



### 4.1 Participation level: receptive

“The symphony orchestra offers ‘Musikunterricht live!’ [Music instruction live!] to show how a professional orchestra operates. If desired, we provide informational material about the programme in advance, and an orchestra member may visit the school to talk about the life and work of a professional musician. Then the class can attend the dress rehearsal in the sound hall, followed by an age-appropriate introductory talk about the piece.” That is how → [Sinfonieorchester St. Gallen](http://www.theatersg.ch/mitmachen/schulangebote/schulklassen/offene-proben) [St. Gallen Symphony Orchestra] describes a programme it offers for school classes for students aged 13 or over. The programme contains a variety of components intended to introduce pupils to the classical music concert. The participation expected of the group is nearly completely at the receptive level: a musician introduces the profession, a dress rehearsal takes place, a concert mediator appears and talks about the background of the piece being rehearsed. The young people, for their part, mainly listen – or rather, they are expected to listen. Potentially, they have the opportunity to ask questions, which can sometimes lead to discussion. At such moments, participation shifts toward the interactive level.

→ [Sinfonieorchester St. Gallen](http://www.theatersg.ch/mitmachen/schulangebote/schulklassen/offene-proben)  
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In other areas in the arts, cultural mediation formats featuring predominantly receptive participation levels include exhibition tours (especially those with audio-guides), readings, director’s talks, and the provision of written information and hand-outs, wall texts, supplemental flyers, catalogues and textual, pictorial and audio information posted online. The receptive level of participation is involved in almost every format of cultural mediation, since receptive participation is entailed in any sequence in which information is transmitted by one person and received by another person listening to it and/or reading it. It is important not to equate reception with passivity: reception is an activity which involves the active production of meaning through perception and interpretation.