Creativity in education revisited: drawing a line 'from birth till art' through music

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Abstract

This presentation aims to show that a sensory and artistic attitude, based in the temporal arts, can be central to 'an education for the future'. By combining Biesta's (2018) proposal for an arts education beyond expression and creativity with our own extensive expertise with music and the Early Years, we aim to empirically demonstrate how education in general can and should be based on how we relate to each other and the world.

The musicality of the early mother-infant dyad reveals that our very lives start with relating to others. Their interactions exhibit the core aspects of the temporal arts, which overlap with the basic psychology we need to creatively navigate through life. Here we find the cradle of how a child becomes skilful with reality in a social and material sense. It is also the moment when our intelligences are born in the context of shared, blurred experiences, in which we look for what we have in common.

Taking the musicality of the early mother-child dyad as the evolutionary prototype of education, I will highlight how in formal education a creative approach to music can still remind us what it means to navigate intelligently through any other domain of expertise. Especially music can serve as a model to investigate what it means to explore, to improvise, to vary and to compose in the context of shared, embodied experiences based in the senses. Hence, the temporal arts should be at the core of education.

From our own artistic practice, we will point out how this model inspires creative interactions among older children and their teachers. We'll show that a different stance to education is possible, that such an approach isn't difficult to understand and apply and can gradually slip into the given school system.

Keywords: mother-infant dyad, sensory, ambiguity, intelligence, educational prototype

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