



Creative Interactions in Polyaesthetic video processes: a project with students of the Tokyo Gakugei University

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University of Music and Performing Arts Munich, Germany

Tokyo Gakugei University
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Aim of the presentation

- ▶ Reflections about
interactions in production processes
of polyaesthetic videos / video art
with students of Tokyo Gakugei University
in 2021



Background and rationale behind

- ▶ Research Project of the International Society of Polyaesthetic Education ISPE [in German: Internationale Gesellschaft für Polyästhetische Erziehung IGPE] 2018-2022
- ▶ ISPE Symposium 2020 in Salzburg
→ had to be cancelled because of corona-regulations
- ▶ 2021 polyaesthetic video production on topics selected by Japanese students
↓
- ▶ 2022 polyaesthetic video productions realised by German students (Cologne)

Video presentation 1

Product A 葛飾北斎の木版画による富嶽十六景

- ▶ Scenes of the Fuji-Yama after woodblock prints by Hokusai Katsushika
- ▶ <https://youtu.be/PdoVtIDSXaY>



Production process I

Discussion phase (zoom) 1

- ▶ 17 students of the department of music education grade 1 to 4
- ▶ September until November 2021 (home-practice, no in-presence lectures at the university)
- ▶ **Discussions about video topics and concepts (twice)**
(interactions of students within the entire group)
 - 1) Free discussion about nature and the arts in Japan and other cultures
 - 2) Differences and similarities between Japanese and other, mainly European cultures
such as Haikus, woodcuts/woodblock prints (Hanga), styles, Debussy, Monet, Beethoven, material of music instruments etc.

Two topics → **music and paintings (visual arts), music and literature**

Production process I

Zoom-discussions 2

► Three thematic groups of students

1. Woodcuts by Katsushika Hokusai and music

→ woodcut of **Fuji-Yama**, the most symbolic and holy mountain of Japan and various European music instruments

2. Tableaus by Claude Monet and Musik

→ Series „**Nymphes**“ by Claude Monet, inspired by Japanese woodcuts and garden architecture, Japanese string instrument ‘Koto’ (Japanese cither)

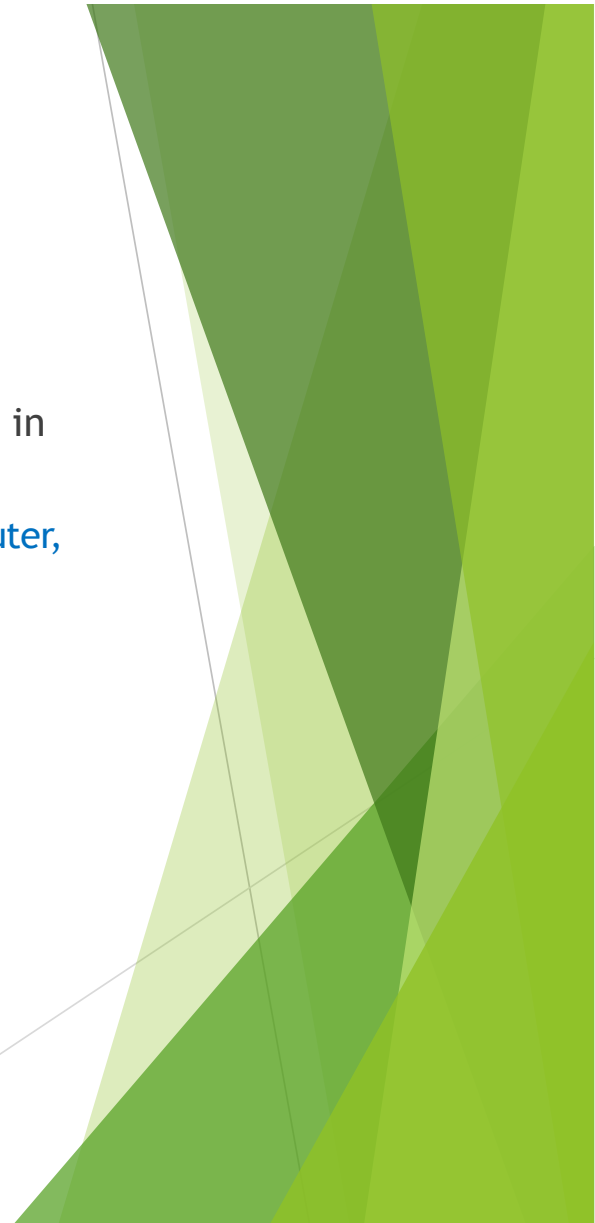
3. Japanese traditional literature and music

→ **Tankas** (Japanese short-poems) about the four seasons and various music instruments

Production process II

Exchange of ideas (online)

- ▶ Exchange of ideas about Polyaesthetic productions and creative interaction in each group such as
 - this process was characterised by online interactions using smartphones, computer, LINE, zoom etc.
 - ▶ further reflections about nature and the arts
 - ▶ interrelation between music and other arts
 - ▶ selection of paintings, woodcuts and texts
 - ▶ assignment and combination of instruments
 - ▶ selection of sound material, musical styles, motives
 - ▶ sequence of pictures, texts etc.



Production process III

improvisation, composition, recording

► Experiences with various modes in musical production

- composition based on traditional musical notation or 'Finale'
- part-composition and part-improvisation
- ensemble (group) composition and variation

► Recording of music

- Recording was realised at the university (short-term activity)
- Duo, trio, quartet and various ensembles
- Overdubbing and audio editing (in several cases)
- musical interaction between students in presence



Production process IV


Production and mastering of videos

- ▶ **Finalisation and mastering of artistic material**
 - ▶ including music recordings, images, photos and texts
 - ▶ each group selected the most IT-experienced member to realise the final mastering
- ▶ **Publication**
 - ▶ Upload of three videos on YouTube
 - ▶ Further distribution via the [IGPE Homepage](#)
 - ▶ Feedback about access and reception

Video-presentation 2

Product B クロード・モネ「睡蓮」への4つのオマージュ

- ▶ Homage to Claude Monet and his paintings of 'Nymphaeas' - 'Water Lilies'
- ▶ <https://youtu.be/sAUwn5VCO0k>



Hommage an die Serie
„Nymphéas“ – „Seerosen“
von Claude Monet

クロード・モネ「睡蓮」への4つのオマージュ

Interactions of students participating in this Polyaesthetic video production

► Production process I

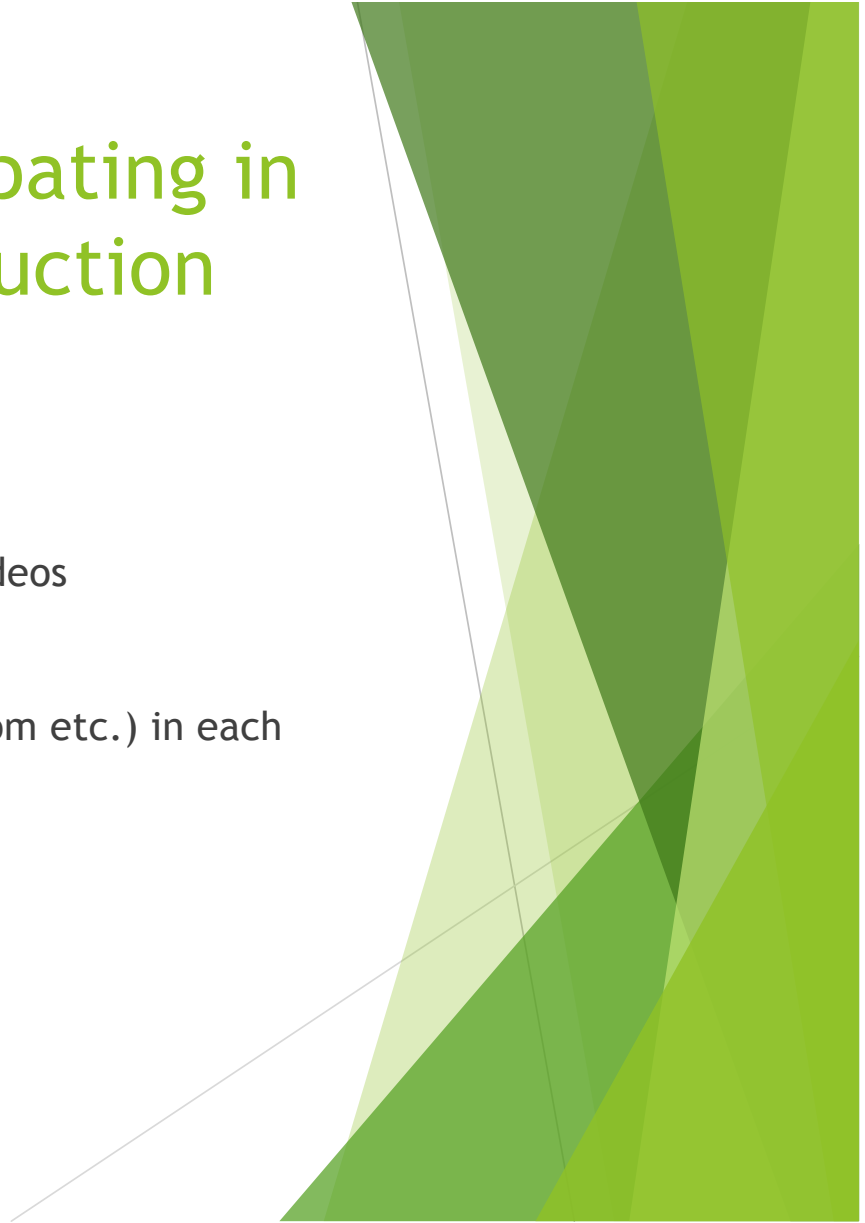
- **Interaction via Zoom** (whole group)
- Discussions about topics and motives for the Polyaesthetic videos

► Production process II

- **Online-interactions** (smartphone, computer, email, Line, Zoom etc.) in each group

► Production process III

- **Live-interaction during recordings**
- Duo, trio, quartet, ensemble, choir etc.
 - Interactions had to be adjusted to corona regulations.



Further interactions encouraged by these video productions

- ▶ **Interactions between the arts (cross-artistic interaction)**
 - ▶ Polyaesthetic productions are characterised by so called ‘multi-medial’ processes
 - ▶ Students experienced the challenges of cross-artistic interaction and transfer, e.g. music, images and texts
 - ▶ Students got involved in cross-cultural activities, particularly concerning Japanese and European cultures
- ▶ **Interaction between different countries**
 - ▶ Online-availability inspired further cross-cultural discussions and reflections
 - ▶ These inspired further artistic activities, such as with German students in Cologne

Video-presentation 3

Product C 八つの短歌による四季の情景

▶ Four Seasons represented in eight Tankas (Part2)

<https://youtube.com/watch?v=V2p1V9YkYq4&feature=share>



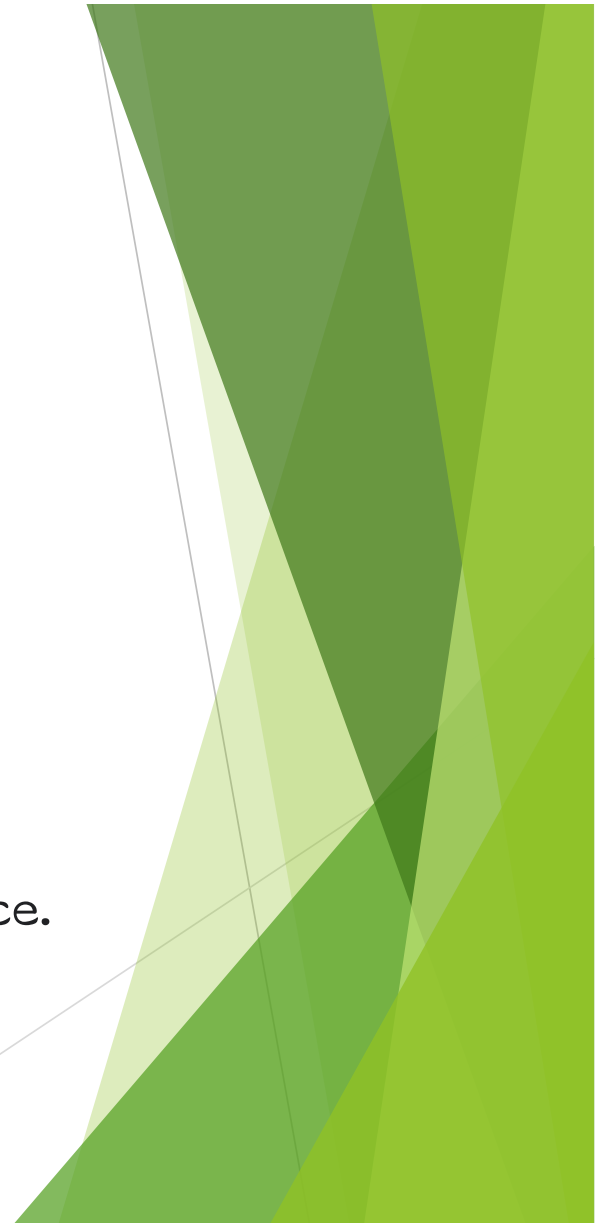


Translations of Tankas - Spring

(by Prof. DDDr. Wolfgang Mastnak)

Wandering through the mist,
The air is brimming with haze,
And the warbler's song
Calls wistfully spring to come:
Yes, spring seems to have arrived.

In springtime a day,
Rays of sunshine full of peace.
Cherry blossoms bright
They scatter so hastily.
Why all this unease?



Translations of Tankas - Summer

(by Prof. DDDr. Wolfgang Mastnak)

Always in my room,
Obscure, in dark and concealed.
My heart is choking.
Go out and prick up your ears,
Cicadas already sing.

Short the summer night,
And early dusk is falling.
Where in all the clouds,
Where are you, moon?
You could not seize the far West Mountain's edge?

Translations of Tankas - Fall

(by Prof. DDDr. Wolfgang Mastnak)

Midst in the mountains,
My feet are sinking deeply
into fallen leaves.
The tender voice of a deer,
Autumn surrounds me sadly.

Windy autumn fields,
And the grasses white of dew.
Dew is blown away,
Silent burts of balls of pearls
,All scattered to the four winds.

Translations of Tankas - Winter

(by Prof. DDDr. Wolfgang Mastnak)

Oh, mountain village,
In winter I feel lonelier
Than at other times.
Not a soul in sight, forlorn,
And even grasses will die.

I wrap the white snow
Gently around plum blossoms.
I lift the branches
Curious to see my art,
But at once the cold white melts.



Students of Tokyo Gakugei University

4th Gr.: Haruhi IZUMI, Sato KIDERA, Moeka KOGANEZAWA,

3rd Gr.: Rino OTOMO, Yuki ONISHI, Misako TOKUTA,

Wakana UMATANI,

2nd Gr.: Chizuru KATO, Sachiko MAKISHI, Yuki NAKAYAMA,

1st Gr.: Haruka HAGIWARA, Yuria ICHIYANAGI,

Utano INAMURA, Aki KANAMAKI, Chika NOJII,

Yoshino MIYATA, Yuna SHIBUSAWA,

Thank you very much for your attention!

ご清聴有難うございました！

Homepage IGPE: <https://www.paeb.org/index.php/en/>

the International Society of Polyaesthetic Education ISPE

[in German: Internationale Gesellschaft für Polyästhetische
Erziehung IGPE]