



Interrogating Musical “Quality”

Can culturally-inclusive music education lead to excellence?





Welcome
About CMCB
Unlearning
Interrogating Quality/Excellence
Culturally-inclusive Learning
Learner-centered
Questions



Our Reach

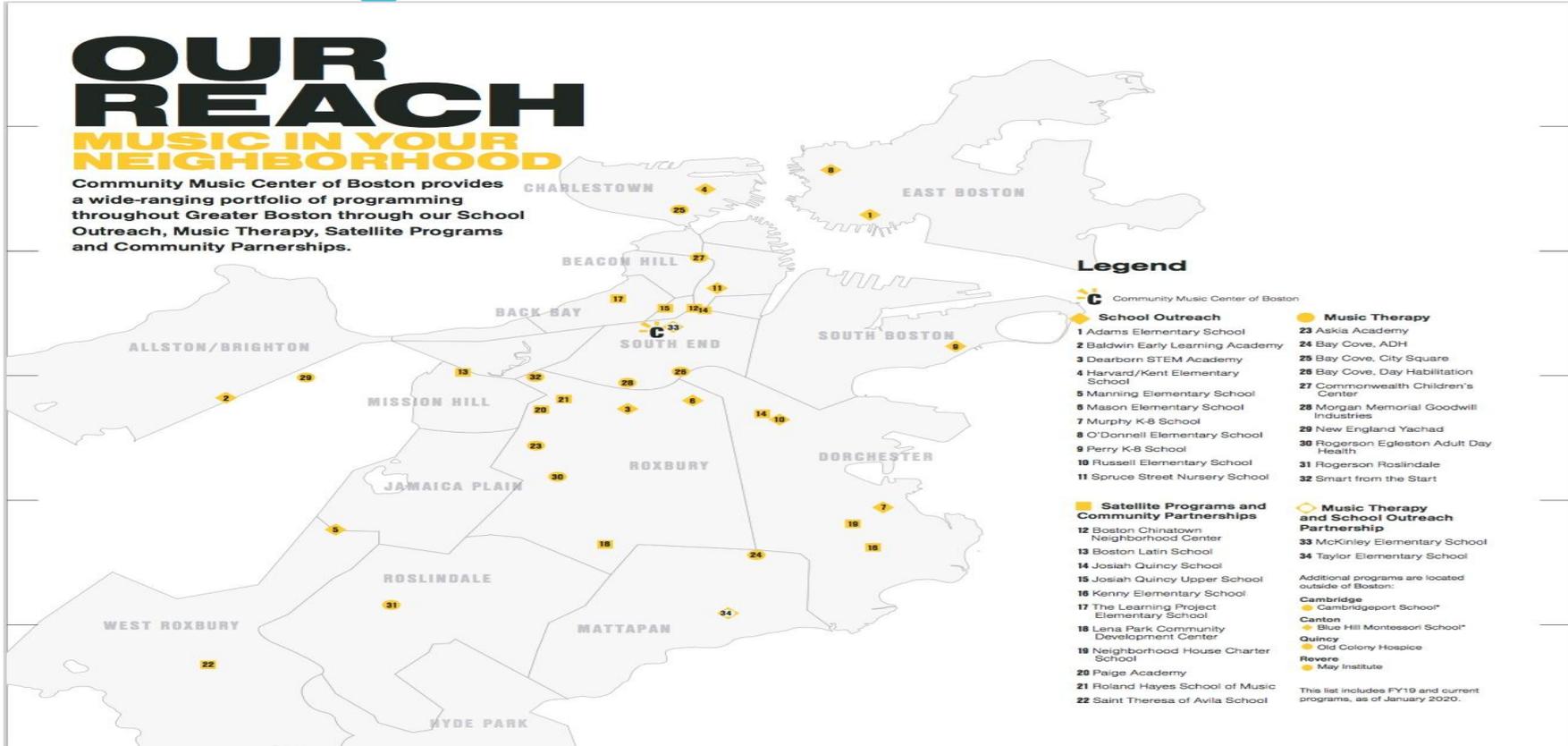
Music in Your Neighborhood

Community Music Center of Boston provides a diverse portfolio of programming throughout Greater Boston through our School Outreach, Music Therapy and Satellite programs.

OUR REACH

MUSIC IN YOUR NEIGHBORHOOD

Community Music Center of Boston provides a wide-ranging portfolio of programming throughout Greater Boston through our School Outreach, Music Therapy, Satellite Programs and Community Partnerships.



CMCB





From which primary perspective are you interested in tonight's conversation?

- Arts Education
- Performing Arts
- Philanthropy
- Education
- Other



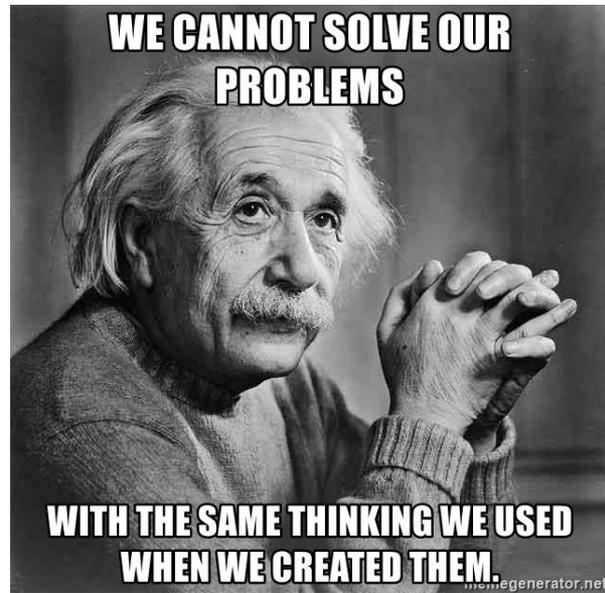
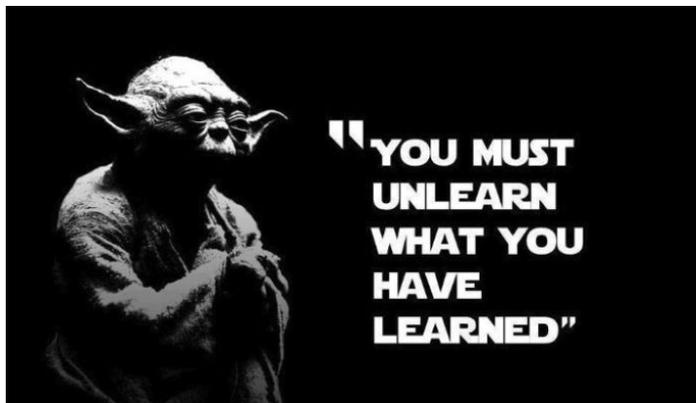
What is your role in your organization?

- Senior Management
- Program Director/Officer
- Administrative Staff
- Faculty/Teaching Artist/Instructor
- Performer
- Board Member
- Parent
- Student
- Other





UNLEARNING



Johari Window

Joseph Luften and Harry Ingham

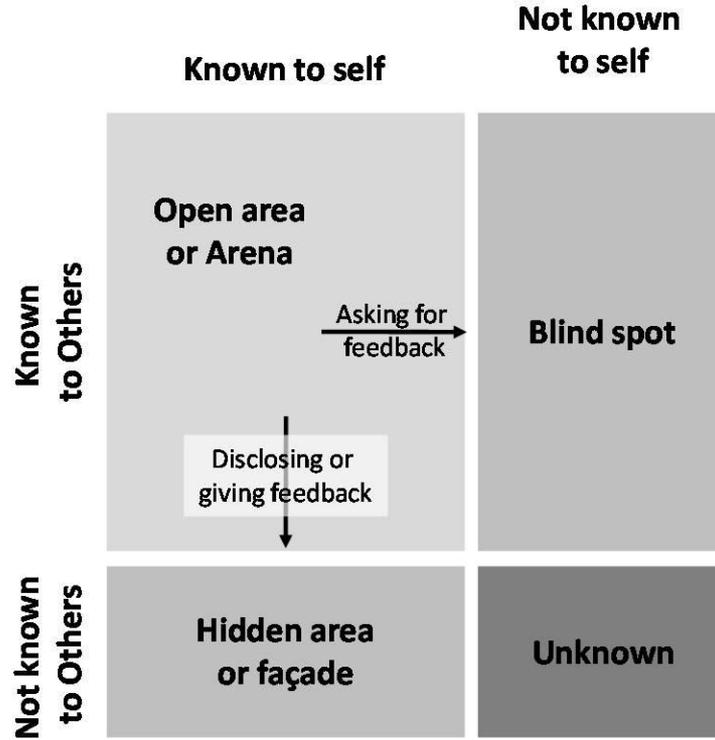


Figure 2

Competing Truths

We are each
unique and like
no one else.

We are like
some people
and unlike other
people

We are each like
all other people.

www.gonegirlgo.com

INTERROGATING QUALITY



What is “quality”?



What is the primary goal of music education?

- To teach people to love music making
- To promote the lineage of European art music
- To grow social-emotional skills
- To encourage people to attend concerts
- To create the next generation of professional musicians
- Other



- One piece of quality is about measurable things, following standards, being robust and being free of faults.
 - Were the correct notes played?
 - Was the rhythm correct?
 - Did the artist utilize the most commonly accepted skills associated with the craft?
 - Does the artist adhere to the traditions of the craft?



- We as humans have the unique ability to experience the sublime. We typically ask ourselves:
 - Did the artist adhere to my accepted definition of beauty?
 - Did I enjoy the presentation?
 - Did I have an emotional response to the music?
 - Was this similar to other pieces of art that I thought were beautiful?

WHAT IS QUALITY?



Correctness
+
Sublime beauty
=
QUALITY/EXCELLENCE



What if we added a third element to the manner in which we define quality?

RELEVANCE



- From a quality perspective, we could speak of the relevance of art
 - Does this music have relevance to me outside of this educational experience?
 - Is there an experience in my past or present that connects me to the music that I am learning?
 - Is this music reflective of my current understanding of my identity?
 - Does this music connect me to the identity of others?



WHAT IS QUALITY?



Correctness + Sublime Beauty?



Relevance + Sublime beauty?



Correctness + Relevance?



**WHAT COMBINATION = QUALITY?
WHO DECIDES THE COMBINATION?**

WHAT IS HIGH QUALITY?



CORRECTNESS
+
SUBLIME BEAUTY
+
RELEVANCE
=
HIGH QUALITY!!!



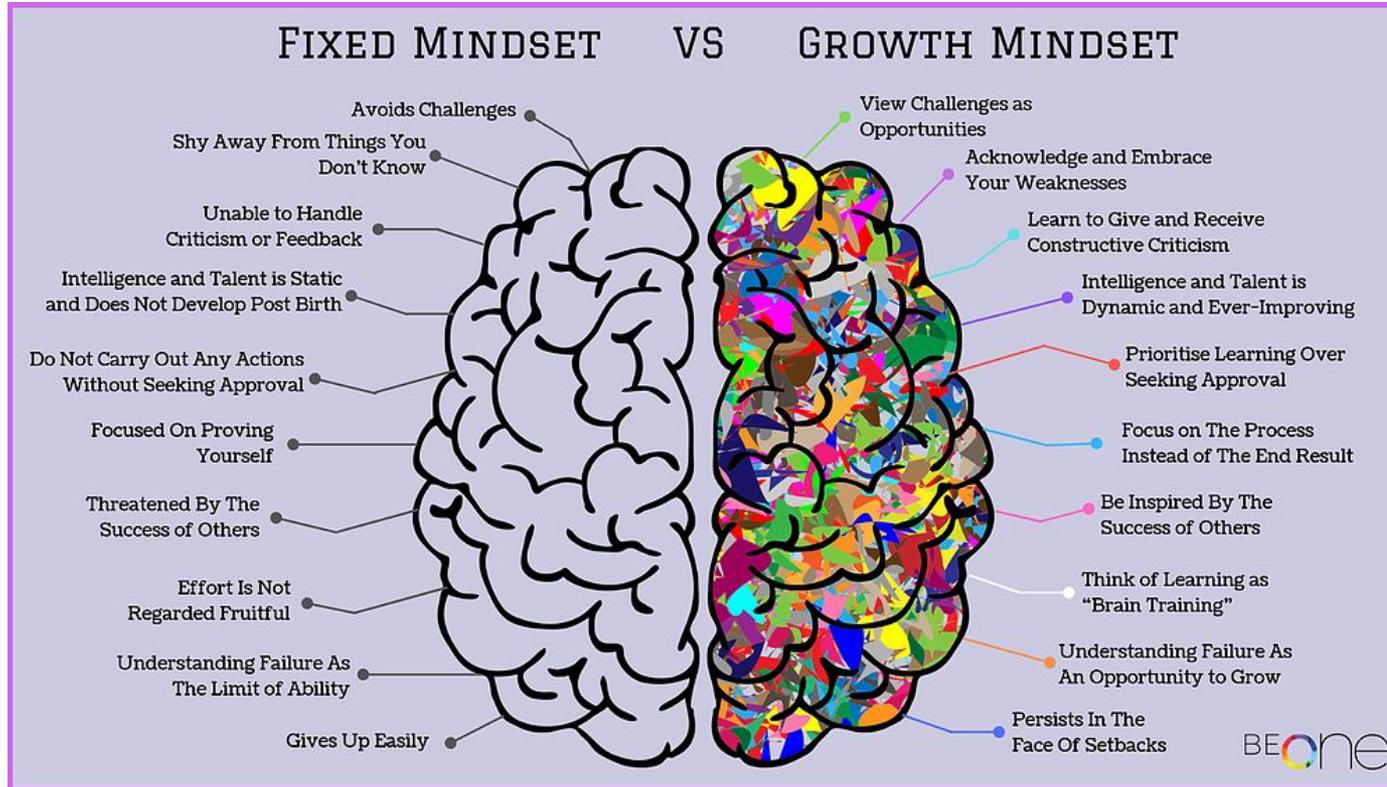


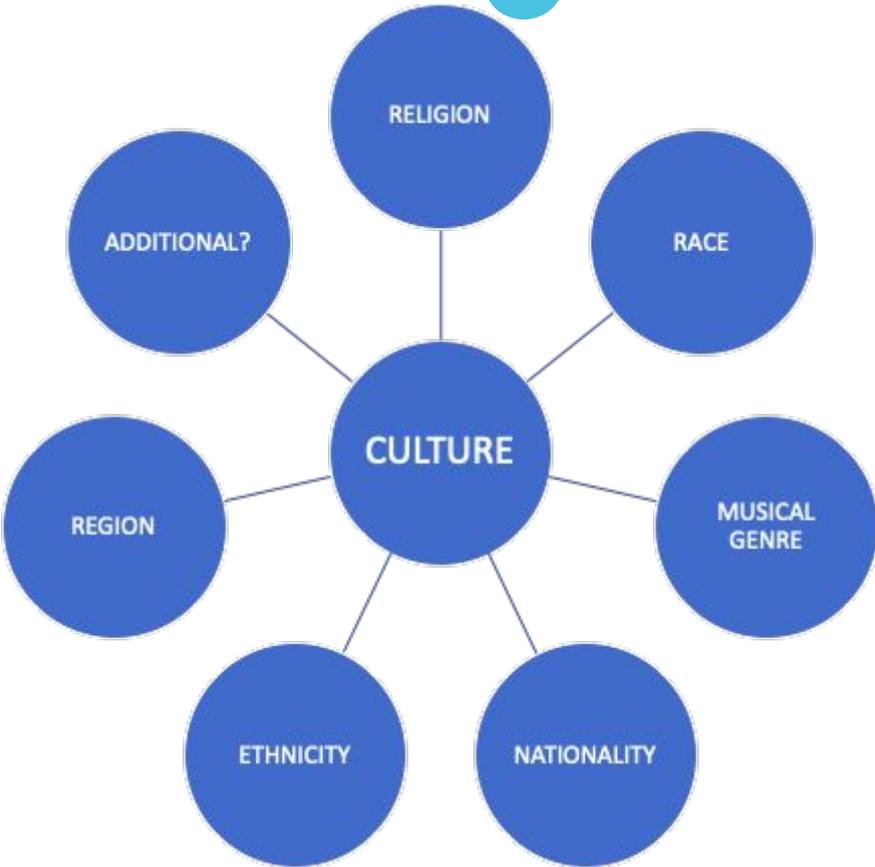
CULTURALLY-INCLUSIVE LEARNING



Action Items

Develop a Growth Mindset





WHAT IS CULTURE? The customs, arts, social institutions, and achievements of a particular nation, people, or other group.

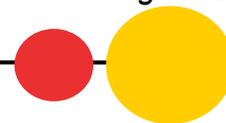
WHAT IS CULTURAL INCLUSION? Creating and expanding spaces that equitably recognize the customs, arts, social institutions, and achievements of various nations, people and other social groups. Rather than asking “who is being included?”, culturally-inclusive practices ask “who is being excluded?”

Equity is armor against tokenism. If there is too much of one culture, the non-members of that culture recognize it!



Matrix of American Perspective

*adapted from the Matrix of Oppression from *Teaching for Diversity and Social Justice*,
Second Edition, Routledge, 2007



Social Identity Categories	Privileged Social Group	Border Social Group	Marginalized Group	Term for oppressing the border and marginalized perspective
Race	White	Biracial/multiracial	Black, Asian, Latinx, Native Indigenous	Racism
Gender	Cisgender	Pangender	Transgender, gender non-conforming, genderqueer	Gender discrimination
Sex	Male	Intersex	Female	Male chauvinism
Sexual Orientation	Heterosexual individuals	Bisexual, pansexual individuals	Gay men, lesbians	Heterosexism/homophobia
Economic group	Wealthy	Middle class	Working class, Poor people	Classism
Age	Adults	Young Adults	Elderly	Ageism
Religion	Protestant	Roman Catholic	Jewish, Muslims, Hindus	Religious oppression
Ability	Non-Disabled Person	People with Temporary Disabilities	People with Disabilities	Ableism



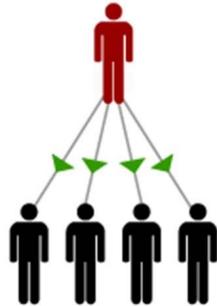
The Boondocks

**RETHINK EUROCENTRISM
AND THE
MYTH OF ABSENCE**

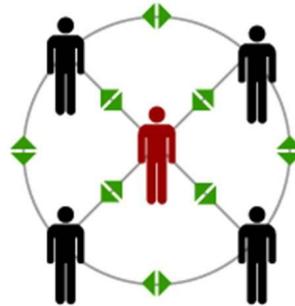


LEARNER-CENTERED RELATIONSHIPS

Teacher
Directed



Learner
Directed





ASSET-BASED RELATIONSHIPS



BI-DIRECTIONAL RELATIONSHIPS

WHAT HAPPENS NEXT?





QUESTIONS

Guidelines for a respectful discussion:

**Tweet your questions
@lecolion**

- **Accept each speaker's viewpoint as true for them.**
- **No assumptions except good intentions; don't blame or assume blame.**
- **Focus on your own learning.**
- **Embrace the likelihood of a lack of closure.**
- **One microphone; one voice.**
- **Don't yuck my yum.**

THE STORY OF THE ELEPHANT AND THE GIRAFFE,
BY R. ROOSEVELT THOMAS

