



Diversity in Its Many Forms in Music Teaching and Learning

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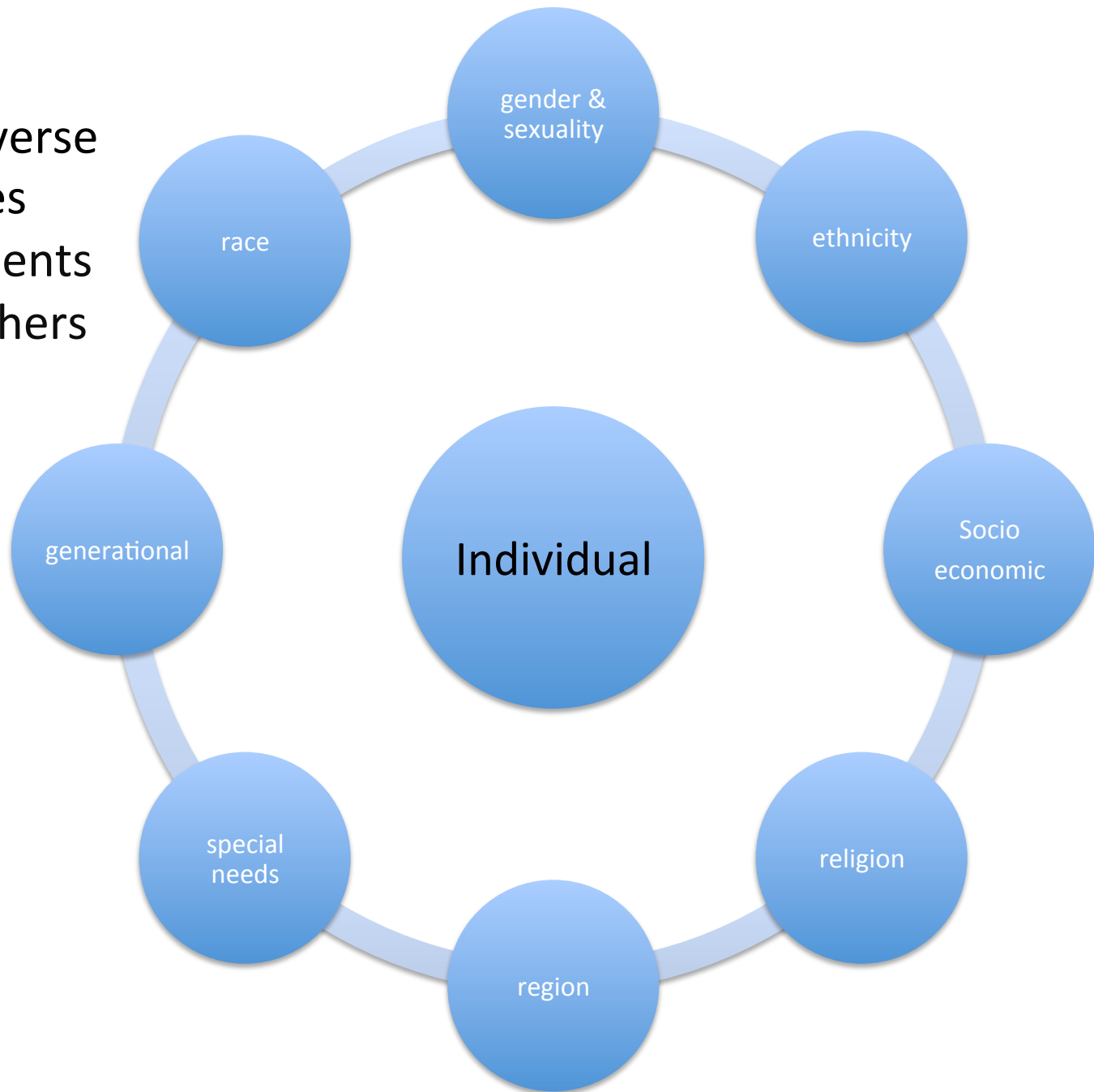
Diverse Learners

- Ethnic/racial background, language/dialect
- Socio-economic status (SES)
- Gender and sexuality
- Special needs—spectrum of abilities
- Learning styles and preferences
- Musical cultures (popular, art, global), & the ways in which music is received and transmitted

Diverse Teachers

- Population tends to be white, middle class, and suburban
- Similar musical background and training
- Musicianship skills tend to be narrow (e.g. lack of creative music making experience)

The Diverse Cultures of Students & Teachers



Musical & Cultural Diversity

Implications for Teaching

- ❑ What knowledge and skills do I need that may be different from my training and background?
- ❑ Whose music do I choose, and why?
- ❑ What are some of the challenges?

Common Curricular Approaches to Musical Diversity

- Common elements (e.g., texture, rhythm)
- Multiethnic/study of one culture (e.g. Native American, Japanese, Irish)
- Global – cross cultural (e.g. musical instruments)
- Social functions of music (e.g., work, lullabies, political)

- Heritage months (African American, Hispanic, Native American)
- Festivals and school events (e.g. international night)
- Integrated approach (e.g. collaboration with classroom teacher)

Musics and Cultures of Native Americans



Teaching Native American Music

- **What I know ...**
- **What I'm curious about ...**

- **What I know**
- Different cultures/tribes
- By region, not by state... reservation
- Their own laws
- Several languages
- Drums, rattles, flute
- Nature, spiritual connection; animals

Music and Cultures of Native Americans

“Every part of the earth is sacred to my people.”

“Man did not weave the web of life - he is merely a strand in it.
Whatever he does to the web, he does to himself.”

Chief Seattle, 1854

Native American

Michigan: michi = great, and gami = water “great water”



Also, Huron/
Wyandotte
and Ottawa tribes

Ojibwe also called
Chippewa, Ojibway

Eleven federally
recognized Native
American tribes in
Michigan today

Ohio: Iroquois word ohi-yo',
meaning "great river" or "large
creek”



Aesthetics and Values

- Variety of tribes and musical traditions
- The earth and all creatures are sacred (e.g. sunrise songs, songs to honor animals)
- The spirit is around us (e.g. songs given in dreams)
- Musical instruments such as drum common across tribes: “When the drum beats, I beat, my heart goes the same way the drum goes.”

Bryan Burton, *Moving Within the Circle*, 2d Ed., 2008







Lesson ideas

- **Chippewa Lullaby, K**



- **Honoring the animals**

Bear Dance



Mos, Mos



- **Honoring the elements**

Pottery Dance (Zuni)



Call to Sunrise (Zuni)



Daybreak Vision (Zuni)



- **Honoring the animals:**

Ojibway legend, The Legend of the Sleeping Bear


Duck Dance







Sleeping Bear Dunes, perched dunes along Lake Michigan.

- **Honoring work:** *Haliwa-Saponi Canoe Dance*:
form, singing, movement 
- **Honoring ancestors and Native American identity:**

- O Hal'lwe
- *Mahk Jchi* by Ulali – listening, style, texture -
unison/harmony 

- Pottery Dance
- Bear Dance
- Duck Dance
- O Hal'lwe



Devil's Tower National Monument