



28th Conference European Association for Music in Schools, 24-27 March 2021,
Freiburg in Breisgau (online)



Symposium RDI to Understand Music Integration as Something People Do

The role of dialogue in a collaborative project of music visualization supported by a numeric tool

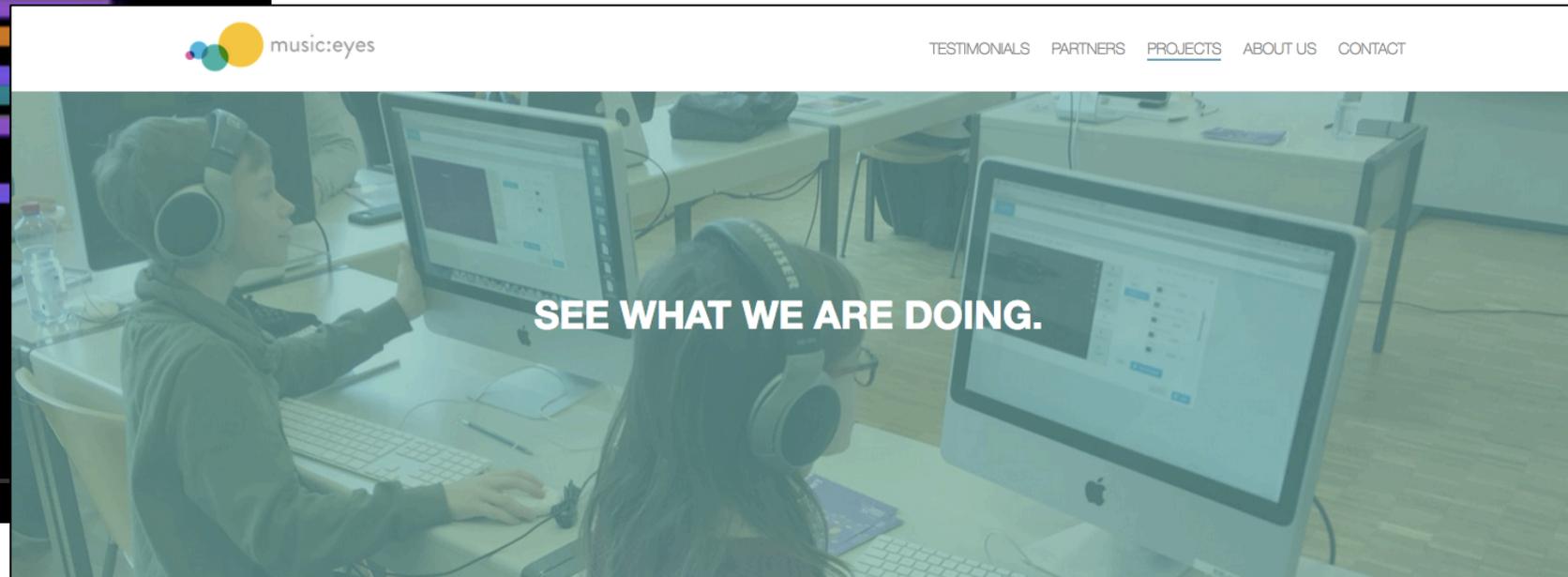
Dr. Sabine Chatelain & Antonio Trajanoski (HEP Vaud, Switzerland)



Listening habits on YouTube
Music Animation Machine



Creating the experience
Music Eyes



Source: www.youtube.com/user/smalin

<https://musiceyes.org/projects/>

Collaboration and aims of the project

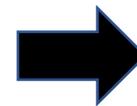


+ Music teachers (primary, secondary and high school; 2019-2021)

- Phase 1 : test with 3 preservice-teachers
- **Phase 2 : 3 in-service teachers + 1 student**
- Phase 3: 4 pre-service teachers (Bachelor/Master)

Aims

- Students : music learning with Music Eyes
- Teacher : challenges in using Music Eyes



Teaching material based on research outcomes

Focus today → **role of dialogue (music-visual arts + classroom talk)**

Theoretical framework :

Analysis of classroom dialogue

Aim

- to foster shared understanding (Zandén, 2018)

Teachers use techniques

- to elicit knowledge from learners
- to respond to what learners say
- to describe significant aspects of shared experiences, especially for creative tasks integrating music and visual arts

(Mercer, 1995, 2004, 2008 ; Giglio, 2012, 2015; Chatelain, Giglio & Moor, 2019)

Students or teachers can

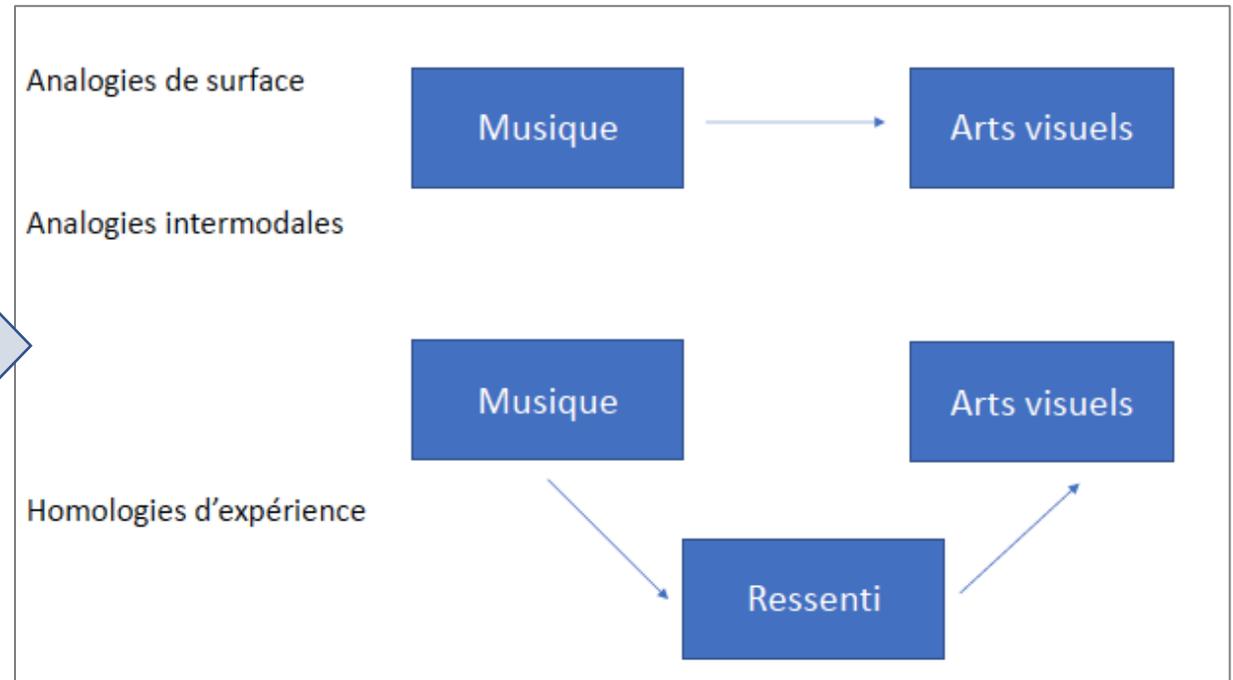
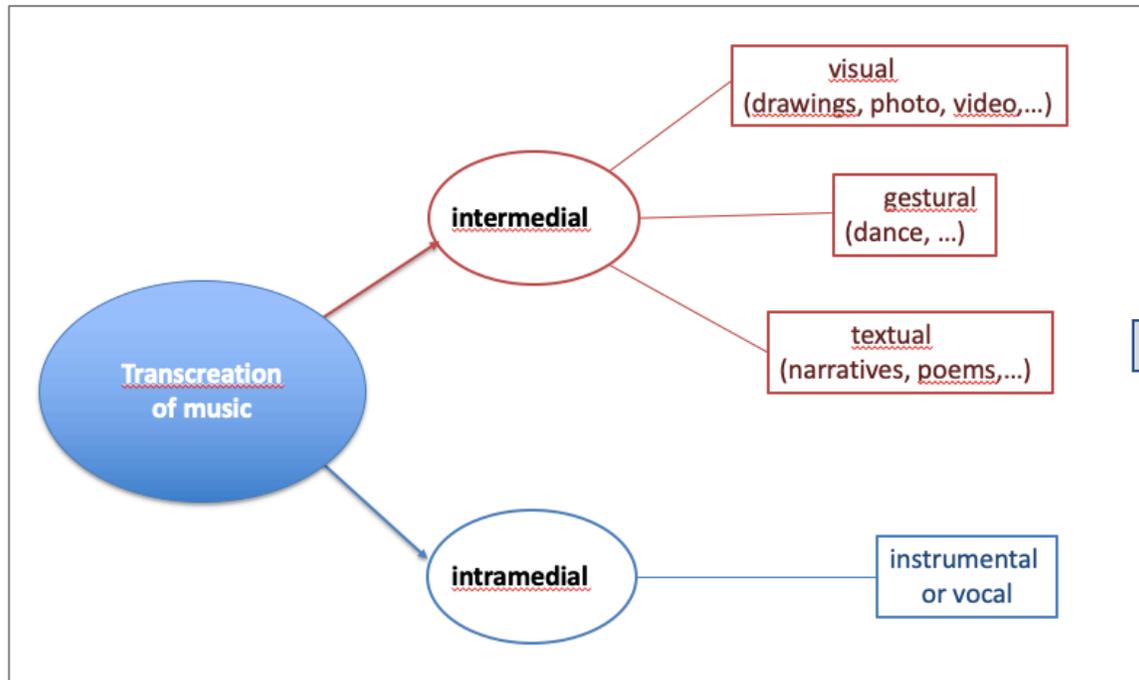
- introduce a new topic, respond + close it in a « communicative project » (Zandén, 2018)

→ “music [itself] is a fundamental channel of communication” (Hargreaves et al., 2005, p.1)

Theoretical framework :

Intermedial connections between music and visual arts

- music listening is creative, but mobilized knowledge is often implicit (Kratus, 2017; Mosch, 2015)
- metaphorical descriptions → implicit musical knowledge (Oberschmidt, 2011)
- music → visual arts = 3 levels of intermedial connections (Chatelain, 2019, based on Spampinato, 2008, 2011)



Research questions

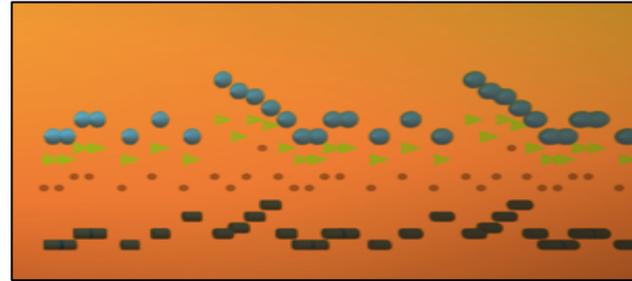
When students use a numeric visualisation tool in a collaborative listening task,

→ What are the challenges for the teacher during classroom dialogue to foster shared understanding of knowledge?

- How the teacher guide the classroom talk?
- How musical knowledge becomes explicit by describing the visualization?

Methodology

- *Lesson study*
→ lesson 1 + lesson z (3 classes)
- Qualitative analysis
→ audio/video/lesson plans/verbatim
- Analysis of students & teachers opinions
→ questionnaire



0'40"	Consignes (ens. -> él.)	8'25"
	Amorce (prod. Mozart)	
	5'16" discussion ens. <-> él.	10'25"



Results + Discussion

Teachers' challenges in classroom dialogue :

- Reorient student's attention on music listening + musical knowledge
- Decode student's metaphorical descriptions to make it sharable
- Foster student's verbal interaction by using musical terms
- Nurture classroom dialogue to foster student's learning

Challenges of the dialogue between music and visual arts:

- Analogic connections = no musical knowledge
- Spontaneous use of intermodal connections
- Increased use of experiential homologies in Lz

Results: Teacher's techniques during classroom dialogue

T1
11-12
years old



Autonomous presentation
Dialogue between the students

T2
13-14
years old



Presentation guided by the teacher
Dialogue between students + teacher

Assessment
criterias

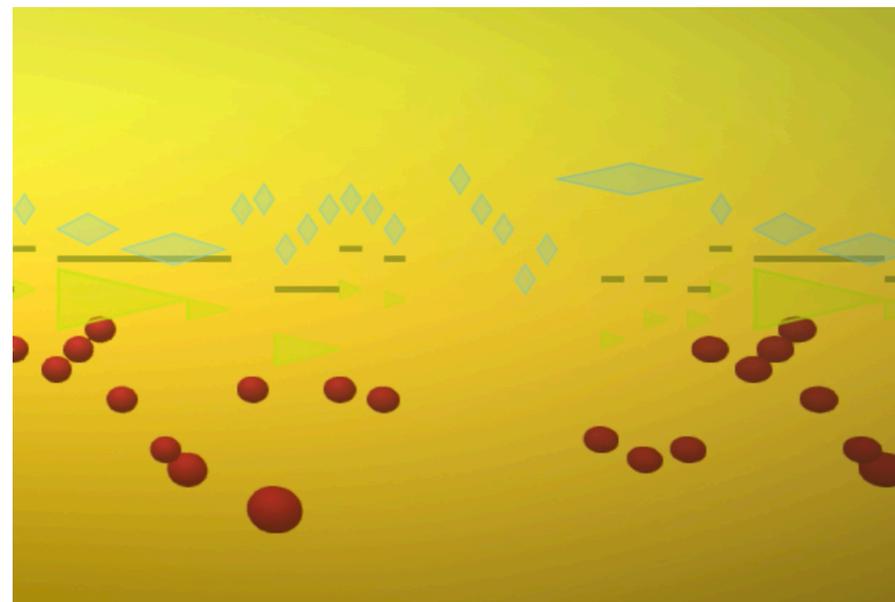
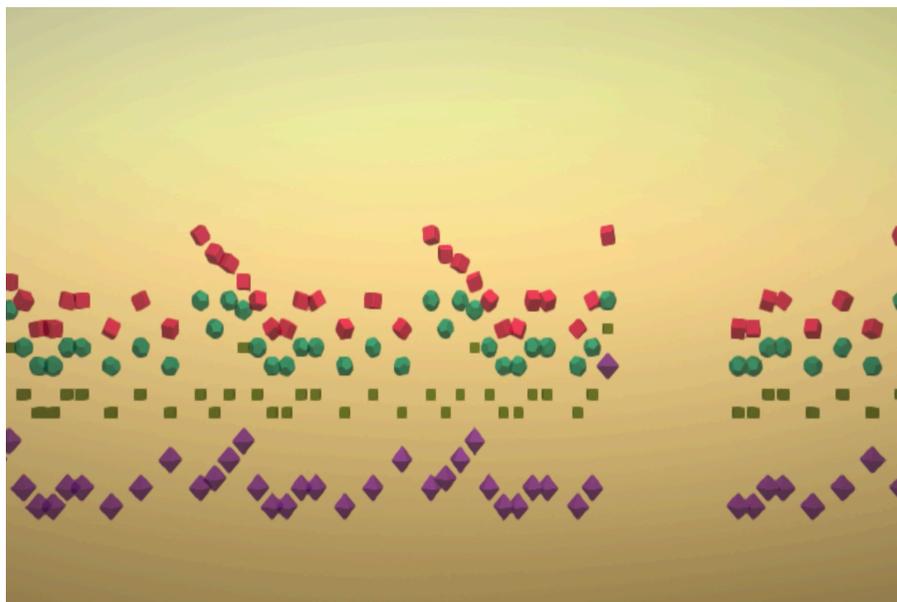
A white rectangular box with a black border contains the text 'Assessment criterias'. A blue arrow points upwards from the top center of this box to the bottom center of the 'Lesson 1' box in the T2 diagram above.

Conclusion : R & D for innovation

Practitioner research in Arts integration projects with a numeric tool to...

- test and develop theoretical framework (models) to foster music learning in integrated arts projects
- support IT integration based on didactic reflection
- transfer results into teacher education (CPD course; model to plan and analyse teaching practice)
- enhance learning through practitioner research (Master/Bachelor)

Thank you!



Students' video animations on « Mister Joe »

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