

LIFELONG LEARNING IN MUSIC

INTERDISCIPLINARY ARTS PROJECT FOR YOUNG TALENT

THE HAGUE

Reflective Session with Teachers 20 December 2006

Questions for discussion

Teachers

- What have you learnt most from this collaborative arts project?
- What kinds of challenges have arisen from working together with teachers from different arts disciplines? How have you responded as a group to these challenges?
- To what extent has this interdisciplinary project shifted your perspective and understanding of how teachers from different disciplines see themselves, their art and their teaching methodologies?
- What kinds of issues were raised in your joint preparation for each lesson? (e.g., artistic language; leadership; roles and responsibilities; ways of working)

Students

- In what ways do you consider the students have benefited from engaging in interdisciplinary arts work?
- How did the students respond to experiencing new perspectives and modes of learning that might be seen as different from those generally encountered in their main discipline? (e.g., creative forms of learning; group improvisation; collective problem solving)
- To what extent have the students been given the time and space to reflect on the nature and substance of their collaborative journey?

Interconnections

- How far did the students use technology as a vehicle for developing a contemporary artistic language that draws on the interconnections between music, dance and the visual arts?
- What is the nature of the interconnections involved in interdisciplinary work? (e.g., aesthetic; psychological; social; cultural)

Quality

- How valid is the view that interdisciplinary work, aimed at broadening horizons, dilutes depth of artistic understanding and technical excellence in a student's main discipline?
- What kinds of questions are raised in the assessment of quality in interdisciplinary work?

Justification

- What is the point of encouraging young talent to engage in interdisciplinary arts projects?
- How far do you think collaborative arts practice should play a central role in the lifelong learning of students and teachers?

Peter Renshaw

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