

[...] participatory performance is a special type of artistic practice in which there are no artist-audience distinctions, only participants and potential participants performing different roles, and the primary goal is to involve the maximum number of people in some performance role. Presentational performance, in contrast, refers to situations where one group of people, the artists, prepare and provide music for another group, the audience, who do not participate in making the music or dancing. (Turino 2008: 26)

Presentational

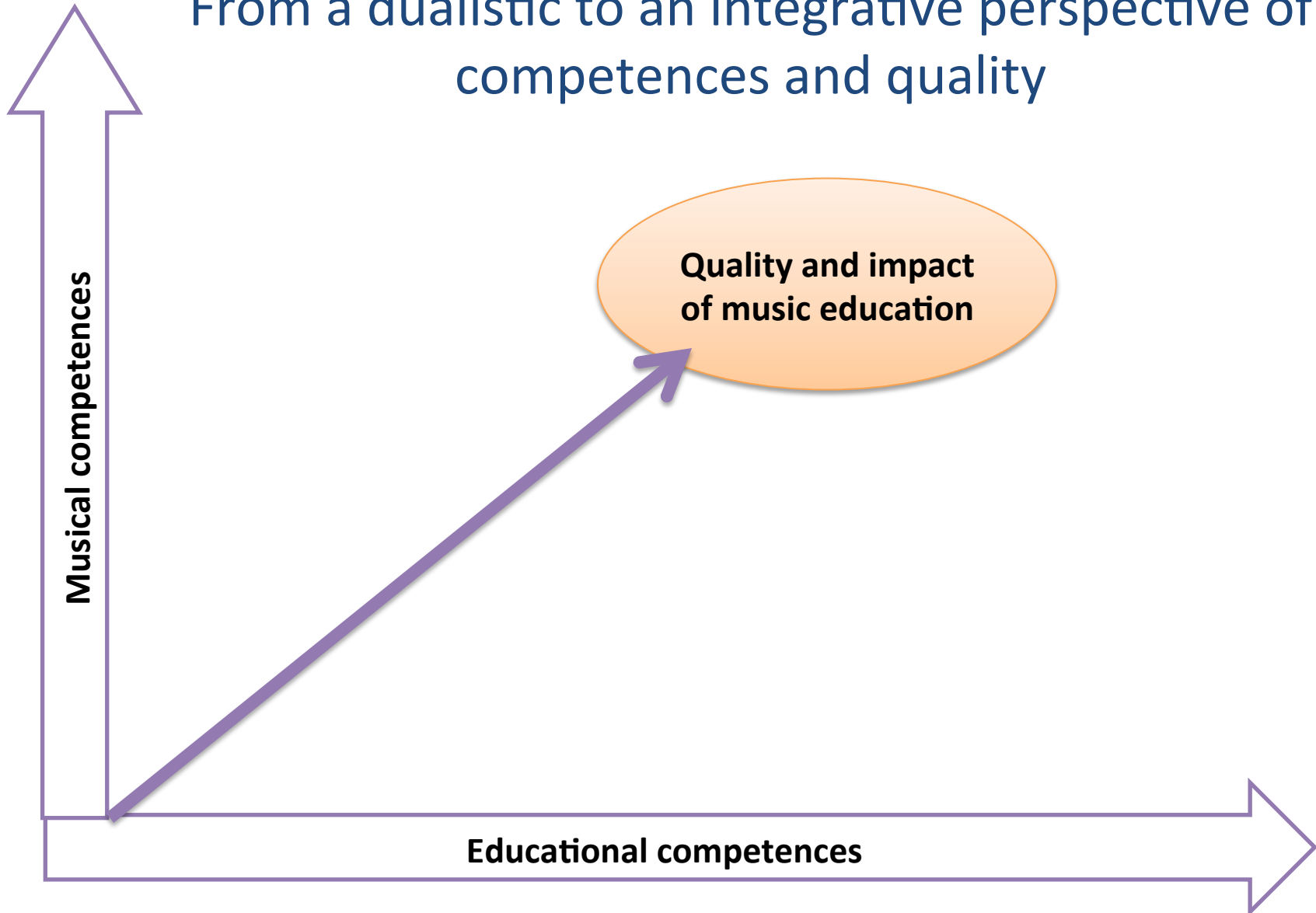
Participative

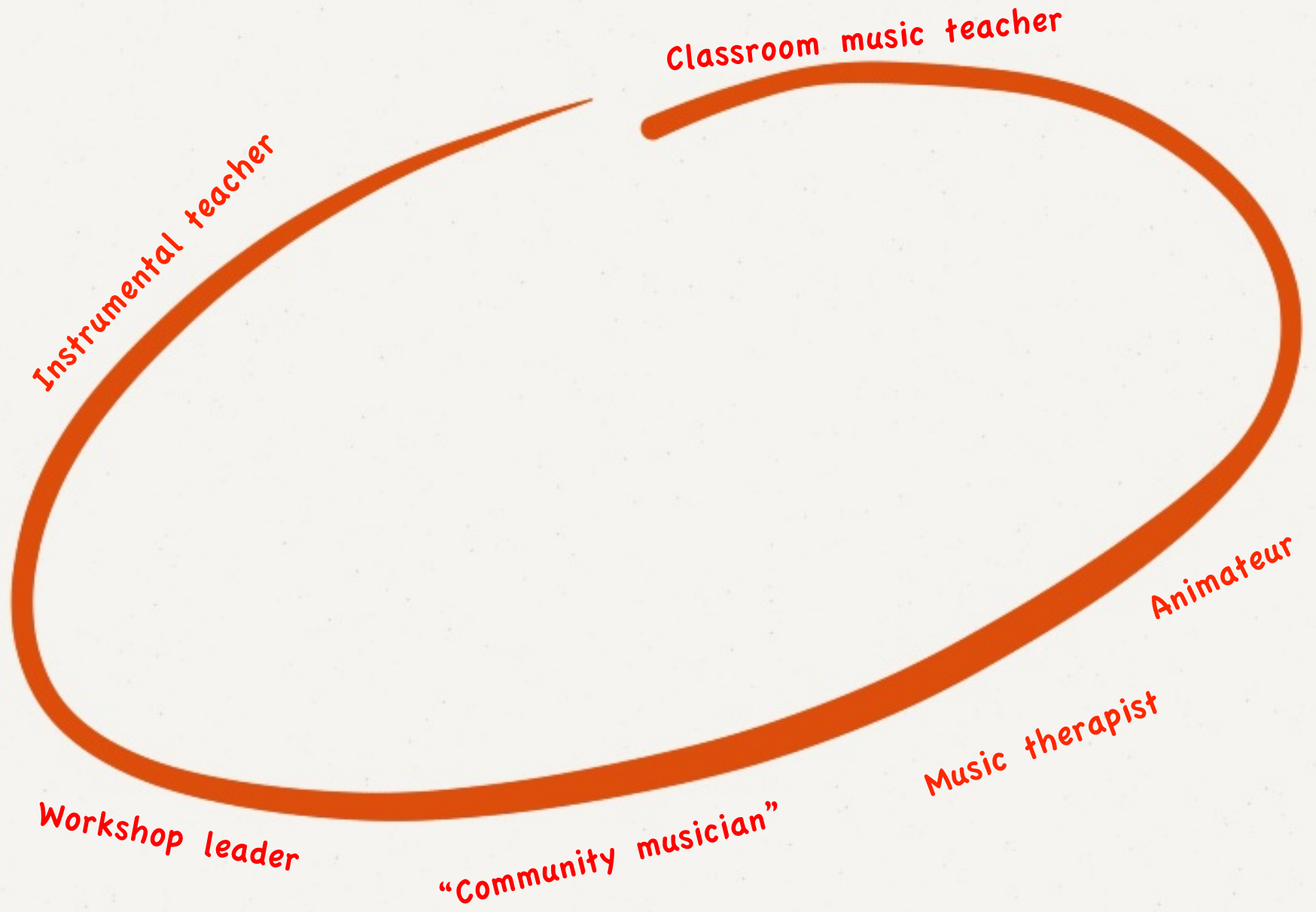
Performing

Teaching

Creating musically rewarding experiences

From a dualistic to an integrative perspective of competences and quality



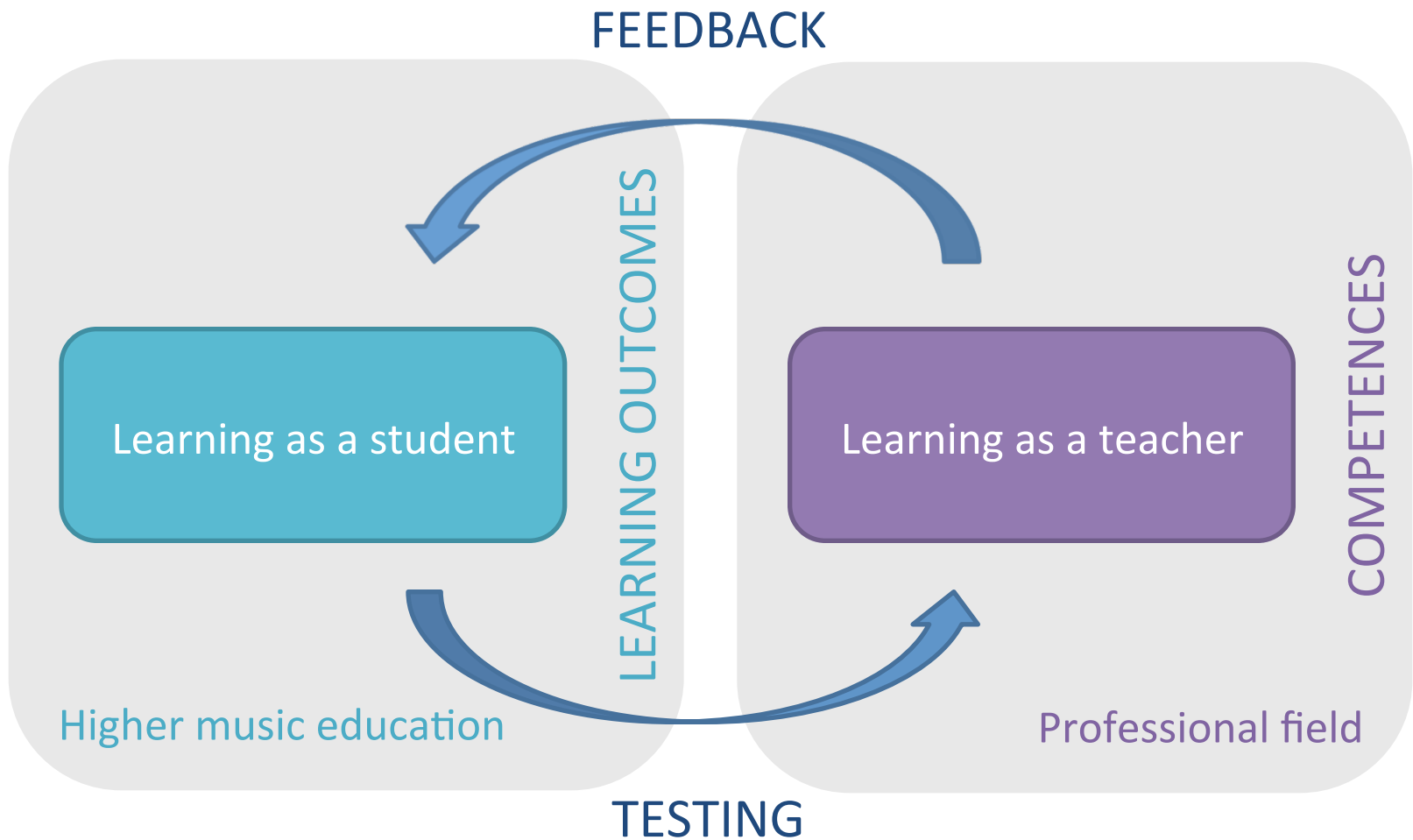


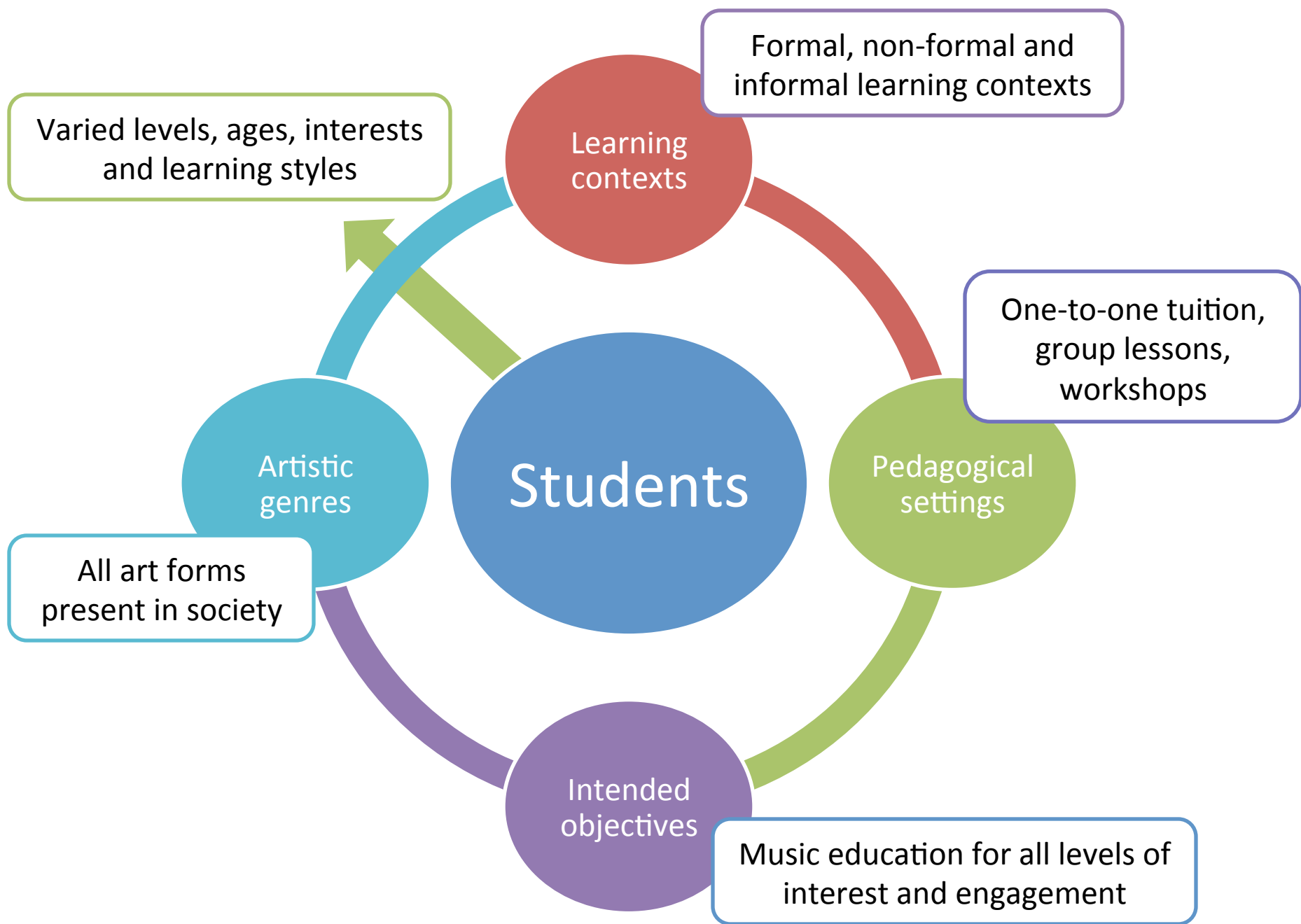


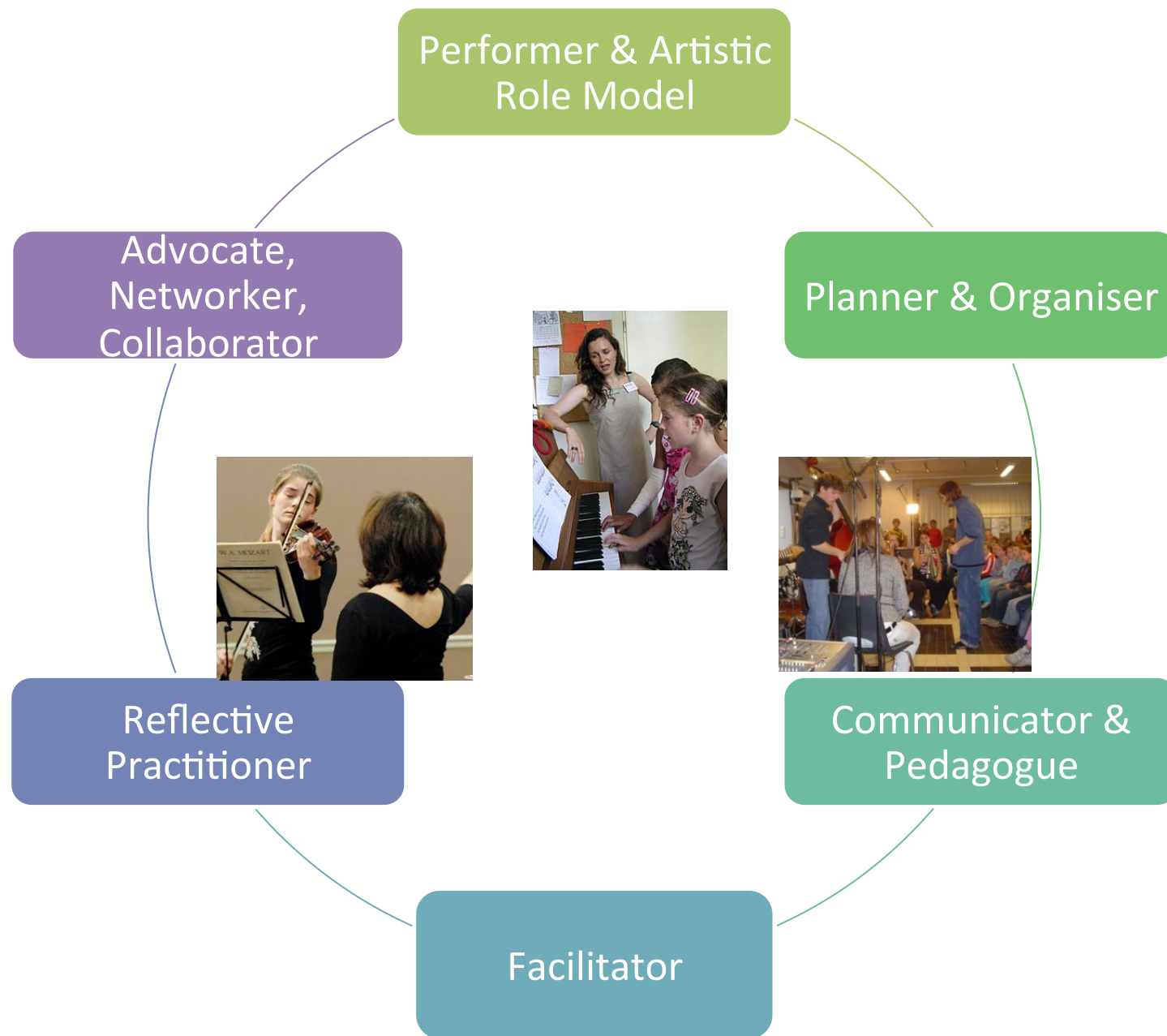
Conservatoire



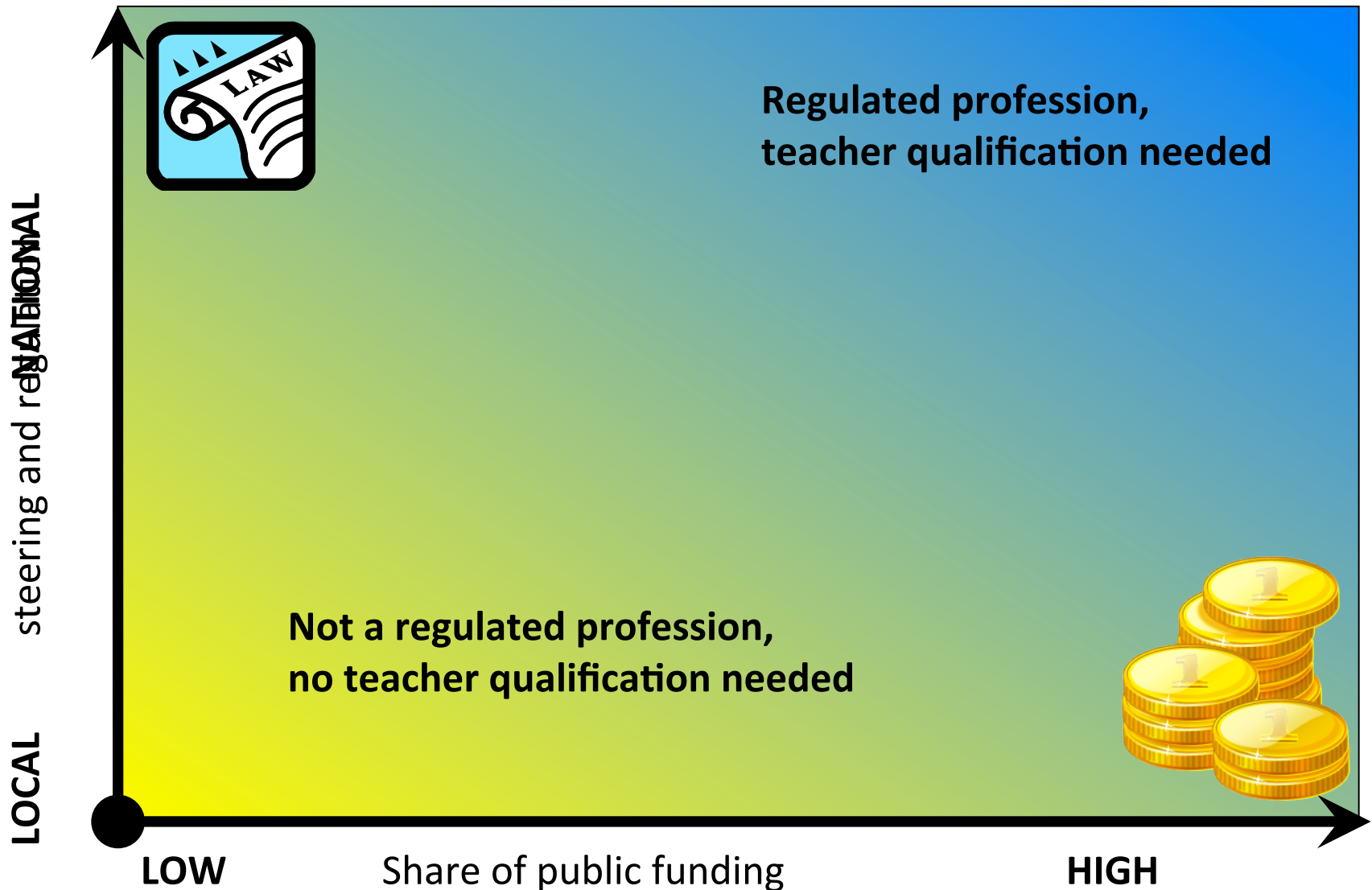
working field
&
society







Different music school systems

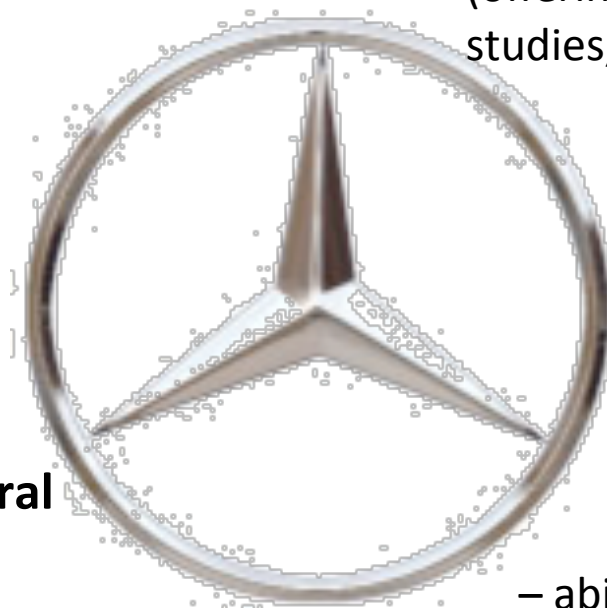


Three important competence areas in i/v teacher education

(from presentation in EMU seminar Budapest 2012):

– ability to act as a source of musical
inspiration and create musically
rewarding learning opportunities
(offering a pathway to professional
studies, if desired)

Quality



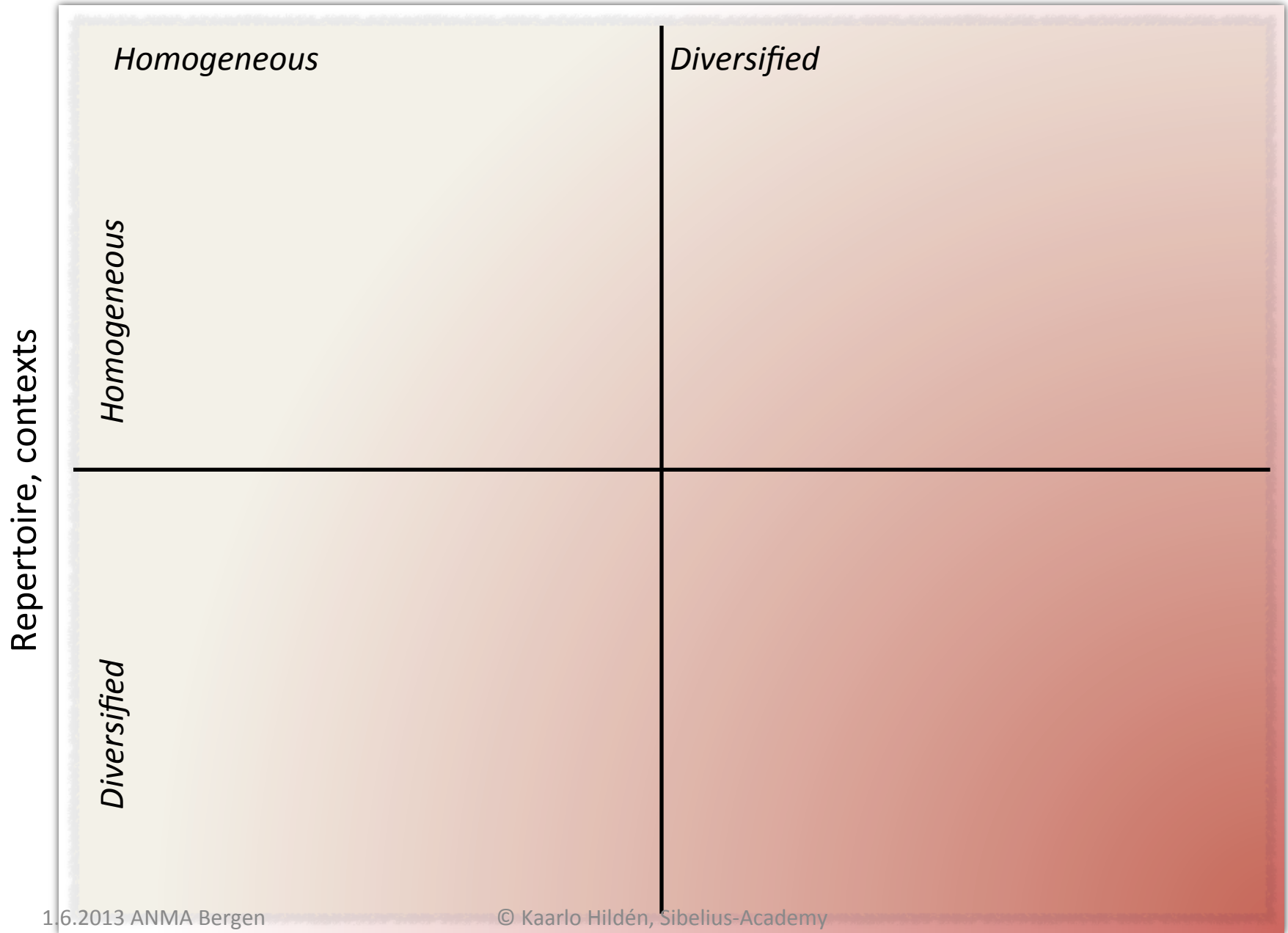
**Societal and Cultural
Challenges**

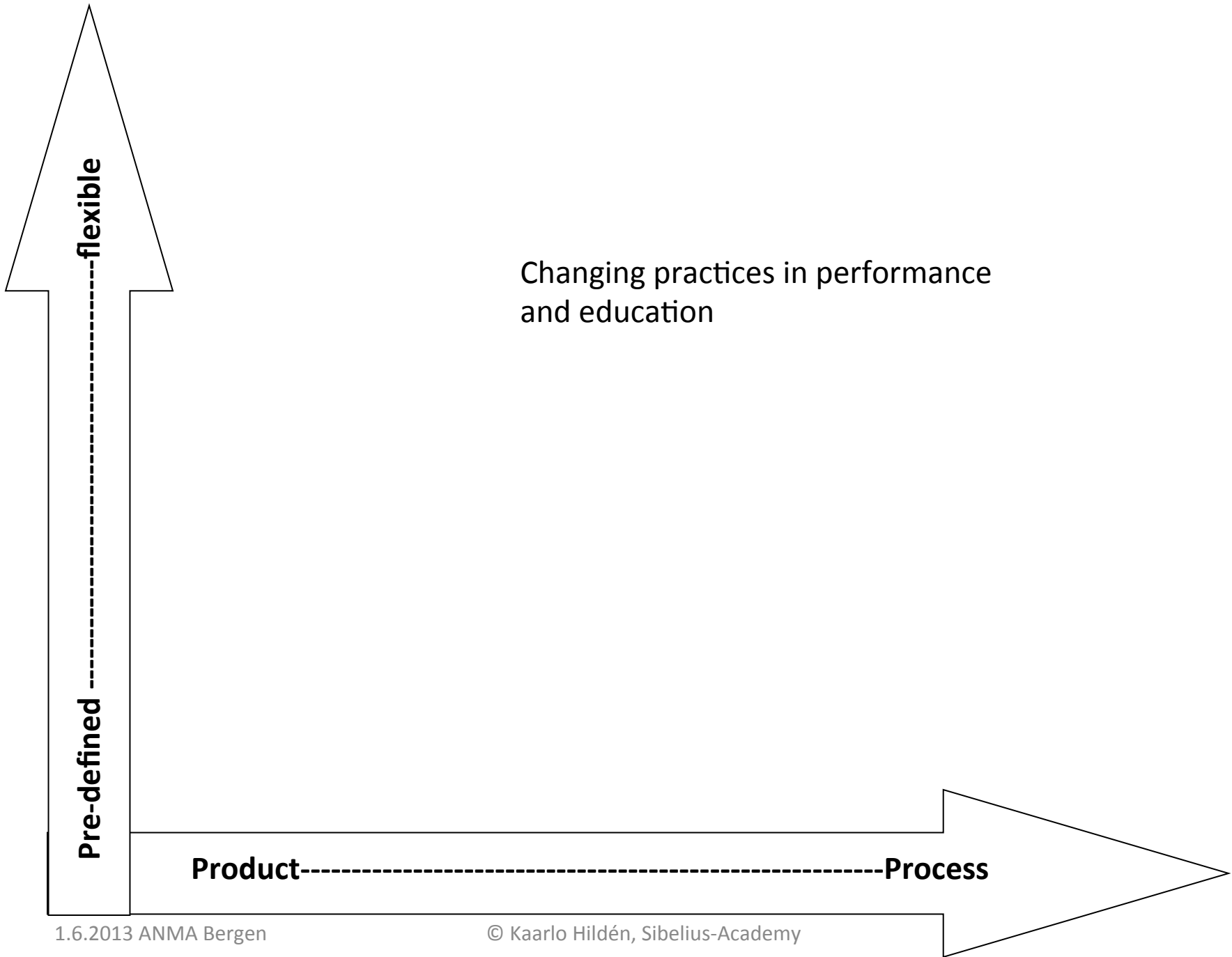
– ability to respond to different
individual and societal needs

Access

– ability to make use of a variety of
learning contexts and pedagogical
settings for wider access

Students, goals





Changing practices in performance
and education

