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Abstract (English)

Learning in resonance

Auditive experience as well as different forms of reception, documentation, reflection and presentation are shown with the help of two projects of everyday school life. The activity of the young students - individual, self-directed and across different age groups in cooperation of different discipline - characterizes the process of work. The essential aspect in both projects is learning in resonance, that fine well-balanced relationship between environment, nature and the own personality in social contexts. An individual period of time is taken up in processes which we didn't initiate, but we are allowed to take part as an attentive listener and observer.

The project "Wasser im Ohr" (i.e. Water in the ear) was developed and carried out by pupils of a Primary School in cooperation with older students of a music class of a grammar school. Water sounds in school and its nearer environment were recorded, documented in various forms and materials and elaborated further on. The process of working was organized independently and self-determined by the pupils. Improving auditive perception in social contexts enlarged sustaining competences referring to music and sound and also to language and representation.

In the other project "Garten-Vogel-Klang-Welt" (i.e. Garden-Bird-Sound-World)-The world of birds in our school garden – the subjects music, biology and German of the Secondary level worked close together. The school garden as a specific sound space was the centre of attention. The special fascination focused on the singing of the birds. Personal observations changed into delicate and exact representations of the sounds they heard. The results of their work were shown in various manners inside and outside the school community. Knowledge of listening, mutual respect and esteem of nature caused a resonance, which characterized the young people positively beyond the project. From then on they had a very attentive awareness and a different attitude towards sounds.