

## ARTSLAB

Educación artística contemporánea



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### 2. INSTRUMENTARIUM XXI Nuevos sonidos en el aula de música

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Isaac Diego García

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De la creación electroacústica, la improvisación libre, el arte sonoro y otras músicas experimentales

Josep Lluís Galliana

TOPÓLOGÍAS SONORAS

Carlos Galán

This book is the result of a collaboration between researchers from the University of Aveiro, the Institut de Creativitat i Innovacions Educatives, the University of Cantabria and the University of Vic. It brings together a selection of papers presented at the 2nd International Symposium: "Music for and by Children: Perspectives from Composers, Performers and Educators", which took place from 28 to 30 September 2022 in Aveiro, Portugal. The main focus of this book is the importance of creative development in music education. Through various studies and research, it explores how creativity becomes a fundamental element to enrich and transform educational practices in the field of music. The authors present different perspectives and experiences that demonstrate how creativity can enhance musical learning and encourage students' active participation.

The book seeks to transcend conventional barriers in music education, questioning the over-emphasis on musical notation and the rigidity of traditional approaches. It promotes a more open and flexible view of music, where the diversity of styles and genres is valued, as well as the inclusion of students' experiences in the creative process.

The authors of the book share their experience in implementing creative strategies in the classroom, providing practical examples and tips for teachers to effectively incorporate creativity into their pedagogical practices. The importance of a supportive environment, where trust, experimentation and collaboration between students and teachers are encouraged, is highlighted.

Ultimately, this book is a valuable tool for educators, researchers and practitioners in the field of music education who wish to promote creative development in the classroom. Through its content, it demonstrates that creativity is not only a complementary aspect of music education, but a fundamental pillar that drives meaningful learning, personal expression and the holistic growth of students.



### EXPLORING CREATIVITIES / EXPLORAR CREATIVIDADES Creation as a strategy for learning music and the arts



## EXPLORING CREATIVITIES

Creation as a strategy for learning music and the arts

### EXPLORAR CREATIVIDADES

La creación como estrategia para el aprendizaje de la música y las artes

Adolf Murrillo, Jesús Tejada, M<sup>ra</sup> Elena Riano, Clarissa Foletto,  
Sara Carvalho, Lluís Solé (EDITORS)

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## ARTSLAB

Educación artística contemporánea

DIRECTION

Jesús Tejada & Adolf Murrillo

This new series, created by the Institut Universitari de Creativitat i Innovacions Educatives (IUCIE) of the Universitat de València, in collaboration with the publishing EdictOràlia Llibres i Publicacions and Publicacions de Universitat de València, has as its main objective to generate a broad reflection and debate on artistic creativity and its development in the contemporary educational context.

It aims to establish itself as a forum that represents and amplifies the diversity of voices, approaches and contexts that, under the common denominator of a shared idea around multidisciplinary artistic creation as a tool for transformation, reinforces the concept of learning from emotion and body awareness.

3

The third volume of the series, *Exploring Creativities: Creation as a Strategy for Learning Music and the Arts*, brings together the findings, research, artistic experiences and creative processes of artists and teachers at the forefront of contemporary artistic education and creation.





**EXPLORING CREATIVITIES**

**EXPLORAR LAS CREATIVIDADES**



# EXPLORING CREATIVITIES

Creation as a strategy for learning music and the arts

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La creación como estrategia para el aprendizaje de la música y las artes

EDITORES/AS

Adolf Murillo, IUCIE, Universitat de València

Jesús Tejada, IUCIE, Universitat de València

M<sup>a</sup> Elena Riaño, Universidad de Cantabria

Clarissa Foletto, INET-md, Universidade de Aveiro

Sara Carvalho, INET-md, Universidade de Aveiro

Lluís Solé, Universitat de Vic

SERIE



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## INDEX

INTRODUCTION / <i>Adolf Murillo Ribes</i>	11
1. CREATIVITIES, ASTONISHMENT AND DEMOCRACY: LEARNING THE UNKNOWN / <i>António Ângelo Vasconcelos</i>	15
2. CREATE, <i>WHAT</i> AND <i>FOR WHAT PURPOSE?</i> DISSENT AND AGENCY IN ARTISTIC CREATION / <i>Cristina Cubells Pérez</i>	41
3. CREATIVE RUPTURES THROUGH A TRANSDISCIPLINARY PROJECT IN SECONDARY EDUCATION / <i>Carlos Lage-Gómez &amp; Roberto Cremades-Andreu</i>	59
4. MUSIC AND NOISE. FALLACIES, PROPOSALS AND POSSIBILITIES TOWARDS THE INTEGRATION OF NOISE AND THE EVERYDAY AS ELEMENTS OF MUSICAL CREATION / <i>Alberto Bernal</i>	81
5. MUSIC CRITICISM IN THE CLASSROOM AND FOR THE INCLUSION OF CONTEMPORARY, INTERDISCIPLINARY AND EXPERIMENTAL SOUND CREATION / <i>Joan Gómez Alemany</i>	95
6. <i>SOUND HUNTERS</i> : REFLECTIONS ON A PILOT STUDY FOCUSED ON THE LEVELS OF CHILDREN'S INVOLVEMENT WHEN ENGAGED IN A SOUND-BASED MUSIC PEDAGOGY / <i>Ana Luísa Veloso, Clarissa Foletto &amp; Joana Freitas-Luís</i>	117
7. CREATIVITY, TEACHERS' LISTENING AND CHILDREN'S MUSIC PRODUCTIONS: A STUDY IN TIMES OF PANDEMIC / <i>Viviane Beineke &amp; Bárbara Ogleari</i>	151
8. CHILDREN'S COMPOSITION: A PATH TO CREATIVE MUSICAL LEARNING / <i>Ana Paula Malotti</i>	173
9. CREATIVE LISTENING IN MUSIC EDUCATION: CHILDREN ENGAGING THEIR ENTIRE MOVING BODIES / <i>Tiago Madalozzo</i>	197

# ÍNDICE

## VERSIÓN EN ESPAÑOL

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INTRODUCCIÓN / <i>Adolf Murillo Ribes</i>	215
- CREATIVIDAD, ASOMBRO Y DEMOCRACIA: APRENDER LO DESCONOCIDO / <i>António Ângelo Vasconcelos</i>	218
- CREAR, ¿QUÉ Y PARA QUÉ? DISEÑO Y AGENCIA EN LA CREACIÓN ARTÍSTICA / <i>Cristina Cubells Pérez</i>	238
- RUPTURAS CREATIVAS A TRAVÉS DE UN PROYECTO TRANSDISCIPLINAR EN EDUCACIÓN SECUNDARIA / <i>Carlos Lage-Gómez</i> & <i>Roberto Cremades-Andreu</i>	252
- MÚSICA Y RUIDO. FALSEDADES, PROPUESTAS Y POSIBILIDADES HACIA LA INTEGRACIÓN DEL RUIDO Y LO COTIDIANO COMO ELEMENTOS DE CREACIÓN MUSICAL / <i>Alberto Bernal</i>	270
- CRÍTICA DE LA MÚSICA EN EL AULA Y POR LA INCLUSIÓN DE UNA CREACIÓN SONORA CONTEMPORÁNEA, INTERDISCIPLINAR Y EXPERIMENTAL / <i>Joan Gómez Alemany</i>	282
- “CAZADORES DE SONIDOS”: REFLEXIONES SOBRE UN ESTUDIO PILOTO CENTRADO EN LOS NIVELES DE IMPLICACIÓN DE LOS NIÑOS CUANDO PARTICIPAN EN UNA PEDAGOGÍA MUSICAL BASADA EN EL SONIDO / <i>Ana Luísa Veloso, Clarissa Foletto &amp; Joana Freitas-Luís</i>	301
- CREATIVIDAD, ESCUCHA DE LOS PROFESORES Y PRODUCCIONES MUSICALES INFANTILES: UN ESTUDIO EN TIEMPOS DE PANDEMIA / <i>Viviane Beineke &amp; Bárbara Ogleari</i>	330
- LA COMPOSICIÓN INFANTIL: UN CAMPO HACIA EL APRENDIZAJE MUSICAL CREATIVO / <i>Ana Paula Malotti</i>	348
- LA ESCUCHA CREATIVA EN LA EDUCACIÓN MUSICAL: LOS NIÑOS IMPLICAN TODO SU CUERPO EN MOVIMIENTO / <i>Tiago Madalozzo</i>	367
AUTHORS BIOGRAPHIES	381

## INTRODUCTION

The artificial intelligence revolution has generated a debate in education about the role of teachers in the teaching-learning process. Some proponents of AI believe that teachers will become mere pawns on a chessboard, where machines will take control. However, in the midst of this discussion, an idea emerges that highlights the importance of creativity and its transformative effect on educational practices.

In the book *Creative Schools, Schools of Change*, the need to migrate towards new learning spaces that respond to the changes demanded by society was raised. In recent years, we have witnessed accelerated changes in all aspects of life, driven in part by digitalisation and accentuated by the COVID-19 pandemic. This crisis highlighted the fragility of education systems and the need to incorporate creativity as a response to the challenges ahead.

Overcoming creative processes involves facing moments of uncertainty, which can be frustrating for many teachers who are used to having absolute control over educational processes. However, it is essential to approach this uncertainty with courage and allow oneself to be surprised by the events that emerge in the classroom when creative processes are really enhanced and stimulated. Although it takes time and learning, this flexible and open attitude to new ideas promotes creativity in the classroom.

At this point, it is undoubtedly important to strengthen our educational systems and teaching practices with a good dose of creativity. But how do we go about this task? This third book in the Artslab series, entitled *Exploring creativities: creation as a strategy for learning music and the arts*, seeks to highlight the value of the commitment to the development of creativity in music education and in the arts in general.

The book transcends the algorithms and magic recipes that circulate in the networks, and delves into new proposals that renew many of the obsolete approaches to music teaching that still inhabit the classroom. The authors of the book combine reflection on creativity with real experiences in music class-

rooms and other non-formal contexts. Through these contributions, the aim is to turn creativity into an everyday, revolutionary and transgressive act that permeates every school, discarding the accumulation of empty knowledge and individualistic approaches.

It is necessary to decolonise music classrooms and break with cultural and epistemological forms that perpetuate a hegemonic status over musical traditions. This implies valuing practices such as improvisation, creation and approaches that move away from musical notation. It is through experimentation and sound creation that new possibilities open up and broader and more diverse musical horizons are explored (Murillo and Tejada, 2022).

This approach promotes shared reflection and artisanal know-how, allowing the act of teaching and learning to become a collaborative and enriching process. The slowness of artisanal know-how implies dedicating time and care to each educational experience, fostering the collective construction of knowledge.

Creativity in education is not just about generating innovative ideas or producing artistic works. It is about developing skills such as critical thinking, problem solving, effective communication and collaboration. These skills are essential in an ever-changing world, where the ability to adapt and find creative solutions is becoming increasingly relevant.

In the book *Exploring creativities*, various experiences and proposals are presented that seek to integrate creativity in music education and the arts in a meaningful way. Topics such as the integration of technology, the exploration of different musical styles and the promotion of personal expression through music and the arts are addressed.

It also reflects on the role of the teacher as a facilitator of the creative process, providing an environment in which students feel safe and motivated to explore, experiment and express themselves freely. It promotes the importance of breaking down traditional classroom barriers and opening up collaborative spaces where students can share ideas, learn from each other and build knowledge collectively.

Creativity in music and arts education not only benefits students' individual development, but also contributes to building a more creative, innovative society with a greater appreciation for cultural diversity. By fostering creativity, it promotes inclusion and provides the opportunity for each student to find their unique and personal voice in the arts.

It is essential that education systems and teachers recognise the importance of creativity as an essential competence in the 21st century. This implies providing spaces for teacher training and updating that encourage the incorporation of pedagogical approaches based on creativity and innovation. It is

also necessary that curricula and educational policies consider creativity as a fundamental objective and provide the necessary resources and support for its implementation.

In conclusion, in a world driven by the artificial intelligence revolution, the real revolution in education lies in the development of creativity. Creativity not only transforms classroom practices, but also promotes fundamental skills to meet the challenges of the 21st century. The book *Exploring Creativities* invites us to reflect, share experiences and commit ourselves to a musical and artistic education that values and promotes creativity as an engine of change and transformation.

**Adolf Murillo Ribes**

*Institut de Creativitat i Innovacions Educatives, Universitat de València*

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