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Section 1 Synthesis

Guiding Questions:

1) What specific resources can you use to present multicultural music authentically in the classroom? Evaluate the uniqueness of each resource, describe how you would use these resources, and discuss alternate options. (Resources)

2) What are the key factors for making multicultural experience engaging and rewarding for the participants? What do we want our students to take away from the lessons? (Goals and teaching approach)

3) What common themes have emerged as we have examined various topics? Include pedagogical, philosophical, or learning-centered themes. Consider the viewpoints of both teacher and student...how can these be practically applied? (Reflection)

I was a little hesitant about knowing what this class was going to be like before the semester started. Almost the only information we had was that we needed to have a guitar for this class, but from day one I could and can see how this class is all different forms of participatory music. We've done circle singing, different cultural music, hip-hop, acapella, and even our guitar learning sessions have been participatory. But all of this has come to make me think, isn't all music participatory music? We as musicians, professional or non-professional, want to share our gifts and music with others. The reason we perform is because we want to make others feel the way we are playing, that includes all parties. The types of music we have learned are really interesting, and it opens up many different musical ideas we can contribute. But just talking about participatory music makes me think of everything as participatory music. That has been my main thought since the beginning of the year.

At the beginning of the year, we started out with circle singing. This is more down-to-the-definition of participatory music, just because everyone in the group and audience are all making music with each other. This was a really cool type of experience to have involving music. We had to think and act with each other in order to make circle singing fun. It was awkward to either come up with a new rhythm, or to just go in the middle and improvise in front of all of your peers, but even though it was nerve racking or whatever anyone felt, it helped improve our musical abilities, even if we might not have seen it. It got us to work together as a team; it improved our ear training, and our improvisation on different levels through this different type of music.

For a majority of the groups, circle singing was what each group presented for their lesson to the St. Charles kids. We got to teach these kids what we were just learning in class. It was not only different and fun, but we were able to incorporate some pedagogical aspects of the teacher's lesson plan into each lesson. I could write this entire paper on the St. Charles experience because there was so much to take out of it, but the main point I got to see was how we were able to learn something in class, put our background knowledge of teaching together, and help these kids learn and have fun with us. Not only did the kids learn something, but the college students did as well. We were able to grow and adapt to our situation and try to make ourselves better teachers each time. Circle singing gets everyone involved, including the teachers (IU students). It made the observers get into what activity was going on even though they weren't helping, because the participation in circle singing helps everyone learn and have fun. It brings everyone together through one cause, music. Music brings together so many different cultures, and it continues to help teach everyone while doing so.

From the beginning of the year, we have learned about a few cultures and their ways of how they make music. Mr. Leon introduced us to Murga, or Uruguay, and its musical culture. He showed us the types of singing and dancing they had, and how they made it part of their culture and heritage. We even got to see and play the recorders he brought in. The recorders each had their own unique tuning pitch, which is what separated the different tribes. But in the end, they were all still making music. They all got together at some point during the year to participate together and create music with each other, even though they had different aspects of how they made music. This is what we are supposed to get from participatory music, how everyone can come together from different parts of the world and have fun learning it with each other. We want to share our love with everyone, and one great way to do that is by letting others participate with us.

Another example of bringing different people and varieties of culture together is what we were able to experience last Thursday when the Singers of United Lands came to sing for us. This was a perfect example of how we can bring any type of music, no matter the distance, and share it with others. First, we got to see a song performed by each of their native country. In this, each person had to learn new vowels, new ways of speaking, new dialects, new rhythms, and many other new aspects of music to be able to perform each song. Not only did they sing the songs of different heritages, but they were able to incorporate SATB into it which made it even that much more amazing. They took a more "universal" singing method and combined it with their own cultural singing. Singing those songs brought us together and helped show us all of the different types of music that is out there. Not only did they just sing for us, but they even helped us perform a song, and participated with us to help learn these cultural songs. We sang a song from Cameroon, and we learned it pretty well within 10 minutes of practice. They were each very good at helping us and trying to help make our style and dialect more like how they would sing it in Cameroon. This all ties back to sharing and participating music with others.

The value of participatory music is incredible, and the best part is sharing it with others. We were able to learn, sort of in depth, how to do a certain style of participatory music. We were able to learn circle singing and teach it to others. We learned through different cultures how using participatory music can be fun and very informative to share with people later on in life. We have only been through almost half the semester, but I can start to see the value of participatory

music has on everyone in the world. As cliché as that sounds, it really does have some sort of effect on everyone in the world. Not only can we share our ideas through participatory music, but we can bring together different cultures of music, just like Professor André de Quadros said. He wants to take music from different cultures and overlap it because it's music, "the universal language." All of what we have done ties back to participatory music and getting everyone involved. That is what I have gotten most out of this class so far, it being about sharing our love for music in different ways, and in this case sharing it through participatory music and cultural music.