

CREATIVE MUSIC MAKING



collaborative composition

WHAT? WHY? WHAT? WHO? WHAT?

Music is an undeniable presence in our lives. We celebrate our joys and we heal ourselves with music. Music is a wondrous medium through which humans can express themselves, connect to each other, discover, create and collaborate. It is natural for us to **MAKE MUSIC**.

Music learning can focus on the exploration of a wide range of past and present music practices, as well as the (co)creation of original musical work. Students can **LEARN MUSIC BY MAKING MUSIC**.

Making music which is authentic (and coming from a place of deep honesty) requires incredible vulnerability and courage. When music makers act as a community of artists, they can provide a safe space to create and share, take risks, support each other and give constructive growth-oriented feedback.

Every member can be involved in the music making and the collaboration can revolve around listening, sharing, improvising, experimenting, constructing, rehearsing, performing and/or recording. As the new music work is created in the spirit of true democracy, the results of the group experience are a deep sense of accomplishment and self-esteem.

There are many approaches to collaborative composition. This approach focuses on an aural and embodied group experience (without conventional written music) that results in a strong bond formed between the young musicians.

a simple and possibly arbitrary
**map of collaborative
music making**

1. warm-up

bringing the group into an optimal mental, physical and creative state. could include body percussion, vocal games, abstract rhythm approaches, movement in space, theatrical activities etc. First-time sessions are usually focused on "ice-breakers", activating a group dynamic, name-games and similar.


2. starting point

introduce a musical process, music material or other idea. Can also be 'free-play' exploration or an open discussion about a concept.

3. generate material

Artists work in smaller groups to experiment with the starting point ideas and create new material. Time limitations require the groups to work efficiently, make decisions and come up with creative solutions.

repeat
steps 3. and 4.
as needed

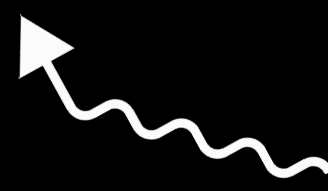


4. assemble

The small groups rejoin to share their small creations, discuss, arrange and refine the composition. Musical material from separate groups can be combined and material from the preparation phase may be used as a cohesive/transitional element.

5. present

(public) performance and/or recording of the created work.



6. reflect and celebrate

Sharing observations, expressing appreciation and discussing future activities.

RESOURCES

starting points

[pass the sound](#) - bank of exercises (video)

documentaries, conversations and other videos

[pass the sound docu](#) (world of creative music making)

[future band docu](#) (creative youth ensemble in London)

[orkestra nova](#) - (creative youth initiative in Vancouver)

[MakerMaker](#) - conversations with artist-facilitators

[a chat with Jodi Proznick](#) (Vancouver-based artist/educator)

universities and art institutions

[NAIP - New Audiences and Innovative Practice](#) (European Master of Music - The Netherlands and Iceland)

[Guildhall School - Leadership Programme](#) (London, UK)

[Barbican/Guildhall - Creative Learning](#) (London, UK)

[Tivoli - Vredenburg](#) (Utrecht, NL)