

SARAH, HAILEY, & LINDSEY



VYGOTSKY

CHILDHOOD

- Lev Vygotsky was born in 1896.
- He was born in Orsha Belrussia.
- His mother was a teacher and his father was a banking executive
- He grew up as one of 8 children. The interactions with his parents and his siblings helped him to develop some of his later pedagogical and theoretical ideology.
- Growing up he attended private school and had a private tutor.



- As he was getting ready to begin college the Russian government made it so that people who were applying to college where placed into a lottery
 - They were hoping to decrease to intelligence of the Jewish population in Russia
- ✓ - He was lucky enough to be one of the people accepted into university
- He didn't feel challenged by attended one university so he decided to enroll in a second university concurrently
- He was unable to study education as he had hoped due to laws in Russia so he studied medicine and later switched to law in order to stay in the humanities.
- After he graduated the law that forbid Jewish people from becoming teachers was lifted.
 - He began teaching philosophy, aesthetics, literature, and Russian Language

HOW VYGOTSKY'S THEORIES



CAME TO BE

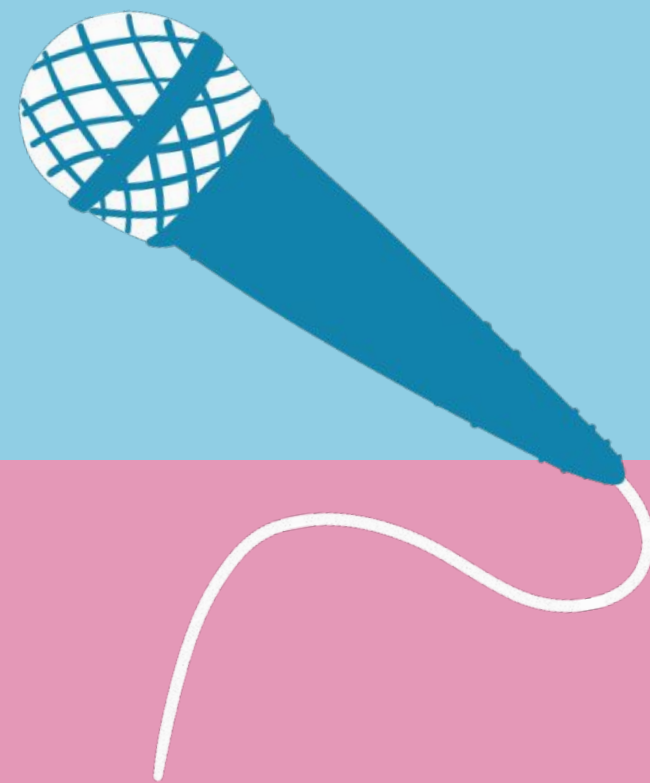
- Growing up Vygotsky was surrounded by books, ideology and theory that would help to influence some of his theories
- He also had a private tutor and attended a private school which helped him to have the opportunity to think deeply starting at a young age
- Vygotsky experienced a significant amount of unfairness in his life which helped influence his ideas relating to fairness.
 - “She (his daughter) had returned home from school after taking a particularly difficult test to find her father at home. Proud of the fact that she had done well on her test, Gina told her father that another child sitting next to her had not done as well on her test. Vygotsky looked very disappointed and told her that she should not be proud of her efforts to conceal information from her peer. He offered her a way to make amends” (Wink xvi)



VYGOTSKY'S THEORY

The sociocultural theory is a theory for teaching and learning states that a person's culture, background, and traditions affect the way that they teach and learn.

Another one of Vygotsky's theories is the Zone of Proximal Development. This is the space and journey between a child's actual development and their potential development. Using this, teachers can use scaffolding to help teach students and help them develop.



BEHAVIOR/LEARNING WITH THEORY

Development

Collaborative

Students would have collaborative discussions, aiding in listening to and considering others. Assignments and tasks would be a collaborative process between students and/or students and teachers. Classroom management would be collaborative, with all students helping create a safe space.

Supported

Students feel heard and seen, as the teacher is acknowledging that children are not just students, but are all having their own experiences outside of school.

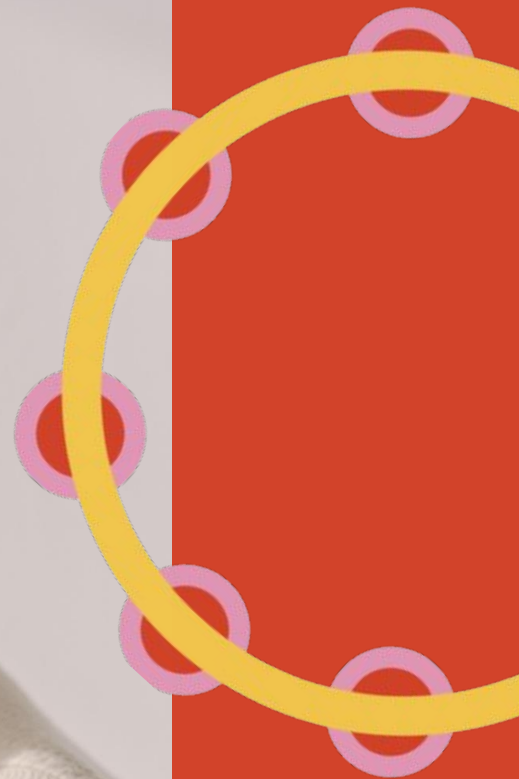
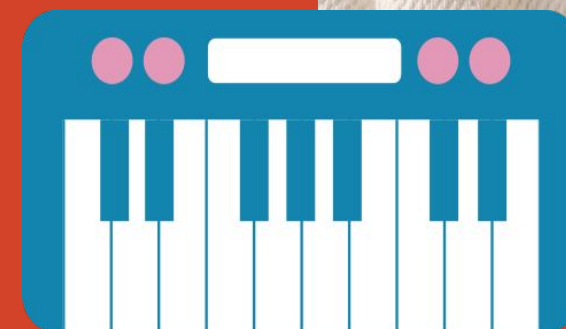
Understanding Curriculum

Teachers using the sociocultural theory will use scaffolding to help students understand the subjects of the curriculum with an ultimate goal of bringing students to their full potential..



WHAT IF A CHILD IS DEPRIVED OF EARLY DEVELOPMENT?

- Will lack ability to solve problems or work through situations on their own.
- Without interpersonal instruction, students the psychological function will not show progress and their mental process will be based on discovery.
- The development of attention will be slow or lacking (attention to relevant details in the environment and not those of irrelevance)
- Perceptions of environment will be lacking or slow.
- Memory will not be as strong
- Without imitation and observation, personal thoughts and opinions and social skills don't progress as quickly.







**MUSIC
ACTIVITIES,
STRATEGIES,
LEARNING
TASKS**

MUSIC ACTIVITIES



- Call and Response rhythmic patterns (younger students) / Call and Response pitch patterns (younger students (vocal) and older students (vocal and instrumental))
 - EX.) Clapping a rhythm for students to mimic back / body percussion to respond accurately back
- Small group improvisation - can build off of patterns already known from call and response
 - EX.) AB pattern built to be AAB or ABB patterns or even often ABC pattern as students get older
- Group compositions (older and younger students)
 - EX.) small groups with 3-5 students to create short 3-8 measures of rhythms or pitches (this can grow in length and complexity as age is older)



STRATEGIES/LEARNING TASKS

- Modeling for students
- Feedback from students about what they have learned and what they are interested in
- Interactive questioning for students to be involved in the conversation and information
- “Scaffolding” - building activities for students to grow from assistance to independence
- Keep track of development levels over learning progress and have activities reflect the development level. of students



- What kind of activities would you plan that would be in lieu with Vygotsky's theory?
- What strategies or learning tasks would you use in your classroom and why?
- Do you agree with Vygotsky's theory? What would you use in your classroom / what would you change?

THINGS TO THINK ABOUT





**THANK
YOU!**

