

ACTIVITIES 3.2 – 3.7

“National pilot courses based on songwriting”

CURRICULUM AND ACTIVITY PORTFOLIO

INTRODUCTION

The Pilot Groups represent the pilot phase of the E.M.S. – Emotional Music-Therapy Songwriting methodology, developed as part of the European MusicoTeraPOP project. The programme was implemented in six pilot groups across the three partner countries (Italy, Spain and Romania), maintaining a common structure whilst allowing for adaptations based on the participants' characteristics.

The programme uses music, songwriting and emotional education as tools to foster emotional expression, creativity, active participation and the social inclusion of young people.

The E.M.S. methodology stems from the integration of three main areas: emotional education, music therapy and songwriting, and is based on an experiential, inclusive and group-oriented approach. It is not a rigid or standardised model, but a flexible methodological framework, designed to be adapted to different contexts and groups with diverse characteristics, in particular adolescents and young adults in situations of psychological and/or social vulnerability. The programme described in the following pages is the result of a practical pilot project carried out in the three partner countries of the project, through structured artistic and expressive workshops led by multidisciplinary teams. The methodology has been progressively refined through observation of the processes taking place within the groups, documentation of the activities, and evaluation of the outcomes in terms of emotional wellbeing, participation and the development of transferable skills.

The aim of this document is to provide an operational description of E.M.S., clarifying the setting, the stages of the programme, the role of the facilitators and the music therapy objectives underpinning the various activities. The proposed structure should not be understood as a prescriptive sequence, but as a reference framework that can be adapted and reinterpreted according to the contexts in which it is applied.

For further theoretical and practical insights into the methodology, as well as a broader understanding of the conceptual underpinnings that support it, please also consult the final handbook and the training



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video lessons produced as part of the project, available on the official website (www.musicoterapop.eu). The video lessons and the handbook accompany and complement this document, offering methodological reflections, practical examples and contributions from the professionals involved in the project, with the aim of fostering a greater understanding and the potential for replicating the E.M.S. approach in other educational, social and therapeutic contexts.

TARGET

Young people aged between 16 and 30, with a particular focus on those experiencing psychological, social or relational vulnerability.

OBJECTIVES OF THE ACTIVITY

- To promote emotional awareness;
- To encourage self-expression through music;
- To strengthen interpersonal and collaborative skills;
- To stimulate creativity, self-esteem and empowerment;
- To create an original song as the final outcome of the programme.

METHODOLOGY

Each session incorporates activities relating to emotional education, music therapy and songwriting, fostering a participatory, non-judgemental and group-centred approach. The activities are led by two facilitators (a music therapist/musician and a professional from the field of education or psychology) in accordance with the methodological principles outlined in the Manual and in the project's video lessons.

STRUCTURE OF THE PROGRAMME

The overall programme is divided into three cycles of 8 sessions each, preceded by an initial introductory session, making a total of 25 sessions. This structure allows for progressive and in-depth work, allowing time for the experience to take root and for the group to develop over time.

The programme begins with an initial phase of getting to know and assessing the participants, followed by a course designed to be progressive and modular: each session builds on the previous one, integrating emotional, creative and interpersonal elements. Emotional education activities run through all the sessions and form the central theme of the programme.



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	<i>Title</i>	<i>Main focus</i>	<i>Key objectives</i>	<i>Core activities</i>
1	The group	Group building	Create an atmosphere of trust, mutual understanding, and emotional safety	Emotional education techniques, self-presentation, and definition of the setting
2	Improvisation	Spontaneous expression	Activate vocal and emotional expression, reduce judgment	Musical improvisation, mock English, empathic composition, temporary recording
3	Melody.	Musical structuring	Select and organize melodic material	Choice of melodies, definition of the parts (verse, chorus, bridge), basic recording
4	Active listening and storytelling	Construction of meaning	Transform music into a shared narrative	Guided listening, collection of images/emotions, selection of the theme, keywords.
5	Analysis and writing	Writing the text	Start writing, following the music and storytelling	Metrical analysis, writing of lines, work on imagery and rhymes
6	Arrangement	Sound construction and creative development	Define the style of the piece, strengthen collaboration and problem solving.	Stylistic choices, introduction of instruments, collective experimentation, construction of instrumental parts, comparative listening, adjustments.
7	The voice	Vocal expression	Give voice to the message and to the group	Recording of solo voices and choirs, work on interpretation
8	Greetings	Closure of the pathway	Rework and integrate the experience	Listening to the finished track, sharing experiences, closure practices

EXPECTED OUTCOMES

By the end of the programme, participants will have developed greater emotional, interpersonal and creative skills, having taken part in a collaborative process of musical composition culminating in the creation of one or more original songs.



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