

De-Centre Resources

In this section we are developing a reading list of texts by past and present Guildhall School staff, students and collaborators inspiring the work of the De-Centre. This will be annotated and expanded on throughout the year.

Socially engaged practice at the Guildhall School

- [Gregory, S., & Renshaw, P. \(2013\). Creative Learning across the Barbican-Guildhall Campus: A new paradigm for engaging with the arts? Guildhall School of Music and Drama.](#)
- Gregory, S., & Wiegold, P. (Ed.) (2015). *Unleashed: Collaboration, Connectivity and Creativity: In Beyond Britten: The Composer and the Community*. (Aldeburgh Studies in Music). Boydell & Brewer Limited. <https://doi.org/10.2307/j.ctv136c1vj.24>
- Kushner, S. (1985) *Working Dreams. Innovation in a conservatoire*. Centre for Applied Research in Education, University of East Anglia.
- Mackney, Maia (2019) *Barbican Guildhall Creative Learning: A Bridge Over the Fortress Wall*. (Unpublished doctoral thesis)
<https://pure.royalholloway.ac.uk/en/publications/barbican-guildhall-creative-learning-a-bridge-over-the-fortress-w>
- Renshaw, P. (1985). A Conservatoire Reaches Out into the Community. *International Journal of Music Education*, 6(1), 17-22. <https://doi.org/10.1177/025576148500600104>
- Renshaw P. (1986) Towards the Changing Face of the Conservatoire Curriculum. *British Journal of Music Education*. 1986;3(1):79-90.
<https://doi.org/10.1017/S0265051700005143>
- Renshaw, P. (2017). Collaboration - Myth Or Reality?: Through the Eyes of the Barbican and Guildhall School. Barbican.

Conservatoires and socially engaged practice

- Bannan, N., & Odam, G. (2005). *The Reflective Conservatoire*. Ashgate Publishing Limited.
- Gaunt, H., & Westerlund, H. (Eds.). (2013). *Collaborative Learning in Higher Music Education* (1st ed.). Routledge.
<https://doi.org/10.4324/9781315572642>
- Tregear, P., Johansen, G., Jørgensen, H., Sloboda, J., Tulse, H., & Wistreich, R. (2016). Conservatoires in society: Institutional challenges and possibilities for change. *Arts and Humanities in Higher Education*, 15(3-4), 276-292.
<https://doi.org/10.1177/>
- [Carpio, R \(2022\). Expanding the core of conservatoire training: Exploring the transformative potential of community engagement activities within conservatoire training. \(Unpublished Doctoral thesis, Guildhall School of Music and Drama\)](#)

Methods

- Young, T., & Mackney, M. (2021). Embracing the Messiness: A Creative Approach to Participatory Arts Evaluation. *Cultural Trends*. <https://doi.org/10.1080/09548963.2021.2000330>
- Hope, S. (2022). Affective Experiments: Card Games, Blind Dates and Dinner Parties. In: Timm Knudsen, B., Krogh, M., Stage, C. (eds) *Methodologies of Affective Experimentation*. Palgrave Macmillan, Cham.
https://doi.org/10.1007/978-3-030-96272-2_11
- [Mackney, M., & Chard, J. \(2024\) Sharing power: the ethics of decision making and funding. In Leighton, S, Barrett, E \(eds\). Careful Collaborations: Ethics and Care in Cultural Knowledge Exchange and Trans-Disciplinary Research. NCACE.](#)
- Young, T., Woodland, S. (Ed.), & Vachon, W. (Ed.) (2022). Many worlds in one place: Composition as a site of encounter *in Sonic Engagement: The Ethics and Aesthetics of Community Engaged Audio Practice*. Routledge.
<https://doi.org/10.4324/9781003164227>

Social Impact

- [Sloboda, J., Westerlund, H., Baker, G., Bisschop, A. D., Zapata Restrepo, G. P., Gibson, J., Karttunen, S., Van Zilj, A., Castro, J., Rojas, H. S., & Mazzola, A. \(2020\). Music for Social Impact: an overview of context, policy and activity in four countries, Belgium, Colombia, Finland, and the UK. Finnish Journal of Music Education, 23\(1-2\).](#)
- [Gibson, J., & Sloboda, J. \(2023\). Music for Social Impact: Future directions for practitioners and the field. Guildhall School.](#)

Websites:

- [Music for Social Impact](#)
- [undisciplined](#)
- [MetamorPhonics](#)