

Synaesthesia of the Arts to build creative connections

"Through vibration comes motion. Through motion comes colour. Through colour comes tone." —Pythagoras

In Greek the literal translation of the word 'Synaesthesia' is 'together' and 'sensation' - stimulation of one sensory or cognitive pathway leads to automatic, involuntary experiences in a second or another cognitive pathway. The process involved in creating the arts provides synaesthesia on multiple levels. The arts provide myriad routes to understand and respond to the world we live in. Synaesthesia is a neurological phenomenon, where sensory modes blend. A synaesthete's mind has the remarkable plasticity to 'taste' shapes, 'hear' colours, or 'feel' sounds.

Arts Based Therapy is the evidence-based use of art forms to accomplish individualized goals within a therapeutic relationship. The basis of ABT lies in Indian Psychology and Ethics, Studies of Human Development and Cognitive Neurosciences. A Practitioner acquires a generic vocabulary of stories, songs, roles, rhythms, drawings and colours, and use appropriate combinations to address specific client needs.

The basic capacity for storytelling, painting, dance, singing, rhythm is inherent in all. This workshop aims at enhancing these basic capacities so that practitioners and those involved create for themselves a vocabulary of creative arts-based techniques which they can apply and explore through the deliberate combination and involvement of both body and mind. Experiencing art forms be it music, dance, visual arts create synaesthesia between the nuances of art education, arts in education and therapy. Practise and enquiry using arts helps to look at the order that underlies the chaos and the fluidity that arts bring in. Keeping the dialogue with this enquiry on, the intent of this workshop is explore art forms- voice and songs, drama, story sharing and dance to re imagine, facilitate and co create classrooms.

Take away from the workshop:

The attempt is to create an interdisciplinary approach comprising of practical, artistic and conceptual elements in the existing protocols to recognize learning diversity in children.

Objectives:

- To help facilitators create a space for themselves and the children that would allow them to bring up questions, share feelings, reflect on thoughts, and discuss self-image, events in the world, relationships and biases in a non-threatening creative manner.
- To comprehend the theory and practice of various forms of art and how these can be used in working with children and adults in inclusive settings.
- To experience and explore a realm of learning possibilities using the Arts.
- To look at facilitation, curriculum and designs in reimagining classrooms.