

Inside My CCT Synthesis

- ♪ A: In relation to my life/work outside of the CCT Program
- ♪ B: How my synthesis developed
- ♪ C: What my synthesis is about



A: In Relation to My Life and Work

Synthesis Theme: Healthy musical and creative engagement

- ♪ Supplements my work as a music educator
- ♪ Complements my work as a freelance bassist
- ♪ Supports my developing work to provide musicians with self-care skills to enhance and sustain their musical creativity



Three Areas of Incorporation

♪ Students interested in/studying:

- Music
- Creativity
- Any creative art

♪ Educators who:

- Teach music
- Teach creativity
- Teach any creative art

♪ Health Practitioners who:

- Work with musicians
- Work with creative artists
- Involved with Performing Arts Medicine



Avenues of Incorporation

- ♪ Through class curriculum and private instruction
- ♪ Through my own Creativity Seminars to be offered at educational and health institutions *(in development)*
- ♪ Through my training and eventual leadership role with Musicians' Wellness, a non-profit based in NYC, offering information on and tools for Performance Wellness



B: How My Synthesis Developed

- ♪ Original theme: a videotape of a performance of my own musical composition and accompanying text to examine the process and skills that went in to creating it
- ♪ My vision changed over time due to personal life changes as well as changes and new perspectives initiated by my engagement in the CCT courses



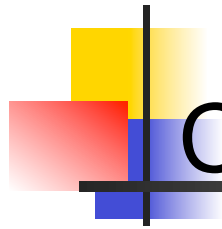
A New, More Integrated Theme

- ♪ My original idea was conceived from a place of disconnection from the CCT Program
- ♪ My original idea was disconnected from the new personal and professional knowledge I was gaining
- ♪ I had not originally seen my synthesis as an extension of my life work and the work in the program
- ♪ A new theme developed that was more personal and compelling - a truer synthesis of my life work and my work in the program



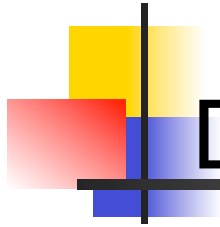
C: What My Synthesis is About

- ♪ Promoting healthy musical engagement
- ♪ Examining the internal components of creativity
- ♪ Recognizing and removing blocks
- ♪ Tools to support the creative process
- ♪ Where to integrate information



Contributing Material

- ♪ Music injuries and chi gung: from the Practicum course - included interviews with injured musicians, professional tai chi/chi gung teacher
- ♪ Personal Self-Reflective Evaluation: from the Evaluation Course - included a process for reinterpreting former perspectives and beliefs
- ♪ Self-Study: Seminars on writing as a tool to increase self-understanding, as well as a seminar on examining musical Performance Wellness
- ♪ Examination of the creative process: from the Creative Thinking Course, as well as my own research on the musical creative process



Design of My Synthesis

♪ Self-Reflective Evaluation of Four Experiences

- Physical difficulties in music performance
- Unresolved negative experiences
- Critical and Creative Thinking Program
- Engagement with students and co-workers



Evaluation: Experience One

EXPERIENCE: Physical Difficulties in Performance

DISCOVERED: Injuries are common

Performing Arts Medicine

Prevent/manage injuries

One form of treatment is not enough

MISSING ELEMENTS: Internal vs. external (physical) loss:

Loss of health

Loss of career

Loss of finances

Loss of creative outlet

Loss of independence



Evaluation: Experience Two

EXPERIENCE: Unresolved Negative Experiences

DISCOVERED: Trauma commonly found in artists

Deeper understanding of the mind-body connection

Stress from unresolved issues can affect health

Physical ailments may not heal if the “mind”
counterpart is not addressed

MISSING ELEMENTS: Unresolved issues can inhibit the creative process
The creative process can stir up unresolved
experiences



Evaluation: Experience Three

EXPERIENCE: Critical and Creative Thinking Program

DISCOVERED: Thinking about thinking
Reflective Practice as a known and applied concept
Insight into my blocks to engagement in the
field of education and music

**MISSING
ELEMENTS:** Application CCT skills to music and emotive expression



Evaluation: Experience Four

EXPERIENCE: Engagement with Students and Co-workers

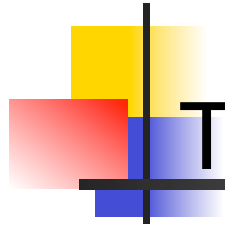
DISCOVERED: Misconception of creativity and creative process
That music skills alone are not enough for
creative musical engagement was reinforced
Modeling reflective elements of the creative
process increases students' abilities to be creative

**MISSING
ELEMENTS:** Room to explore creativity and the creative process
Internal, reflective aspects of the creative process



Examples of Creative Blocks

- ♪ Starting and finishing a creative work
- ♪ The isolation involved in the creative process
- ♪ Content and deeper meaning of a creative work
- ♪ Internalized messages
- ♪ Alcohol and drugs
- ♪ Trauma
- ♪ Overuse Injury



Tools to Prevent/Break Through Blocks

♪ Mind-Body Connection

- ♪ Meditation

- ♪ Chi Gung

♪ The Written Word

- ♪ Journaling

- ♪ The Written Narrative

- ♪ Intensive Method of Self-Development




Tools to Prevent/Break Through Blocks

♪ Reflective Practices

- ♪ Self-Awareness Exercises
- ♪ Mind-Body and Injury
- ♪ Dream Analysis
- ♪ Musical Imagination

♪ Inside Advice

- ♪ Imposed limits
- ♪ Daily routine
- ♪ Visual tools
- ♪ Teach others about your process
- ♪ Do anything outside your normal routine



Building and Sustaining Connectedness to One's Musical Creativity and Spirit

♪ Summary

- ♪ A self-reflective journey of my own creative process and engagement in music which led me to find missing elements
 - ♪ This inspired me to explore the creative process of others musicians
 - ♪ Areas that cause creative blocks
 - ♪ Tools that can help eliminate or prevent blocks
 - ♪ How to share this information
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- ♪ This material is the basis of my Creativity Seminars, as well as adjunct information in my teaching and future coaching through Musicians' Wellness