



## Grades Coming Together for the Remote Music Video

Principal Yoji Hatano

Thank you to the many parents and guardians who came to observe last month's P.E. Performances. We were worried that the students would lose the motivation they had during rehearsal when the event was postponed because of rain; but, with their parents and guardians standing in front of them, they were able to give a performance that was more cheerful than anything seen during practice.

This month, just like Sports Day, the Music Festival was changed due to the novella coronavirus (COVID19), and students will instead participate in the Higashimachi Remote Music Video. Music lessons were especially affected by COVID19. Activities in music class focus on vocal and instrumental performances, but they both have a risk of releasing droplets and spreading infection. It goes without saying that a music class that focuses only on music appreciation with no vocal or instrumental performances is far from ideal. Even so, we first started having music class with students wearing masks, in a large circle in the gym, doing activities focused on rhythm. Gradually we established time for lessons in the music room. Finally we could conduct classes with vocal and instrumental performances. However, even with all of that progress, compared to other subjects, music became without a doubt the most restricted subject. Consequently, gathering in the gym in large groups and practicing for a long time like the previous Music Festival, as well as finding a place to listen to the performances, has become impossible.

It was from these circumstances that we came up with the Higashimachi Remote Music Video. I am sure there are many people who spent time during the stay-home period watching videos of songs or performances on the internet. We want to put on something like that. All grades will participate: Grade 1 – “*Niji*”; Grade 2 – “*Ohayo no Eru*”; Grade 3 – “*Seikai ga Hitotsu ni Naru made*”; Grade 4 - “*Makenaide*”; Grade 5 – “*Sekai ni Hitotsu no Hana*”; Grade 6 – “*Aoi Shabondama*.” To do this, there will be a vocal recording day and a video recording day. Vocal recording days are: Wednesday the 11<sup>th</sup> for Grades 5 and 6, Thursday the 12<sup>th</sup> for Grades 2 and 4, and Friday the 13<sup>th</sup> for Grades 1 and 3. On these days, each class will be split into groups of 7 to 8 members and take turns singing their song in the music room. For example, on Wednesday the 11<sup>th</sup>, at 8:50 a.m. in the music room, Grade 6 Class 1’s Groups A, B, and C will take turns; then, from 9:40 a.m., Grade 6 Class 2’s Groups A, B, and C will record; and so on to Grade 5.

Afterwards, on Monday the 16<sup>th</sup>, from 9 a.m., Grade 1 Class 1, and then Class 2, Class 3, all the way to Grade 6 Class 2, will take turns recording videos of them singing as a class. The audio and video will be mixed professionally into one video. The finished work will be available exclusively to Higashimachi parents and guardians on the school’s website.

The Music Festival up to now was an event where friends in the same grade came together to perform a song; however, for the Remote Music Video, students will have to sing while keeping their friends in their hearts. It is possible that group members may harmonize among themselves but not with other groups in the class. This is one thing that makes this more difficult than the Music Festival. During the Remote Music Video, I hope the students in each grade can come together for an experience neither better nor worse than the Music Festival.

## November

Date	Day	Events	After-school
1	Su		
2	M		
3	Tu	Culture Day	
4	W	Family Reading begins, 4 periods	
5	Th		G3
6	F		G4
7	Sa	Saturday school, Japanese Culture	
8	Su	Family Reading ends	
9	M		
10	Tu		G6
11	W	Recording day (G5, 6)	
12	Th	Student assembly (remote), Recording day (G2, 4), Dental check (G1, G3-1, G4-2)	G4
13	F	Recording day (G1, 3), Report cards distributed	G5
14	Sa	School Anniversary	
15	Su		
16	M	Music Video filming day (all grades), Committee	
17	Tu		G6
18	W		
19	Th	Health Check for 2021 Grade 1, 4 periods (13:20 dismissal)	
20	F	Emergency evacuation drill	G5
21	Sa		
22	Su		
23	M	Labor Thanksgiving Day	
24	Tu		G3
25	W		
26	Th		G5
27	F		G6
28	Sa	Saturday school, Japanese Culture	
29	Su		
30	M	Human Rights Slogan Presentation (Morning Assembly), Club	

## Notices

### \* "Higashimachi no Ko" Report Cards\*

Report cards this year will be distributed two times throughout the year. The first time will be on Friday, November 13. They will be put in a clear file, so please keep them at home.

### \* Filming and Recording for the Remote Music Video\*

Since COVID19 prevents the students from singing in a chorus like in previous years, they will make a remote music video singing together.

Recording days: Nov. 11 (Wed.) G5, G6

Nov. 12 (Thurs.) G2, G4

Nov. 13 (Fri.) G1, G3

Filming day: Nov. 16 (Mon.) all grades

There will not be another date for filming, so please make sure your child is not late or absent.

### \*Emergency Evacuation Drill\*

This month's evacuation drill will be on Friday, November 20, and simulate a J-Alert. Please talk with your child at home about what to do if a J-Alert is announced outside of school.

### \*Human Rights Day\*

This month's Human Rights Day is Monday, October 30. The lunch that day will be fish and chips from the II K

## Educational Counselling

### November's Goal "Come Together and Persevere" Junichi Takagi Educational Counsellor

The Remote Music Festival is this November. We will lead the students to come together and carry out their performance to the end.

Also, in addition to singing with a mask, we will instruct the students on properly wearing masks, avoiding crowds, letting air circulate, and wearing appropriate clothing for the cold season.

## Classroom Window

## Grade 3

3-1 Motoki Takahashi  
3-2 Kota Tobusei

Since September, Grade 3 has been using tablets to participate in typing and programming lessons. The students shout for joy when we tell them that they will be using the tablets that day and stay focused on their tasks during the lesson.

For the third programming lesson, the students use a program called "Scratch," a step-up in creative freedom from their Grade 2 program "Blockly," and program their character to move like they want to or time when music starts playing. By thinking about what to do if their character does not move the way they wanted to, the students are able to engage themselves in problem solving. Each student received their own tablet in October, so we plan to use them even more.



## What is Talent?

Keiichi Hatanaka  
Music Instructor

We adults as well as children often use the word "talent." You can often see adults complimenting children by telling them, "You're very talented!" So, what are we talking about when we say someone is talented?

Children are prone to think someone is talented if they have skills or an affinity to something that allows him/her to be more successful than others. Surely that is one aspect of being talented; however, I feel that there a completely different aspect to it as well.

People who understand things quickly and complete tasks more quickly than others will also give up on something as soon as they encounter an obstacle. Since they had not encountered a major loss before, they lose hope very soon. On the other hand, people who take more time and put greater effort to achieve their goal use what they had previously learned to overcome obstacles and continue forward.

I have a friend who was called a piano genius when were kids, and he won gold medals in local competitions and even achieved the top rank in a national competition. He had already decided to study abroad, and there was no doubt in anyone's mind that if he would live the life of a pianist if everything went well. But, when my friend entered high school, he felt he had reached his limit and stepped away from the piano. He now lives without even the slightest interest in playing the piano. Looking at him like that made me really think about what talent really is.

Another story takes place several years ago when I was instructing Grade 6 for their ensemble performance. One student was practicing to prepare for the audition for the popular *kodaiko* drum, and since he was not particularly skillful, reading notes and playing on rhythm took much more time than the other hopefuls. However, participating in class and practicing in the music room every day during recess paid off, as he was able to pass the audition and continue to improve until he could fully support the ensemble on the day of their performance. From that experience, I myself was able to redefine "talent" as the ability to consistently be passionate about something.

There will most likely be children from Higashimachi who will go out into the world and feel like they do not have any talent because they do not accomplish as much as others. However, even without immediate results, if one remains passionate and perseveres, they will soon find themselves surpassing their peers. It is my aim to incorporate this philosophy in the students' music lessons.

# Higashimachi Elementary's 107<sup>th</sup> Anniversary

Vice Principal Natsuhiko Kondo

Saturday, November 14, is the anniversary of the opening of Higashimachi Elementary. This year will mark the 107<sup>th</sup> anniversary of the school's opening. During the 107 years since the school opened as Tokyo City Higashimachi Primary School on November 14<sup>th</sup>, 1913, the school has faced many dangers, such as the main building being burned down during the Second World War and the threat of permanent closure due to the lack of students. But, having overcome those perils, the school has established its own tradition of excellence as it advanced through the Taisho, Showa, and Heiwa eras. Now, we continue on through the new Reiwa Era.

This era is said to be an era of unpredictability. For the benefit of the children who will continue on into a future of unimaginable changes, we too demand major changes to school education. One change concerns ICT education (information, computer, and technology). In response to the burgeoning information society, educational activities that focus on independently using ICT equipment to collect and disperse information are in demand. In Minato City, one tablet for each student was delivered at the end of October, and Higashimachi plans to utilize those devices in its educational practices more and more. Also, it has become necessary to change our perspective on what the school itself should be. As the times change, so too does the community in which we live, and we must be aware that the education that goes on at school is not contained within the walls of the school building, but actually exists as a part of our community. To that end, it is important now more than ever for the school to put all of its effort into connecting and collaborating with the community to construct a comprehensive education system.

However, no matter what great changes occur in the times and society come, what will not change is our hope that the children will continue to live active, fulfilling lives while passing along Higashimachi's history and traditions. It is our mission to continue our efforts to helping Higashimachi further develop into a school that is full of life and admiration from the community.

## News from the Arts and Crafts Room

Yurie Suzuki  
Art Instructor

Almost 5 months have passed since Arts and Crafts classes resumed in June. Now, to go along with the students' Remote Music Video event, each grade is creating works based on the theme of "music." Students come to the art and crafts room to look at works and help me prepare for the next lesson. While being obedient and cheerful, the children enjoy peacefully creating art. Here are some photos of each grade working on their art.



### Changes to the Arts and Crafts Room Due to COVID19

In June, partitions were installed on the tables of the arts and crafts room. This also provided a personal space for each student to focus and work independently. Also, when looking back on their work or observing other works, works can be hung on the partitions and observed upright or compared side by side.

### Arts and Crafts as Time to Value Their Individuality

During arts and crafts, students work with tools and materials like saws, hammers, cutters, acrylic paints, and natural materials like wood, stone and sand, plastics, Styrofoam, cloth, and so on.

Also, students can deepen their sense of individuality by understanding the way they think and feel, and drawing influence from new knowledge, their friends, and their surroundings. This individuality will turn into a valuable skill necessary for living in this time of extreme changes.