

## **Compose Workshop**

**Hours: 3 hours per session (9 hours a month)**  
**Concept and Curriculum by P. Rohini Rajasekaran**  
**Skills: Language, Arts, and Emotional Learning**  
**Age: 7 years and over**

Holistic education across the world has evolved. Learning happens in communities. The most common model does not support this thought. It is especially challenging to practice this in mainstream education systems where the *individual* is expected to be '*outstanding*' – it's the antithesis of holistic learning.

Composition is a continuum. It can also be a shared activity. This program, which is conceived as a series of workshops, examines that.

### **Why Compose?**

The world has become more distant than before. Children are growing up in a highly disconnected environment – everything seems to be at their finger-tips and yet completely intangible.

On an average day a young person spends:

- Learning 'core' subjects – language, math, and science.
- Introductory level classes in visual/performing arts or physical education.
- Technique takes precedence over free exploration in most classes.

This results in:

- Less playtime – a key component in improving social relations.
- Less time to *experiment* with their art techniques – crucial for developing a relationship with their chosen activity.
- There is a constant feeling of inadequacy and they see their peers as competition.

Art education is part of almost all school systems now. Some even adopt internationally endorsed STEM and STEAM modules. Most often than not, when facilitators engage in integrated learning, art serves the purpose of exploring a given concept. A number of factors pose as obstacles to explore this in mainstream (social) learning models.

### **Objectives**

This workshop aims to highlight what would it mean to truly integrate a wide range of concepts and *compose*. Skill-building is a byproduct of this process.

The key objectives of the program:

- To build a holistic practice – where emotions, cognition, and creative abilities come together.
- To build inter-personal relationships.
- To explore multidisciplinary and transdisciplinary possibilities.
- To build faith in making a positive impact on the environment.

Composition is seen as a continuum – one that can be reshaped, layered, refined, and reconstructed by teams.

### **Core Value -- Community**

This program uses expressive arts to find community in collaborations. Compose, as a concept, draws from the creativity of all participants to gain a final form.

### **Mediums**

A given subject is explored through reading, writing, discussion, visual, dramatic arts, and other resources that the group has.

The materials (if any) will be shared digitally and physically. The participants can build upon the framework and create their own pieces.

The design allows for different levels of readers to work together.

### **Participants**

Diversity in terms of socio-economic background, age (but 7-16 years and not older or younger), and range of skills are a few components that are built into this learning design.

### **Emotional Learning**

Mutual respect, disagreements, consensus building, appreciation, inspiration, commitment, and autonomy are a few skills and lessons with which the participants will engage. They would also experiment what it might look like to work with least (no) hierarchy.

Given that the participants may come with different levels of skills (given the wide age range), it's important to recognize who can take up what task. For instance, if an activity calls for using a knife, a 13-year-old participant would be assigned the role, no questions asked.

### **Collaborators**

Art practitioners of different backgrounds may join the workshop as guest facilitators at a later stage. P. Rohini Rajasekaran is the primary curriculum developer and facilitator for all workshops.

### **Form**

The final form at the end of each workshop is complete in itself, but it can also be improved upon. The piece from one workshop could inspire the next. It could be a sequel too depending on what the participants decide.

### **Lesson Plans for Each Workshop**

The lesson plan will be available at request free of charge on shared website. The reflections from each workshop will be documented and made accessible to interested learners and teachers on the main website.

### **Outcomes**

Compose, in essence, is really a space to critically, emotionally, and spiritually explore different ideas. It needs conscious practice.

Multi-disciplinary programs have existed in some form or the other for the last couple of centuries. The process of creating art is hardly ever in focus.

A participant of this program would:

- Feel free to experiment.
- Be open to suggestions and criticism from peers.
- Be appreciative of their team's work.
- Find and understand the value of transdisciplinary and multidisciplinary models.

### **Language of Instruction**

English is the primary language of instruction, but the sessions will be structured in such a way that students with both first, second, and third language proficiency can work together.

### **Fee Structure**

The fee is capped at Rs. 300 per session. The participants can choose to pay what they can. The asymmetrical fee structure would enable participation of children from underserved communities. Walk-ins are allowed. The participants register as they come in.

### **Edition**

The editions will be a year-long, inclusive of breaks in between as decided by the facilitator. There will be an open house at the end of the edition where the young Composers come in to share their work and their experience.

Registration for the following year will also begin.

### **Compose as a Creative Practice**

Compose, as a collective exercise, is a skill to cultivate. People who make things together stay together and care for each other. One of the many ways we can adopt this is by *acting* together.

We need more hands, heads, and hearts working together for a better future. Such coming together makes things *whole* and the world. a slightly better place to live.