Philosophy

Edmund Husserl
1850 - 1938
Founder of phenomenology
Examined experiences

Martin Heidegger
1889 - 1976
What is it like to engage with the world?

Maurice Merleau-Ponty
1908 - 1961
Just as places are sensed, senses are placed.

Philosophy

Alva Noe
1964 -
“To perceive something, you must understand it, and to understand it you must, in a way, already know it, you must have already made its acquaintance.”
[Noe, 2015, p. 30]
The perception-action loop

- active participants in their own learning.
- cognition always reflects the dynamic interplay of the brain and the body embedded within a rich context.

[Image: Woman and child]

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4 months old Charles-Edward causing chaos in the dining room

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The perception-action loop

- Seamless and cumulative
- Physical and mental assembled in the moment
- A function of history

[Image: Hand in water]

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Sensorimotor Integration

Perception and Action shape Cognition

[Image: Hands with goo]

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The questions we need to answer about students and embodiment

- What sort of environment our students will engage with in order to be musical;
- What their bodies need in order to behave musically;
- What is in the environment to enable them to skillfully engage musically;
- What sort of body do you need to be musical;
- What is the body doing to be musical;
- What tools will the environment provide;
- What past experiences have shaped what they bring to the lesson.

The questions we need to answer about teachers and pedagogy

- What musical behaviour does the teacher enact;
- What is in the environment to enable the teacher to skillfully teach musically;
- What sort of body does the teacher need to be musical;
- What is the teacher’s body doing to teach musically;
- What tools will the teacher use to teach musically;
- What past experiences have shaped what the teacher brings to the lesson.

References

[References page with a list of academic papers and sources]