

Contemporary Artistic and Art Educational Approaches to Diversity and Cultural Changes

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Abstract

The relationships between primary school students can often complicate the construction of the most suitable climate for classroom learning. Artistic education, and specially the development of creativity, can promote the improvement of the school environment (Eerola & Eerola, 2014). The Soundpainting language, created by Walter Thompson (Thompson, 2006), uses improvisation in real time as a technique for artistic creation, and the performers can express themselves through different disciplines (music, drama, movement, visual arts). This situation can generate spaces and situations that result on a better climate in the classroom.

The aim of this study was to determine if the use of Soundpainting with students of first years of primary education contributes to foster cohesion in the group. We conducted a case study to know about the situation experienced by the students and teachers involved in a school of the Basque Country (Spain), where it has used this language for improvisation and artistic creation. We in-

interviewed 14 participating students and a discussion group with four teachers was created.

The results show that, on the basis of the fundamental premises of the Soundpainting "there are no mistakes", "any proposal is acceptable(worth?/good?)", relationships between the students have improved, reflecting in a cooperative attitude, in which each individual contribution is valued, as well as increasing confidence in artistic skills.

Keywords

Soundpainting, Group cohesion, Improvisation, Primary school.

References

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