



Building Interdisciplinary Bridges Across Cultures

Carlos Lage & Roberto Cremades Andreu

Abstract

Challenging current neoliberal policy approaches, we present on a study which is focused on the following elements that have been excluded from Spanish school-based teaching and learning processes: creativity, motivation, emotions and well-being from a social and inclusive perspective. The present study, the focus of this presentation, arose from the aim of transforming of my classroom through an axis comprised of the creation of music and the active participation of the students, research and didactic, and via a series of didactic projects characterized by constant evolution, and the creation of music in conjunction with other visual art manifestations (cross-modal perception), be it through fixed or moving images, such as cinema, photography or painting. In this presentation we feature student setting of posters, paintings or short films to music. They compose soundtracks using collaborative composition and collective improvisation as didactic strategies. The collaborative Action Research project featured here was developed along three different strands: (1) curriculum-based, to improve the teaching-learning processed (2) methodology, to look for new focal points for music in secondary schools; as well as (3) to improve our own teaching practices. The study took place in three Spanish secondary schools throughout five cycles from 2008 to 2013, within the Schools· Music Department and with the active collaboration of artist such as a professional painter or a composer. Our analysis focuses on the learning-teaching processes of learning in the creation of music, the student motivation in the didactic projects carried out, and the innovative methodological proposals based on creativity.

Bio

Roberto Cremades has an M.A. in Music Education and Ph.D from the University of Granada, Spain. He is presentaly an academic secretary of the Department of Musical and Body Expression in the Faculty of Education at the Complutense University of Madrid, Spain, where he teaches graduate and postgraduate courses. His research focuses on music education, with particular interest in sociological perspective of music in educational contexts.

Carlos Lage has an M.Ed. in Music Education and is a PhD research student at the Universidad Complutense de Madrid (Thesis delivered). He teaches music in Secondary Education since 2005. He has been Practice Tutor as well as teacher at the Exceptionally Gifted Students Program in Madrid. He has presented numerous papers, posters and articles in national and international conferences.