



## Idiocultural Arts Education Strengthening diversity, fostering cohesion...

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# Four points to make

1. Culture
2. Meaning
3. Idioculture
4. Education



# 1. Culture

From a recent project description:

“Nettl (2010) argues that understanding the ways a culture transmits itself, and thereby how its members are socialized into the value hierarchies and social dynamics that form essential cultural prerequisites for historical and social development, is crucial for the understanding of culture...”

When a ‘culture’ has ‘members’ who are ‘socialized into its value hierarchies and social dynamics’, then (‘members’ from) other ‘cultures’ become a problem – especially when a ‘culture’ is dominant.

But you can look at it in a different way.



## 2. Meaning:

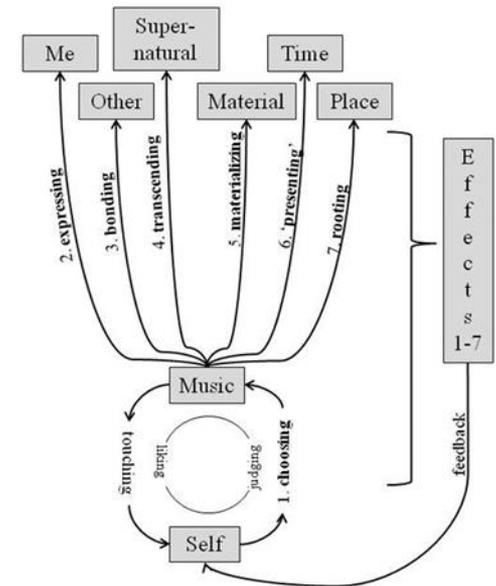
### The importance of music in “everyday life”

- The overwhelming presence of music in the everyday lives of nearly everyone

- The uses and functions of music (Merriam 1964; Nettl 2015)  
Uses: what people do with music – “Musicking”  
Functions: what music does for people

- Three functions:  
Affirmation of the self  
Connection of the self to the world  
Regulation of self and others  
(Bisschop Boele, 2013)

- Other arts: different but same?



## 2. Meaning (contd.):

### An ecological (synchronic) perspective on meaning

The arts are meaningful to individuals – but where is the meaning?

An ecological perspective - Gibson's ecological psychology of the senses (Clarke 2005; Clayton 2001)

Affordances: “Any musical event is meaningful insofar as it offers affordances to an individual: it may offer multiple affordances to each individual simultaneously, and it offers a more or less different set of affordances to each individual.” (Clayton 2001)

Meaning is not in the music; meaning is not in the individual; meaning is where the individual meets the music

Other arts: different but same?



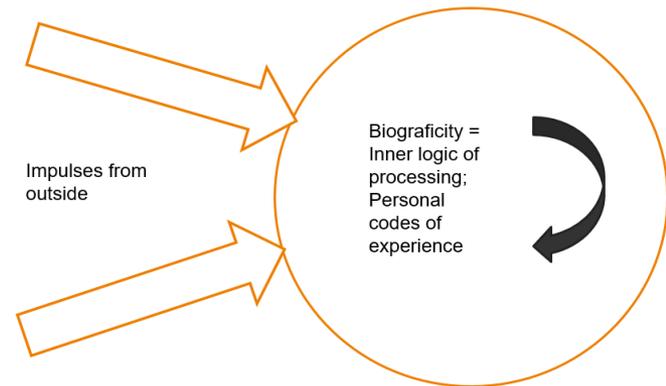
## 2. Meaning (contd.<sup>2</sup>):

### A biographical (diachronic) perspective on meaning

‘Where the individual meets the arts’ ...

Biographical learning’ (Alheit 2008)

Not input-output, but  
active process of *intake*



The arts becomes meaningful only within a biographical context

The personal codes of experience are the codes of the social(ized)  
individual

*Ezra*



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### 3. Idioculture

Idioculture (Cavicchi 2009):

- Idiosyncrasy
- Culture

“The social individual”:

- Meaning is individual-biographical
- The individual is (also) the result of her socialization
- There is no difference between the individual and the social

‘How socialized individuals make sense of their worlds’

The socialized individual is not a ‘member of a culture’ but the result of a biographical process of continuous active ‘intakes’ (of, e.g., ‘value hierarchies’ and ‘social dynamics’ dominant in her context).



## 4. Education: The three goals of education

Three goals of education (Biesta 2010) :

- Qualification: “knowledge, skills and understanding ... to ‘do something’”
- Socialization: to “become part of particular social, cultural and political ‘orders’”
- Subjectification: “the process of becoming a subject ... the opposite of the socialization function ... to become more autonomous and independent”



## 4. Education (contd.): The tensions within our educational system

Qualification and socialization:

- becoming part of (dominant) culture
- 'the reproduction of inequalities'
- a taking-for-granted of the 'what'
- a focus on the 'how'-questions

Subjectification:

- becoming a subject
- "coming-into-the-world"
- a problematization of the 'what'
- a focus on the 'why'-questions



## 4. Education (contd.<sup>2</sup>): A plea for 'idiocultural arts education'

(... and qualification and socialization)

The pedagogical position

Not about the arts as the 'inherent good' but about 'art-ing' as (in the end moral) idiocultural decisions on being-'artistic'-in-the-world

Idiocultural arts education is about:

- learning to accept one's own 'being-'artistic'-in-the-world' ('artisticity'?)
- learning to accept others' differing artisticities
- learning to develop one's own artisticity



# Thank you

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