



Music Education & Social Justice Education

Books

Ahn, G., Nikundiwe, T. & Picower, B. (2015). (Eds.) *Planning to Change the World: A Planbook for Social Justice teachers, 2015 - 2016*. New York: NYCORE and the Education for the Liberal Network.

This newly developed resource has been designed for teachers who want to be actively engaged social justice educators. It is meant to serve as a guide for teachers to turn their teaching philosophies and ideas into concrete learning activities and lesson plans. The planbook includes weekly planning pages, online lesson plans, discussion questions to provoke meaning learning, and resources for teachers.

Benedict, C., Schmidt, P., Spruce, G. & Woodford, P. (2015). *The Oxford Handbook of Social Justice in Music Education*.

This handbook provides an intensive and comprehensive analysis and overview of many issues within social justice and music education. It discusses much of the literature, themes, concepts, arguments, ideas and scholarship that have come about related to social justice inquiry in music pedagogy both in North America and internationally.

Gould, E., Countryman, J., Morton, C., & Stewart Rose, L. (Eds.) (2009). *Exploring social justice: How music education might matter*. Waterloo, ON: Canadian Music Educators' Association/L'Association Canadienne des musiciens éducateurs.

Articles

Bergonzi, L. (2009). "Sexual Orientation and Music Education: Continuing a Tradition." *Music Educators Journal*, 96(2): 12 - 25.

Bergonzi writes this article as a great source of information on LGBTQ issues within music classrooms, our roles as music teachers in heteronormative and homophobic environments, and addressed privileges experienced by heterosexual music teachers. He addresses many of the ways in which LGBTQ students are "othered" in music classroom environments and provides a list of issues and solutions for teachers to be inclusive for both queer and non-queer students.

Bradley, D. (2006). Music Education, Multiculturalism, and Anti-Racism - Can We Talk? *Action, Criticism and Theory for Music Education*, 5(2): 2 - 30.

This paper speaks to actions of "decolonizing" understandings of multiculturalism in music education, multiculturalism as a racial project in the classroom in which music of the world is understood through a racialized perspective and going beyond the multicultural framework of education for anti-racist pedagogy. This article also discusses the history of multiculturalism in Canada through racial contexts and how music classrooms lack anti-racist pedagogy within their framework.

Countryman, J. & Stewart Rose, L. (2009). Instructional Strategies that Challenge Dominant Pedagogy. *Canadian Music Education*, 50(3) 40-42.

Elliot, D. (2007). Socializing Music Education. *Action, Criticism and Theory for Music Education*, 6(4): 60 - 95.

Elliot, leader in music education for social justice, argues that music education needs to become a social movement. By doing this, he aims to reclaim arts education, especially within music, for democracy and justice. He argues this by first discussing different forms of oppression experience (which contains many examples from Canada's FNMI communities), two case studies of students' experience in music education (one of which deals with LGBTQ issues) and suggestions for a more socialized music education.

Elliot, D. (2012). "Music Education as/for Artistic Citizenship." *National Association for Music Education*, 22 - 27.

Elliot argues for teaching music in developing what he calls "artistic citizens". Artistic citizenship entails music-making that should engage students in meaningful work that betters the lives and social well-beings of other people (giving back to the community), teachers should be allowing students to involve themselves within music for social activism and ethical action (social justice education) and develop an infused school music culture that demonstrates care for one's self and the health of the community. He provides many examples of artists and countries that contain musicians who are using music to conduct anti-oppression work in their societies. In particular, there is a section that speaks to how music, both popular and classical, has been created for LGBTQ rights and can be used in the classroom.

O'Toole, P. (2000). Music Matters: Why I Don't Feel Included in These Musics or Matters." *Bulletin of the Council for Research in Music Education*, 144: 28 - 39.

O'Toole, who teaches at Ohio State University, carries a hugely respected name, legacy and reputation in music education have written a numerous amount of articles, and books, most notably for her popular work "Shaping Sound Musicians" which has become a staple piece of literature in music teacher pedagogy. She addresses the issue surrounding many modern music educators who teach within a framework of what she calls "neutrality (limiting one's self to teaching traditional music pedagogy because he/she is not an activist but a music teacher.) In doing this, many teachers neglect many of the identities and societal issues that face the vast array of students and their identities. The challenge O'Toole presents is to have a "theorized

practise of performativity that makes apparent...institutional critiques and multiple identities including gender, class, race, sexuality, patriarchy and so on" (p. 38.)

Stewart Rose, L & Countryman, J. (2013) Repositioning the *elements of music*: a student framework worth listening to. *Action, Criticism and Theory for Music Education*. 12(3): 45-64.

Wright, R. (2013). "Thinking Globally, Acting Locally: Informal Learning and Social Justice in Music Education." *Canadian Music Educator*, 54(3).

This article examines the relationship between informal learning social justice education in music classrooms. Wright argues that when teachers adapt more globally aware mindsets within local environments, an inclusive, informal pedagogy is developed that allows for students to engage within a more socially just learning culture.

Online Resources

CCRP Initiative. "Module Powerpoints and Resources",

<http://www.cusccrpinitiative.ca/module-powerpoints>

The Culturally Responsive and Relevant Pedagogy Initiative is a project that came out of OISE, the TDSB and the HSDB that aimed to create modules that were designed to deconstruct, deepen understandings and allow people the opportunity to engage with culturally relevant and responsive pedagogy. On this website, they have created four modules which teachers can use to expand their knowledge on CCRP (many of which intersect with many topics in social justice education).

Music2Life. "Soundtrack for Social Change."

<http://taxonomy.m4sc.org/public/>

Music2Life is a database and wikitool that was made so that individuals can go in and locate a huge array of music from different genres and artists that were written on themes of social justice and for social activism.

Society for Music Teacher Education. "CDSJ Resource Page."

<http://cdsjresourcepage.wikispaces.com/home>

This wiki page is great because it carries teaching videos, lesson plans, readings, books and other sources that are all pertaining to social justice education. There are some specific sources involved here that are solely devoted to music teaching.

University of Calgary. "The Diversity Toolkit, Canadian Web-Based Diversity Resources."

<http://www.ucalgary.ca/dtoolkit/resources/ca>

This toolkit was developed for teachers who are interested in engaging in social justice education and activism pedagogy in their classrooms. It provides a detailed list of links to organizations, associations, websites and networks that contain resources for teachers wishing to engage in social justice education. While some are more generalized and non-specific related, many of them can be applied to music teaching.

Teaching for Change. "Teaching for Change, Building Social Justice Starting in the Classroom."
<http://www.teachingforchange.org/>

Teaching for change is a great resource for all teachers who are interested in social justice education. There are sections for teachers on: anti-bias education and civil rights teaching which would be beneficial for the arts for social justice project. The website also contains a concise book list for teachers that can be used regarding a number of different topics pertaining to justice and civil liberties - there is even a section on 2015 selections proving that the source is constantly being updated.

TedxTalks. "Hip Hop for Social Justice and Equality: Ebenezer Bond at TedXTeachers College"
YouTube video, 15:02.

<https://www.youtube.com/watch?v=KKu61KnoTeM>

Bond, founder of World Up (a global music and education non-profit organization), speaks of the impact of hip hop for social justice and equality. He discusses the power of music and the importance it has on the youth of the today and how integral it is, hip hop in particular, in advocating for social change and activism in educational institutions.

Compiled by Ryan Persadie

This list is not meant to be exhaustive, but used as a starting point for learning about the connections between the arts and social justice education.