

INNOVATIVE LEARNING IN ARTS EDUCATION AND COMMUNITY-BASED ARTS THROUGH LIFE SCIENCE

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Abstract

This paper aims to demonstrate how life science can be used as a form of educational tool in enhancing innovative learning in arts education and in community-based learning. This paper also explores how trans-disciplinary knowledge can be applied in the artistic learning process through scientific thinking methodologies. This paper is illustrated in four sections.

Section one describes the key attributes that contributed to the creation of Infinite Saree* - Infinite Saree Project, Dna Saree, Dna Carnatic, Therukoothu, Movement Workshop, Music Workshop and Bio- Arts Workshop.

Section two introduces the DNA model, which can be applied in the art teaching process through scientific thinking within the teaching principles of: - Imaginative Thinking, Self-Directive Teaching, Materiality Thinking,, Critical Thinking, Mapping of the Language, Heuristic Judgment, Skill-based Knowledge and Knowledge of Continuity.

Section three examines how community-based learning can be applied (practiced?) through research principles such as Collective Thinking, Shared Knowledge and Ownership.

Section four explores how three various disciplines – Life Sciences, Theatre and Visual Arts can be interpreted through trans-disciplinary knowledge within the following research principles: - Systematic Enquiry, Scientific Perspective and Symbolic Representations.

Keywords: Life Sciences, trans-disciplinary studies, Community based learning and DNA teaching principles

* For information on Infinite Saree, please refer to the website www.schandrasekaran.com