

SESSION NOTES

FOUNDATIONS

- Emily Style (1988/1996) shared a curricular vision meant to help students engage with social *difference* (not just *similarity*): She encouraged educators to think of the curriculum as both a **window** and a **mirror**. More specifically: Within the curriculum, do children see through to *lived experiences with which they are unfamiliar* (windows) while also seeing *themselves* reflected back (mirrors)? Style suggested that children benefit from a balance of both of these framings.
- There are many possible approaches to this sort of teaching—but let’s take a closer look at **World Music Pedagogy** as one such pathway within music education (Campbell, 2004; Roberts & Beagle, 2018). Core to this approach is a reliance on (and ethic of care toward) the music-making of *culture-bearers*, including recorded performances. With that in mind, there are five dimensions to WMP-inspired teaching. (Note that, in my opinion, a WMP-inspired lesson or unit does *not* need to include every one of these dimensions—they constitute guiding principles, rather than prescriptive rules.)
 - Domain #1: “...**Attentive Listening**... in which children listen to a brief musical selection (often from an unfamiliar culture), attending to particular sonic qualities and patterns of the music...” (Roberts & Beagle, 2018, p. 3)
 - Domain #2: “**Engaged Listening**... occurs when the listener is asked to participate in the music in some way while the musical selection is playing” (p. 3).
 - Domain #3: “**Enactive Listening**... is similar to Engaged Listening in that it involves participatory musicking but at a much deeper level” (p. 4).
 - Domain #4: **Creating World Music** means that children make “their own music that is inspired by the sounds and/or musical practices of a particular culture” (p. 4).
 - Domain #5: **Integrating World Music** is when “the listening selection is contextualized in order for children to develop greater cultural awareness” (p. 4).

References

- Campbell, P. S. (2004). *Teaching music globally: Experiencing music, expressing culture*. Oxford University Press.
- Roberts, J. C., & Beagle, A. (2018). *World music pedagogy, volume II: Elementary music education*. Routledge.
- Style, E. (1988/1996). Curriculum as window and mirror. [This was originally part of a book and then a journal article, neither of which are in print anymore. There is, however, a freely-available version accessible here: https://www.nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf]