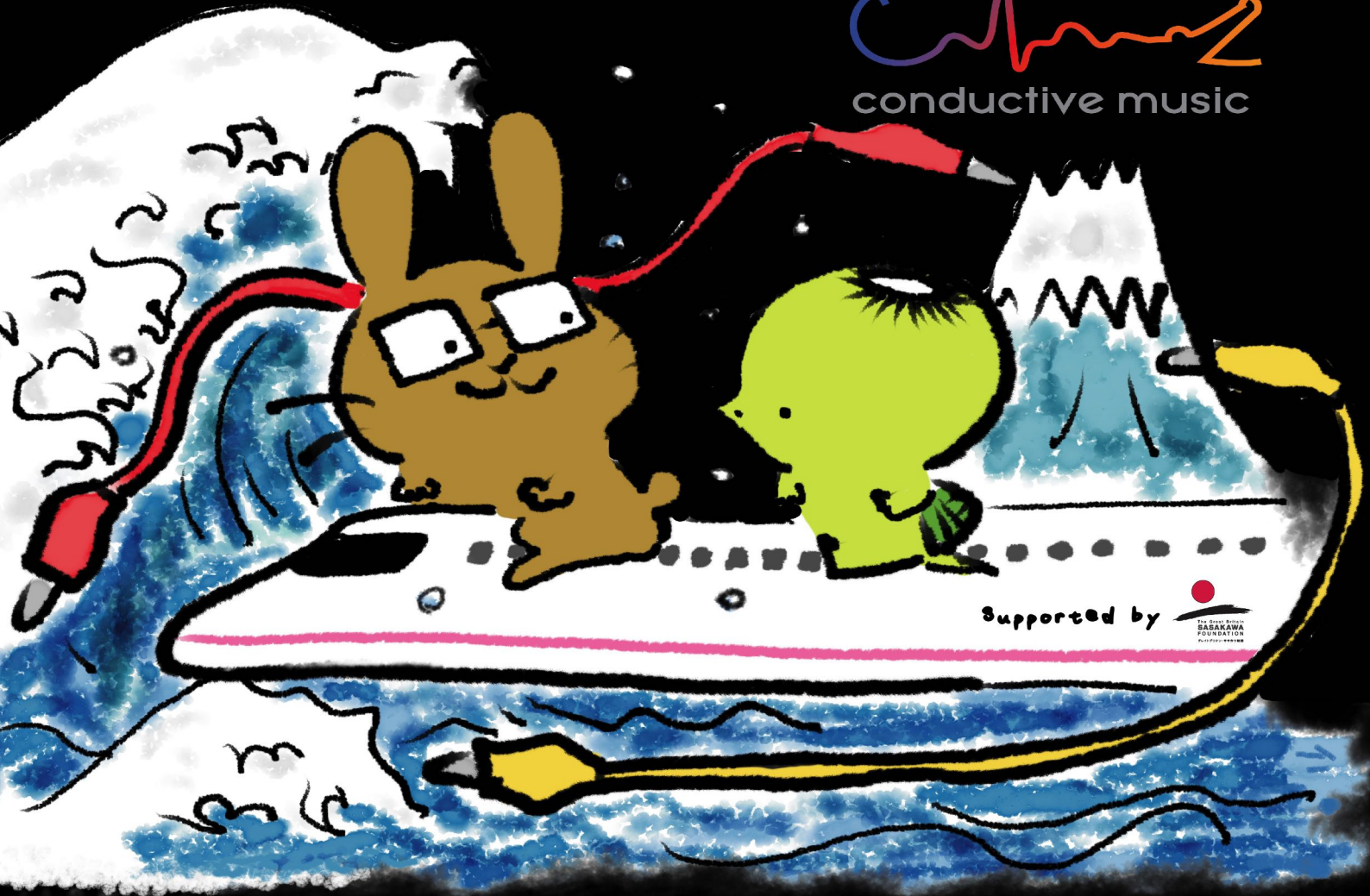



conductive music

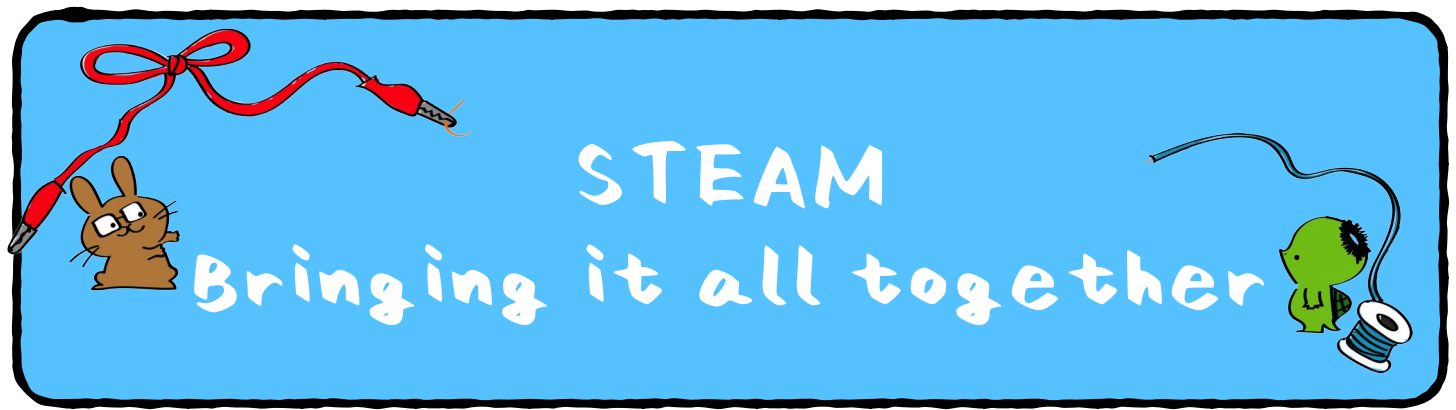


Japan
Tour
2019

STEAM

Bringing it all together

Sep 16th	Institute of Creativity in Music Education
Sep 18th	Aichi Education University
Sep 19th	Tokyo Metropolitan Theatre with AdNote
Sep 23rd	Tokyo University
Sep 25th	Manryuji
Sep 30th	Kyushu University
Oct 4th	Okayama University
Oct 7th	Hiroshima University
Oct 9th	Gifu University
Oct 10th	Fukuyama City University
Oct 16th	Shiraume Gakuen University



Fukuyama University

STEAM

We left England on September 3rd, to embark on a 7-week tour of Japanese Universities, companies, youth centres and temples. Our task was to share our STEAM approach and to inspire others to adopt it.

Since our inception in 2012, we had cross-disciplinarity at our core. As we grew, the Maker movement became stronger and, suddenly, the STEAM approach acquired academic approval.

STEAM is a combination of the hard sciences, commonly referred to as STEM, and the Arts. On many occasions, we witnessed the Arts being treated as second-class, so we set out to rectify this shortcoming. We designed a tour to promote a truly collaborative, communicative and cross-disciplinary approach, using new technologies to boost creativity in education.

In England, we delivered STEAM workshops to 5,000+ students aged 5 to 14 in 2018/19, with great feedback from all stakeholders. In Japan, thanks to the generous funding of the Great Britain Sasakawa Foundation, we engaged with 9 Universities, 1 High School, 2 Youth Centres, the Tokyo Metropolitan theatre and the Japan Music Education Society conference.

As a result, we reached out to 145 Primary and 110 secondary school students, 135 teacher trainees, 45 teachers and lecturers, and 65 members of the general public, including artists and corporate sector. Overall, we are really proud to have interacted with 500 people.

More info on
our England
project



Here is a
video of our
projects!



The ideal recipe

It is very easy to try even if you have never done any coding before.

Aichi University



This workshop is using sound as a bond, and stimulates your senses to create

your own work.



Artist, Tokyo

I can be motivated to compose because I can try and fix many times.

Fukuyama University



I was thinking that five hours are too long! But once I started to build and design something, it became really fun!

Kyushu Uni



Our workshop/lecture

Each day of our tour was very different, interesting and inspirational. We tested different delivery methods and have now reached our ideal structure: a 5-hour lecture/workshop.

The gathering begins with a 1-hour lecture to share our research project on the STEAM approach. We normally include a q/a, which serves as an opportunity to break the ice, and establish creative bonds.

During the second hour, we work through some creative coding exercises, practising on the online platform and incorporating the participants' ideas.

The following two hours are dedicated to the development of an independent project, usually in groups. During this time, participants can discuss an idea, build a prototype in cardboard and develop the code with our help.

The final hour is dedicated to sharing. Everybody presents their work, questions the approach, and receives materials and ideas for continuation.



Tokyo University of the Arts

The children learnt about electricity, music and English, spontaneously and kept concentrated. This is a great workshop for composition too! And they learnt with joy!

okayama University Lecturer

Variations

We experimented with numerous lecture and workshop variations, to meet the needs of each institution.

At Tokyo and Okayama University, we delivered 1-hour workshops for Primary and

Secondary school students, whilst being observed by University staff. We then delivered a full presentation and discussed with trainees, teachers and headteachers. The juxtaposition of stakeholders at a very different stage of their career generated interesting questions, such as 'How to successfully plan for a STEAM session', 'How to integrate it in school' and 'Is it possible without technology?'.

At Hiroshima University, we took part in a STEAM roundtable. We presented our research alongside those who voiced the Japanese perspective. In just over two hours we exchanged ideas about the curriculum, technology and lesson planning approach. It was enriching, informative and very engaging.

In Fukuyama, we delivered to 20+ primary, secondary and special needs school teachers. We focussed on music and composed songs of surprisingly high quality, done by non-musicians. The expectation is for these teachers to incorporate technology in their future lesson planning, aided by our [free online tutorials](#).

At Nagano Nihon High School, an unexpected stop, we delivered Kabuki and Nagauta-based workshops, alongside STEAM discussions for next year.

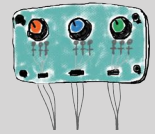
On the closing weekend, we took part in the Japan Music Education Society conference, where we shared our approach with many other lecturers, with whom we are planning collaborations for next year.



Institute of Creativity in Music
Education

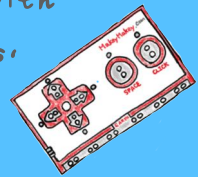
When I was trying to compose what I want to express, I started to listen to details of my piece many times.

Fukuyama
University,
teacher



You can make your own wonderful instruments, and this makes kids sparkle with happiness.

Aichi Uni,
teacher
trainee



In this workshop children were learning interpersonally, interactively, brightly and positively.

Okayama
University Lecturer



Why STEM became STE'A'M? If you joined this workshop, you will understand the importance of 'A'. It is very different approach from problem-solving! The creativity for 'Expanding your world' is a special feature of the arts! Once you started to touch this, your motivation for exploring will explode, just like 'Why don't I give it try?'. Anyone, from adults to a children, who get into this, gets a twinkle in their eyes! This workshop has been designed to deliver the experience of 'Can I make it? May be not? But in the end I managed!'

Artist, Tokyo Metropolitan Theatre

The process of music making is much more important than the result of composition! And through this workshop your view on education will be changed for good!

Kyushu University, MA student

It is difficult to create a musical instrument which you imagined! You can reduce the gap between your imagination and your work by using music software!

Fukuyama University, primary school teacher

Even if you didn't know anything about it at the very beginning, you will be able to make what you really wanted, entirely by yourself!

Aichi Education University, BA student

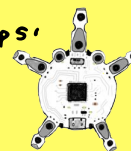
135 university
students
attended our
lectures in 9
universities



110 students
in a High School
learnt about
the beautiful
Kabuki tradition



145 primary
school students
had a fun time
at our
workshops!



45 lecturers
listened to our
presentation on
the STEAM
approach!



Conclusions

We met people, we shared our methods, we learnt from everybody.

Wherever we went, the STEAM approach was gladly welcomed. Most researchers were aware of it, but lamented the bureaucratic barriers encountered when trying to put it to practice. This led to many interesting and challenging conversations with lecturers from Education, Art, Science and IT departments. Many professors invited us back to deliver CPD sessions, in an attempt to boost appreciation and implementation among peers and students.

The situation was rather different when we taught undergraduate students and teacher trainees. Most of them, had not yet encountered the STEAM approach, and while some embraced it as a welcome novelty, others struggled to reconcile it with the strict boundaries of the current Japanese National Curriculum. Surprisingly, the older and more experienced teachers were overwhelmingly supportive. They encouraged the young teachers to be creative, disruptive and to take risks. Here at Conductive Music, we are determined to support their career development through online tutorials, correspondence and future CPD sessions.

The primary and secondary school students had never heard of the STEAM approach or any of the coding languages we used, such as Scratch. There seems to be a serious lack of exposure to new technologies and, according to the Japanese National Curriculum, coding will only be included from 2020. As a result, young children and teenagers alike were struggling with very basic coding tasks, and had to learn everything from scratch. We were very pleased to see how quickly they overcame the language barrier, how they absorbed new concepts, always curious and attentive. Once they discovered the creative applications of technology, they became talkative, asked very relevant questions and were longing for more sessions. This inspired us to create more tutorials, which we are planning to deliver through our 2020 Japan tour.



Luckily, we were able to organise a few days off in between sessions, which we called *Input days*. This free time allowed us to rest and reflect, while exploring the local culture, remote villages, appreciate the food, and to create stronger connection with the people. These gems local culture were key to create cultural bridges.

Being able to make a joke about local food, or making a reference to a remote village, were the perfect way to break the ice, gain the trust and create a bond with our peers and students.

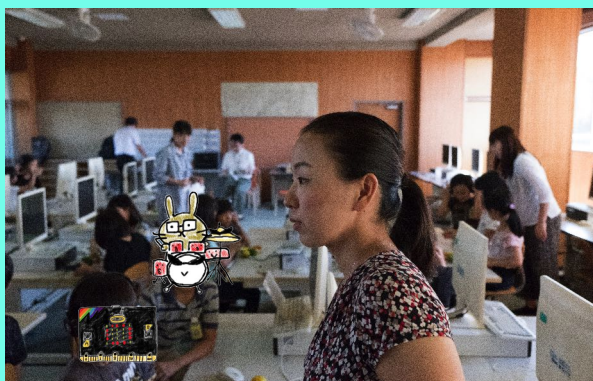
After spending seven weeks on the road, our tour came to an end with the Japan Music Education Society conference, held at Tokyo University of the Arts. Even though we only took part as attendees, we were able to share our stories and proposals with lecturers and educational specialists who were very interested in booking us for next year.

At the time of writing our STEAM project in England has entered the second of its 9 months delivery, which will reach out to 10,000+ students across the country. We will work with Primary and Secondary school students from challenging backgrounds, and interact with 20+ Special Schools. The feedback generated from this large project, will inform our research project for the Japan 2020 tour.

Our plan is to design and deliver a series of CPD sessions targeted to young, non-specialist teachers, at 10+ Universities. We will be able to leverage the considerable amount of data collected in England, and to make an even stronger case to support the educational benefits of the STEAM approach.

We are also very proud to work in partnership with Tokyo-based AdNote, through whom we will design and deliver a series of team building sessions for the corporate sector, thus creating a brand new strand of work for our company.

We will continue to produce and share free resources for teachers. We want to help them integrate technology and creativity in their day-to-day lesson planning. We are hoping to design the ideal schooling scenario, within which students will express their creativity by combining the arts with science and technology, to become the leaders tomorrow.



Workshop at Okayama University



Workshop at Gifu University

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We would like to dedicate this tour to Kido-sensei and his wonderful wife and dog, for all the love and support. Our thoughts are with them, as they rebuild the house where they hosted us, destroyed by the typhoon of October 2019.