

Salgado, M. Salazar, D (2015) 'Dialogues in sound and movement: research-led teaching in contemporary choreography and sound composition' at The Reflective Conservatoire 4th International Conference- Creativity and Changing Cultures. The Guildhall School of Music & Drama at the Guildhall School and Barbican Arts & Conference Centre, London, 26th February 2015.

ABSTRACT:

In this paper the authors will identify key collaborative challenges and opportunities encountered during their research project and in allied teaching situations, with a focus on those aspects that are shaped by working with digital and interactive sound. These observations will be contextualised with reference to existing literature on research-led teaching, including the work of Angela Brew (2010) and Ben Walmsley (2013). By identifying points of intersection between the authors' research and teaching goals, this paper will unpack how greater synergy between research and teaching may assist in tackling some of the common collaborative issues in contemporary music and dance collaborations.

Katherine Teck (2011) and Elizabeth Dobson (2011) amongst others have highlighted a number of issues that may impact on the success of contemporary choreography and composition collaborations at professional, amateur and student levels. These include passive or linear workflow models, poor understanding of technological possibilities, a lack of rigorous aesthetic discourse, a narrow focus on technology at the expense of creativity, or simple miscommunication. Thus the paper will uncover methods of tackling such difficulties in teaching and research by adopting critical research-led strategies for digital/interactive dance and sound.

The paper will conclude by proposing that there is scope for enhancing discourses around digital and new media forms of choreosonic practice at all levels by promoting artistic dialogue, critical questioning and an informed understanding of new technologies. Such an approach aims to reduce fundamental gaps in collaborative provision at HE level, in order to nurture flexible practitioners with a broad understanding of both traditional and emerging disciplines.

Also available at:

https://www.gsmd.ac.uk/fileadmin/user_upload/files/Research/Reflective_Conservatoire_2015/Reflective_Conservatoire_2015_-_full_reader_FINAL.pdf