



Didactique de la musique instrumentale Entre tâche et activité

Développement de l'identité artistique dans l'enseignement instrumental supérieur : quel rôle pour le professeur ?

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Abstract

The artistic identity development of a student is one of the major goals of the upper instrumental education. Is it possible to enhance it thanks to an identity-based, didactical and educational approach? To answer the question, we made, for professors of cello in High School, a quest with semi-opened questions, completed with a clarification interview. Some interesting leads emerge from this research. A good knowledge of mechanisms occurring in the artistic identity development of a student (double identity of the student, triple identity of the professor, biographic transactions, various knowledge categories), a precise definition of each dimension of these identities (in particular the values and the talent), as well as an outfit, wide and conscious, of adapted didactic skills, seems to us able to help a professor to adopt a complex posture, which could enhance and optimize the artistic identity development of a student.

Keywords: artistic identity - biographic transactions - upper instrumental education - musical pedagogy – cello didactics