

## ***Composing Castles: Case Study of Visual Prompts on Young Students' Compositions***

If education, and by extension music education, is the development of children's capacity to construct their worlds in meaningful ways, then a view of composition as a form of meaning-making seems a worthy enterprise (Barrett 2003). Music composed with poems has limited liberty with rhythm. Parameters for composition with visual prompts permits students the freedom to explore. Two distinct paintings of castles, *The Enchanted Castle* by Claude Lorrain and *Castle and the Sun* by Paul Klee, were displayed separately during the one-hour session. The researcher provoked ideas by inquiring about the colors and the possible story within the image. Every participant had a glockenspiel and the two prompts to create two music compositions. Six bilingual students, comprised of four six-year-olds and two seven-year-olds, participated in the case study of music composition utilizing visual prompts. The research goal was to discover methods of facilitating creativity within music through visual prompts that could be readily implemented in inclusive general music education classrooms.

Qualitative research was the methodology utilized. The following research questions guided this study:

- How do the creative prompts attribute to the student-composer's pathway?
- How does the child's musical background and age affect the process and product?
- Does the composition product differ based on style of painting presented as a visual prompt?

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