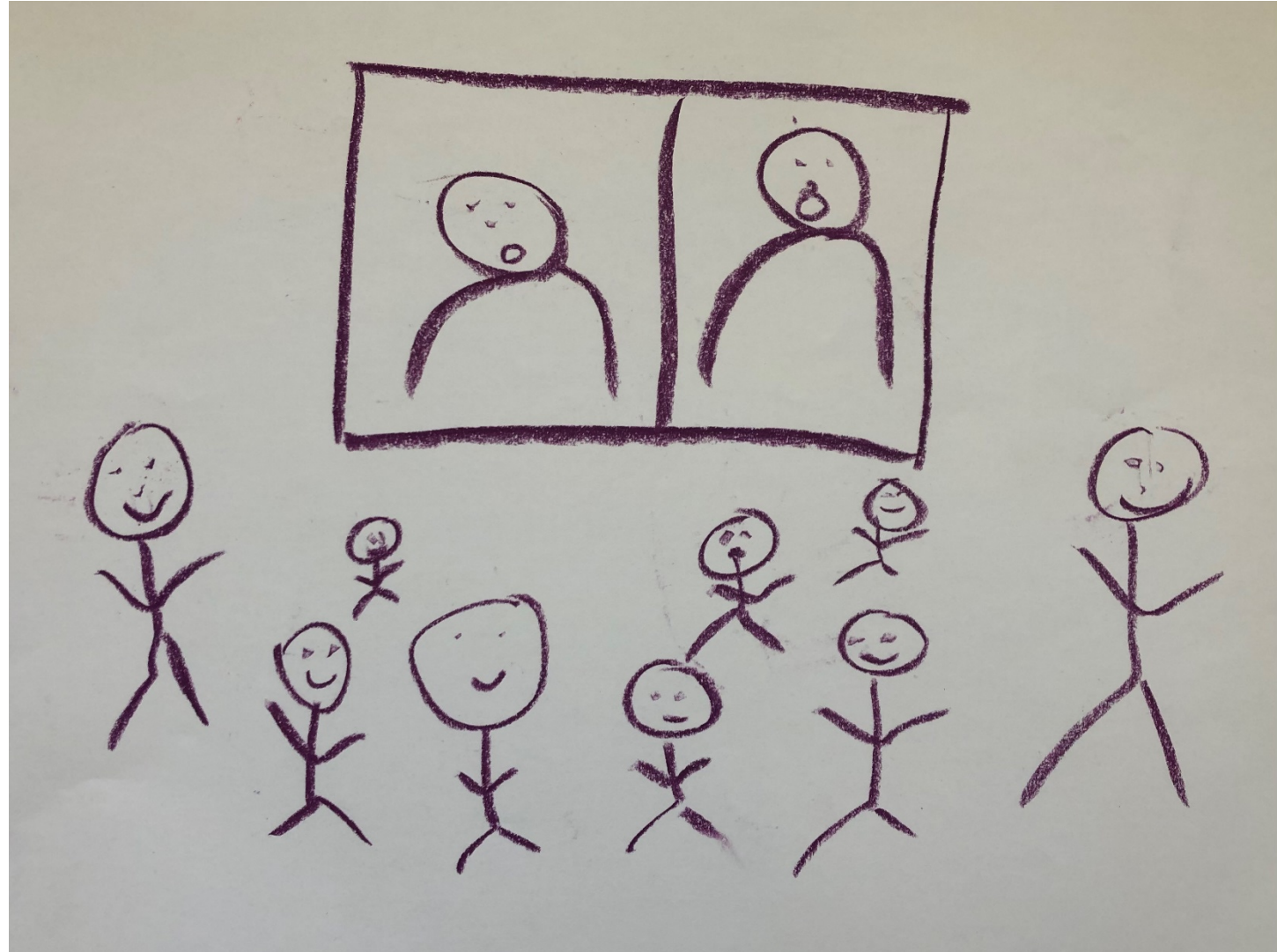


Adapting practice and research for Zoom

Ursula Crickmay,

PhD student, University of Exeter

uc208@exeter.ac.uk



About the research:

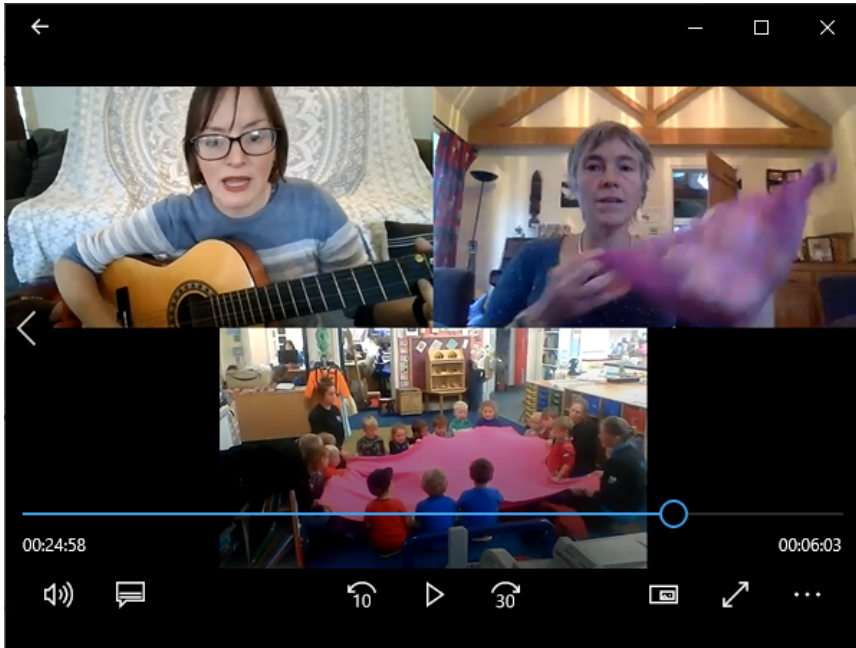
Co-Becomings in Creative Music Workshop Practices

- Being and becoming musicians
- **Co-becoming**
 - Active
 - Material
- Digital co-becomings



Moving online

- Moved to Zoom – musicians at home, children and staff in pre-school
- Musicians working with staff, plus short group sessions with children
- Children's spontaneous play and listening supported by staff between musician visits



Research practice

Data collection by:

- Observation on Zoom
- Recording Zoom calls

Remote data collection by:

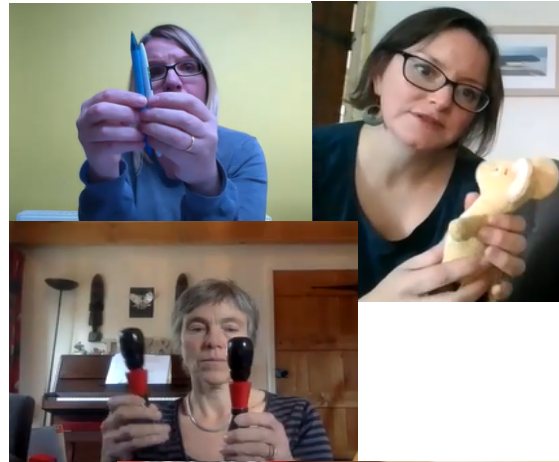
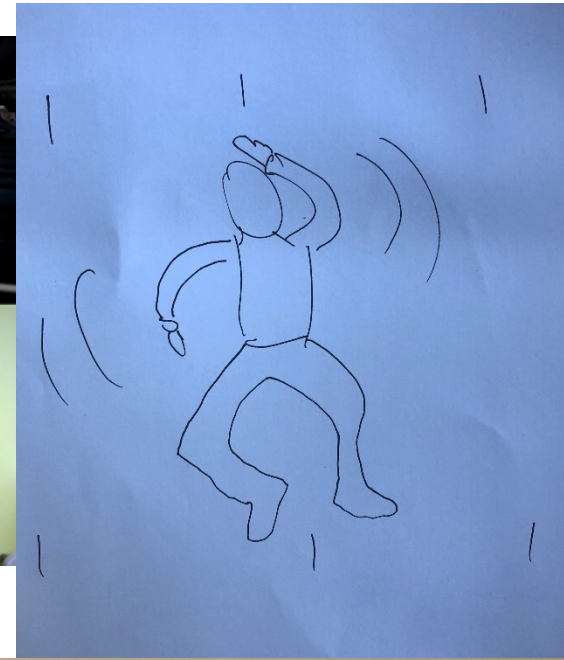
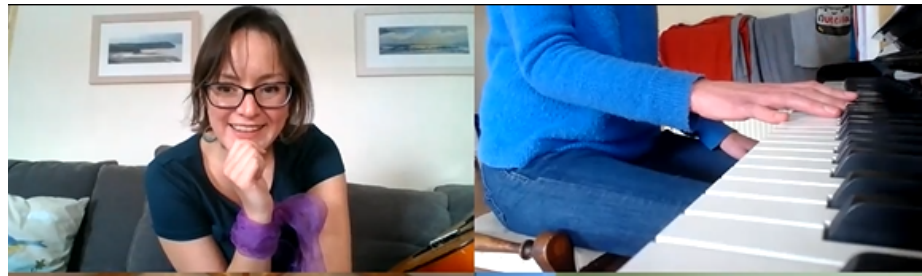
- Audio recording – staff
- Video recording – staff
- Still photos – children

Reflective debrief with musicians:

- Talking, drawing, moving, playing

Bronwyn Davies in *Listening to Children: Being and Becoming*

‘such listening involves stretching the ears, and all the senses. It requires a focused attention, an intensification of attention to the other, and to the ‘happening in-between’’ (2014, p. 42)



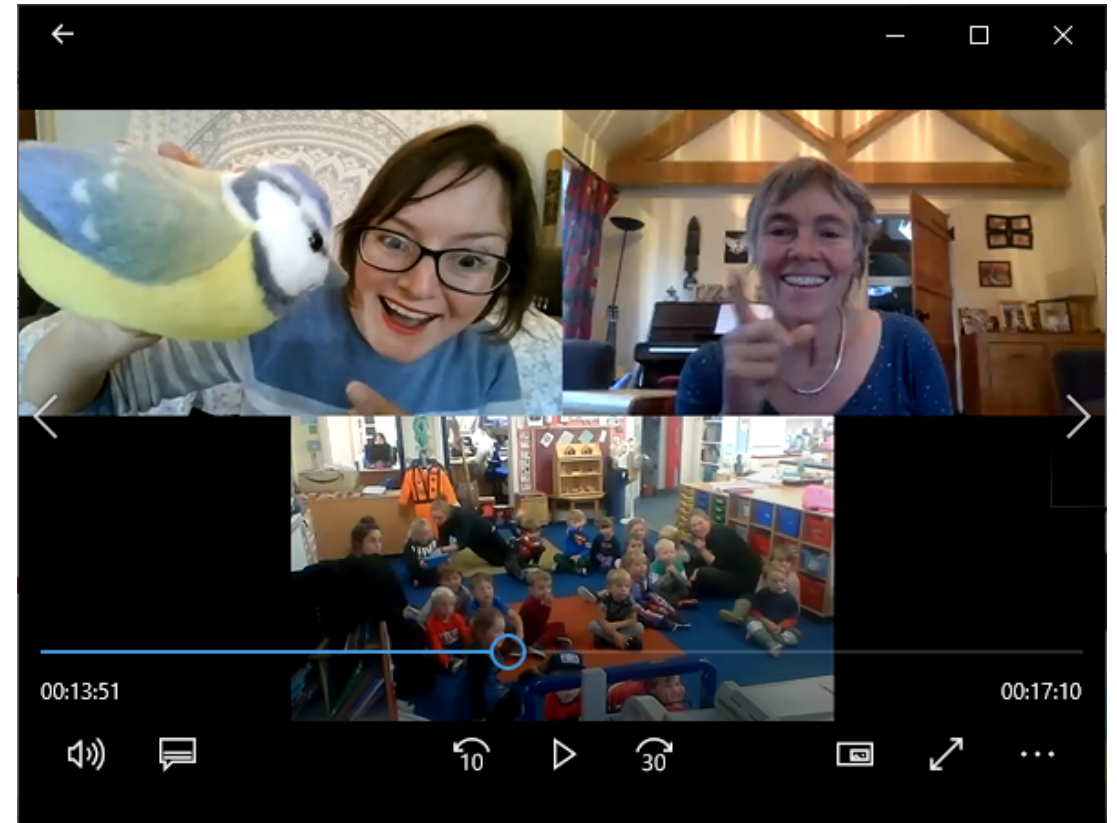
Musicians' practice

Limitations

- Making music synchronously
- Detail of response
- Interactions – teacher led, one-sided, more performative
- Hard to engage children 'on the edges'

Affordances

- Using the screen in different ways – Zoom screen as a stage; calling/ moving from screen to screen (to space); peekaboo; spatial qualities – close ups, distance
- Resources
- Team teaching – showing active listening, reinforcing movements/actions, drawing on early years staff
- Reflection
- Staff training



Early Years Staff practice

Staff roles

- Planning and rehearsal
- Group sessions – staff lead / musician lead
- Debrief



Some Zoom challenges to overcome

- *“We can’t hide behind Amy and Eliza because they’re not physically here!”*
- Performance pressures
- How do we show playfulness?

Some Zoom benefits

- *“We can’t hide behind Amy and Eliza because they’re not physically here!”*
- Catching musical play
- Ownership
- Confidence



“I think us as practitioners, you’ve given us the confidence to do the songs, so we’re more able to do it with them, and I think that’s why we both pick up on it, we bounce off each other, if they start doing it, then we probably join in, and then it makes them happy that we know what they’re saying and singing, and then it just grows. ... That’s what we’ve been finding, the more we do it, the more they are doing it.”

References

Some of the key texts that are informing my research:

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- Bennett, J. (2010). *Vibrant matter: A political ecology of things*. Durham and London: Duke University Press.
- Davies, B. (2014). *Listening to children: Being and becoming*. Abingdon and New York: Routledge.
- Lenz Taguchi, H. (2011). Investigating Learning, Participation and Becoming in Early Childhood Practices with a Relational Materialist Approach. *Global Studies of Childhood*, 1(1), 36–50.
- Young, S., & Illari, B. (2019). *Music in early childhood: Multi-disciplinary perspectives and inter-disciplinary exchanges*. Switzerland: Springer.