

Diversity in Its Many Forms in Music Teaching and Learning

1. Meaning of “diversity” – what other words come to mind?
variety, difference, variation, opposite of sameness

Not a current trend as such. Diversity always present in society, but how was it acknowledged in schools and represented in the curriculum is unique in its present form?

2. The Music Classroom: A Place Where Diverse Cultures Meet
Cultures of learners, teachers, and music itself, all coming together
3. Diverse Learners
How is diversity visible in the classroom?
Take suggestions – ethnic/racial background; language and dialect
SES, gender, special needs, learning styles, musical cultures
4. Diverse Teachers?
5. Summary chart of forms of diversity, and quotation
6. Diverse content – music “The infinite variety of music”
7. Bringing it all together in the classroom....
8. Musical Diversity – implications for teaching
9. Knowledge and Skills?
 - Assess your own musical background
 - Be open to and curious about unfamiliar music
 - Broaden and deepen your own musicianship
 - attend musically diverse concerts
 - listen to music from unfamiliar cultures
 - develop competence in another musical practice
 - Approach music through social & cultural meanings
 - Common Core Standards (The Arts as Culture, History, and Connectors)
 - Relate the music to real people in real parts of the world
 - Use active music making when possible to engage students (e.g. Orff and gamelan)
 - Compare style & aesthetics with music familiar to students
 - Collaborate with teachers of other subjects

- Look for professional development opportunities

10. Whose music, and Why?

- Assess musical/cultural diversity in the classroom, home & school
 - Demographics
 - Student preferences
 - What's familiar to the teacher Perform/present "your music" for students
 - Parental background, knowledge and expertise
 - Available materials and budget for new materials
 - General school curriculum & integrated curriculum
- Explore the community as a musical and cultural resource
- Study local/regional music traditions and practices
- Expand to music of other regions, countries, and eras

11. What challenges will I meet along the way?

- a. Student response e.g. vocal style, too different
- b. Teacher knowledge and expertise
- c. Staying tuned to students' musical preferences and incorporating into curriculum
- d. Learning processes – orality vs. transcription and notation
- e. Instrumentation
- f. Ethical concerns

12. Common elements (e.g., texture, rhythms)

- a. Multiethnic/study of one culture (e.g. Native American, Japanese, Irish)
- b. Global – cross cultural (e.g. musical instruments)
- c. Social functions of music (e.g., work, lullabies, political)
- d. Heritage months (African American, Hispanic, Native American)
- e. Festivals and school events (e.g. international night)
- f. Integrated approach (e.g. collaboration with cr. teacher)