

REPORT OF THE OPEN WEBINAR – INTERNATIONAL ONLINE MASTERCLASSES DALCROZE ITALY
"And finally ... a look into the future"

Eleonora Giovanardi – AIJD Chair and Masterclasses Referee:

A “welcome” to the guests of the open Webinar for which there was an “internal” participation of subscribers to the masterclasses but also a consistent external, international and national participation of subscribers to the Webinar only, as we underlined talking about the importance of the “concrete datas” and results obtained.

1 – THE MOMENT

As a peculiar segment of our time, this moment brings with it sensitive and exterminated aspects; any action taken is charged with greater significance and exposure with regards to the external and internal repercussions for bodies such as ours – **AIJD – Italian Association Jaques-Dalcroze** – as well as for those operating in the field of communication and dissemination.

We were able to observe that our ambitious and risky choice to try an online approach has brought positive fruits and the concreteness of a large participation, even if it was not carried out according to the usual canons of “face-to-face meetings”, therefore without the possibility, as it was in the past, of sharing all sources of perception and contact, a common space and the emotional and relational conditions and atmospheres.

2 – DALCROZE ONLINE

Online experience: we received, also considering the high number of registrations, the concrete impression of an expectation regarding an initiative of this kind, even from those who did not know Dalcroze.

On this occasion, a large and varied pool was created, made up of new ones introduced to Dalcroze through this initiative, of those already initiated at Dalcroze through previous experiences (seminars, summer schools, *Dalcroze Day*), Dalcroze students in their Professional Training, entitled practitioners and Dalcroze teachers: an active, moving community.

Our next goal is therefore to satisfy this expectation and request towards the method that has appealed to new energies and to make sure that these can find a way and a constructive outlet in future meetings – with the “live conditions” that we await to be back at.

3 – ENERGIES TO BE RECOVERED: *Blended, online, and “in presence”* solutions

We had the impression of creating a dam, the possibility of collecting water-energy that can then find its course in a more linear and probably multiple, blended way within the two possibilities that we are now facing: online and “in presence”, later to be uniquely converted to “in presence”.

4 – NEED FOR CONTACT – SUPPLY AND DEMAND

In this period of time, we have all felt the need, necessity and urgency of contact in a clearer, more defined way. Distance created a greater demand for a guarantee of continuity in training courses and we thought that, without abusing it, this demand had to be satisfied in the most balanced way possible.

5 – THE INTERNATIONAL PANORAMA

Importance of international participation – thanks to the contacts established during the lockdown with the **VDM (Virtual Dalcroze Meetups and Masterclasses)** carried out by the **Dalcroze Society of America** and with the **Dalcroze UK** and **Dalcroze España** initiatives we were able to focus on our ultimate goal: a more structured insertion of our Association into the international panorama through initiatives of this kind.

6 – NEW COMMUNICATION STRATEGIES – DIFFUSION CHANNELS

From an organizational and associative point of view, this has translated into a greater commitment to new strategies and a need for growth within the new organization of the website as open to the

outside with a view for its interactivity thanks to new programs like Elementor Pro, or landing pages and tawk.to chat.

Elena Lunghi – Masterclasses Referee, AIJD Board:

She presented the technical data and the result of the masterclasses from the associative point of view (related to the dissemination of the Method as our main objective): 42 members, 125 participations to the masterclasses, 20 new members of AIJD, therefore reaching a doubling compared to the previous “in presence” summer schools.

Elena Lunghi presents the positive data and the surprise received from the registrations, derived from the more capillary work of interaction and continuous exchange with the members, comparing to previous experiences, which took place on the two e-mail addresses, on the chat of the AIJD website and through the registrations of the participants who requested info through the landing page <http://dalcroze.it/masterclass/>.

She describes the great surprise received by AIJD from having obtained positive feedback from newcomers in this “virtual” situation, even if the Dalcroze experience has its basis in contact, relationship and live sharing.

She announces the sending of a satisfaction questionnaire according to new rules and questions that we should ask given the changed structure of our initiative compared to those of the past.

Ava Loiacono – AIJD DoS, Masterclasses Coordinator and Teacher of the Masterclasses:

Re-evaluation of the online experience also practiced from an international point of view.

Extreme visual commitment and fatigue that can be overcome through the further opening of the possibility of the online rhythmic experience, that has nevertheless manifested itself.

Experiences lived by Ava Loiacono in **Dalcroze UK** and **Dalcroze Society of America**: many common elements but also many different approaches that were then revealed again in our Dalcroze Italy experience with masterclasses and teachers from different countries who brought their personal style and their particular vision, offering a panorama full of educational and creative ideas.

Isa D’Alessandro – Teacher of the Masterclasses – AIJD Board:

Point of view on the masterclasses Dalcroze Italy: this online experience as a tool to get where you have never gone before, as a continuation of the first steps taken by the AIJD since the time of its very first summer school (year 2007) towards a widespread diffusion of the method in Italy.

Characteristics of the Dalcroze method and adaptation to the new situation.

Teaching and dissemination of the Method in institutions (Music Conservatoires).

Duration of online meetings: balance and structure of lessons in this new shape.

Karin Greenhead – Teacher of the Masterclasses:

Her choice of limited groups (max 8 participants) in this and other online teaching occasions is justified by a series of reasons: the accurate work on the individual that can be carried out and the possible overview of the group as well, which is portrayed in a shape that can be used correctly by the teacher.

Karin finds the opportunity to work on pedagogy online possible and useful.

She informed those present at the webinar that **Dalcroze UK** will continue the training partly online and partly in presence with monthly workshops aimed at certain subjects or topics, varying the fields of interest.

For Karin, when limiting the work of a teacher to some subjects, the Method turns out to translate itself into a “continuous spiral” work, since the Dalcrozian principle of interpenetration of areas and subjects that takes up the elements in its upward or downward path is always stated.

This spiral is amplified but nothing is ever left behind in a progressive acquisition that leads to a growing deepening.

Karin underlines the fundamental difference between Dalcroze Training and Dalcroze informing courses, underlining with this the specificity of the two kinds and areas of teaching: Training Courses and Taster Courses.

In Taster Courses: touching more things in a lesson, representing more elements in connection with one another.

In the Training Courses: deepening the elements with a view for the acknowledgement of the basic principles and subjects of the Method.

An important element evoked is the joy of meeting her pupils and feeling part of a community.

However, she as well expresses her concern for the visual fatigue in following the lessons both by teachers and students, soliciting therefore everyone's attention in planning an alternation of the teachers in the cycles of lessons proposed that limits the continuous commitment, and a concomitant scheduling of adequate breaks for students.

Françoise Lombard – Teacher of the Masterclasses:

She as well received a good impression by the online possibility; in **Dalcroze Canada** Training they will adopt the double system (online and in person) as well, as this brings greater contact possibilities in any case.

Ursula Stuber – Teacher of the Masterclasses:

Eutonia and Gerda Alexander Method teacher, has lived with us her first online teaching experience; she was happy to have experienced it with us, she saw very beautiful images of activity and expression in her Zoom windows, and she was able to appreciate many details while also thinking about how to work (later, in presence) individually and in small groups.

Iramar Rodriguez – Dalcroze Teacher

He talks about Dalcroze in his relationship with some of his recent students: until now he had only seen them live in groups, but now he has found with the online in Zoom a new possibility of approach and intimacy of exchange, perhaps not completely realized beforehand.

He underlines a sudden possibility of deeper knowledge of some elements and aspects of online teaching in rhythm and movement as well.

He then faces a very interesting field: Dalcroze and Seniors.

In the online solution there is a greater possibility of dialogue and reaching out for the people who in the lockdown suffered from repeated situations of loneliness (Seniors). He found in them, at this particular time, the greatest enthusiasm to continue online meetings.

The difficulty of a good online lesson in many cases can come from the common and widespread narrowness, in some geographical areas, of the space available at home.

Georgina Gomez:

They had already had in **Dalcroze Mexico**, thanks to **Jeremy Dittus (Dalcroze School of the Rockies)**, the opportunity to understand how Dalcroze is spread and practiced in the USA and, on this Webinar, how this happens in Europe. This was a very fruitful comparison for them and provided them with an approach of different identities: they are grateful to everyone for this offer of different possibilities of contact.

Maria Labarthe:

For this teacher, meeting Dalcroze and practicing it with the children (the way she had been brought to by **Iramar Rodriguez** in her country, **Peru**) has relaunched the musical and didactic educational situation; as we know, according to Dalcroze there are no univocal written sources or pre-ordered materials, but each teacher brings “his/her own style” and makes the Dalcroze method and the creativity of the latter known through his/her individual practices, particular pedagogical behavior and musical repertoire for the movement, which also contains artistic messages of the different musical and oral cultures on which it is based.

Paqui Santana Perez – flutist:

In her country, Gran Canaria, there was a realization of Dalcroze lessons for specific instruments and improvisation in various masterclasses.

She strongly hopes for a scheduled and systematic continuation of these appointments also in a monthly form and organized around the various countries and the various Dalcroze Associations worldwide.

Alessandra Buffatto – Dalcroze Italian Certificate:

As a Dalcroze teacher, who works mainly in schools, she is positive about the online possibility, and would almost prefer to continue with children in this modality rather than having to organize an impossible distance maintenance and the use of masks during the lessons. The limitations to the realization of lessons in presence, as it has always been in the past, are actually also a stimulus to broaden one's repertoire and strengthen one's teaching strategies.

Alessandra Filipazzi:

She intervened thanking for the stimuli offered before the reopening of the schools to teachers who will have to face teaching in complicated conditions; important for her is the contact with the Dalcroze method as a global creative source for teaching all subjects.

Nicoletta Bettini – Music therapist:

She highlighted as musicians, artists in general and music therapists are the best actors and bearers of creative solutions in this difficult time from a relational, contact and communication point of view. This Dalcroze online masterclasses experience brought to light these fundamental elements in a positive direction of acquisition.

Melissa Tucker:

Importance of the “Dalcrozian language” as a universal language, as it lends itself much better than any other channel of communication between different cultures and different languages. Through Dalcroze as “language” I can recognize your creative language and your pedagogical thinking, all thanks to the method's complete and global approach.

Silvia Tinti (Summer School Dalcroze Italy Reggello 2019) and **Agnese Martellucci** (Course 24 CFU Methodology of Dalcroze Eurhythmics – Isa D'Alessandro – “S. Cecilia” Conservatoire Rome)

1. A. Martellucci: Importance of Dalcroze as a stimulus in institutional courses and in particular in the Conservatoire. Evolution and change thanks to the contact with the method also in the individual and instrumental path of the students.

2. S. Tinti: AIJD member (one of the youngest AIJD members and participants to the Masterclasses) for the years 2019 and 2020, she announces that she will approach the Professional Training; after the 2019 summer school she was determined to repeat the experience and deepen her knowledge

of the method, and within our online initiative she participated in all the masterclasses offered, also obtaining a more defined and articulated panorama of the Dalcroze Method in the world.

The debate continued with an exchange on the issues that had been brought to everyone's attention.

A continuation of these OPEN WEBINAR initiatives is hoped for aiming to the growth of contact and information exchange between all those present, practitioners and trainers, and between all research fields, with a view for the dissemination of the Dalcroze Method.