

# ***Sounding Knowledge Network***

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## Listening Across Disciplines - 22 March 2022 (Sonic Pedagogy Part 2) HQ

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**What is sonic pedagogy? How is it practiced and what methods and approaches underpin it? How can it be integrated in teaching and learning? What infrastructure might it require?**

# Sounding Knowledge Network

seeks to establish a Sonic Pedagogy that supports open-ended and embodied learning experiences (Pallasmaa, 1996), capable to forge 'response-able pedagogies' that 'incorporate relational ontology into teaching and learning activities' (Bozalek & Zembylas, 2017), and that as life-long teaching and learning is 'response-able' to the empowering force of education as a participatory and inclusive activity of belonging.

develops methodologies and tools that operate sound as an embodied and situated materiality within communities and social spaces (Gershon & Appelbaum, 2018). It will address the underrepresentation of sound within educational discourse and develop an Aural Literacy (Meißner, 2020) that promotes and practices critical listening and sounding skills, and enables the analysis of sounds and their impact on our emotions and actions (Shaw, 2015).

# Questions

1. How can the introduction of sounding and listening help conceptualise a theory of Sonic Pedagogy as an embodied, tacit and sensory knowledge practice that acts as a response to problems and positionalities caused by vision's epistemic hegemony?
2. What educational, social, political and infrastructural (policy) conditions have to be established and what methods, tools, vocabularies and frameworks have to be developed to establish a shareable and replicable Aural Literacy practice?

# How?

Two Sonic Pedagogy events, online

1. **Exploring Positionalities**: Exchange of expertise, methods and tools through presentations and discussion: Finding the problems and promises of a Sonic Pedagogy.
2. **Developing Positionalities**: Focus on methodologies of teaching and learning through plenum discussions and

Two Aural Literacy workshops, one in Germany and one in the UK

1. **Creating Tools** (Bamberg): Transdisciplinary working groups arranged around the two main questions: How to do things with Education/Pedagogy?
2. **Pedagogy toolkit**. Application of the Tools (UAL): Testing and application of the toolkit; exploring further possibilities and future developments.

Context

Background

<https://www.facebook.com/groups/3479365475525738>

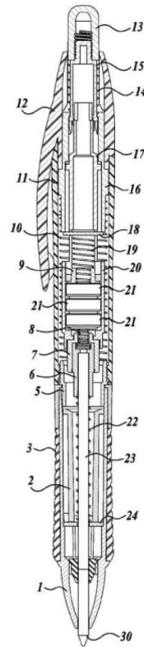
sonic pedagogy working group

## 2. Score for a Retractable Pen. (For a single participant)

Find a retractable pen.

Hold it in your writing hand.

Begin to press the button on the top of the pen repeatedly.



Apply a pressure and regularity that feels natural.

Begin to focus on the variety of sounds that are produced as the spring-loaded ink cartridge retracts and extends.

Consider how the two different clicks change in tone, dynamic and timbre.

Gradually try to synchronise them with your own heartbeat.

Shift your listening attention away from the percussive clicks to the low scraping friction sounds that connect them.

When bored stop.

Use the pen to write about the experience.

Sound Walk 1 Tate Britain (at least two participants)

start here (on Millbank):



stand at the bottom of the steps and listen for approximately 3 minutes\* to yourself and each other.

Walk up the stairs, next to each other, listening to the people coming towards you.

Enter the gallery

Go through to the second entrance hall, round space.

Stand back to back in the middle of this space. Close your eyes and listen to the space for 6 minutes

Open your eyes

Walk all the way in a straight line to the very back of the gallery, all the while listening to yourself, your partner(s), and other visitors inside the space.

Go to the first piece of work you find, listen to it.

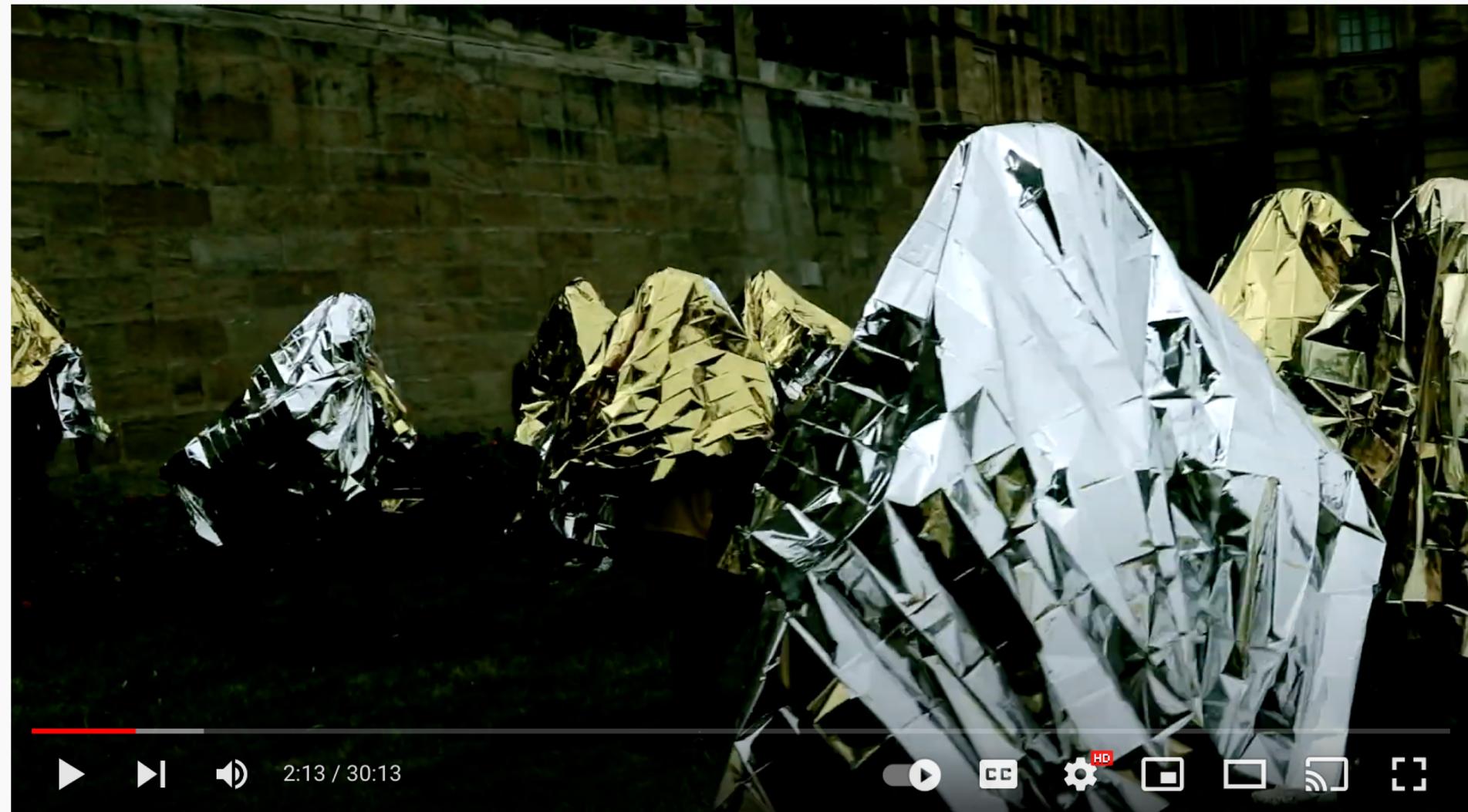
Discuss what you hear.

Go to the next piece of work you find, look at it.

Discuss what you hear.

Roam the gallery on any floor any room for 20 minutes.

Discuss what you saw, until it's time to meet in the little garden to the left of the Museum, when you come down the long stairs.



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# RELATIONAL BECOMING

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# MIT ANDEREN WERDEN

Soziale Zugehörigkeit  
als Prozess

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