

THE ARTS OF INCLUSION – INVESTIGATING MUSIC FOR SOCIAL TRANSFORMATION

DISCUSSION POINTS AND ACTIVITIES

1. SOUND POSTCARDS – WITH DR ANDREA RODRÍGUEZ-SÁNCHEZ

- What does it mean to be a “displaced person”?
- Listen to some sound postcards on Andrea’s website: musicsocialfabric.wixsite.com/sound-postcards. After each one, discuss how it made you feel. What images did it conjure in your mind?
- Have a go at making your own sound postcard: think of a time when you felt especially happy and write a description of the sounds you remember.

2. RAPPERS FOR PEACE – WITH DR ANDREW GREEN

- What would be the problem with focusing on one genre – classical western music, for example – in social music projects around the world? What would it suggest about the importance of different cultures?
- Hip-Hop Transformación asks rappers to avoid violence in their lyrics. Do you feel this is a good solution, or is it avoiding the problem? Why?
- Is music a universal language? Head on a world tour of music at musicalexplorers.carnegiehall.org and, as you listen to the clips, ask yourself: how well can you tell what the musicians are expressing? Does the music sound familiar or strange? Would you find it

easy to learn this kind of music?

3. THE GAP BETWEEN RHETORIC AND REALITY – WITH DR GILLIAN HOWELL

- What is rhetoric?
- Why is there a gap between rhetoric and reality in social music projects?
- Do you consider yourself musical? Why/why not? Discuss this in pairs/groups and talk about Gillian’s idea that all humans are musical.

4. A JOURNEY THROUGH THE SENSES – WITH PROFESSOR GLORIA ZAPATA-RESTREPO

- Why are some of the inhabitants of the Montes de Maria of African descent?
- What does life in Montes de Maria look like? Watch this clip of an elder talking and singing about the Kuisi instrument:
youtu.be/d_APYncn97?t=2718.
What do you notice about the lifestyle of a farmer in this part of the world?
- And how does the Kuisi actually sound? Watch this clip from the same documentary, in which young participants in Expedición Sensorial perform in the street:
youtu.be/d_APYncn97?t=3080.
What other instruments feature in the clip?

What other art forms did you notice?

5. A WORLD OF SOUND – WITH PROFESSOR LUKAS PAIRON

- How would you describe the idea of “positive fatalism”?
- Do you feel a sense of freedom in the world of music? Why/why not?
- Think of a limit to what you can do in the real world: can you imagine a way you could overcome this limitation in the world of music?

6. A LITTLE RAY OF HOPE – WITH PROFESSOR PATRICIA A. GONZÁLEZ- MORENO

- Why are parents encouraged to take part in the Umbral and NUCAM music programmes alongside their children?
- In what ways do music projects like Umbral and NUCAM offer a safe place for young people who are living in complicated situations of drug addiction, violence, depression and family issues?
- Why do you think Patricia says the social impact is larger than just the number of people participating in a project?



7. STORIES OF SANCTUARY – WITH DR SAM SLATCHER

- What kind of conflict does Stories of Sanctuary try to resolve?
- Why is the programme called Stories of Sanctuary?
- Reading the verse about Kareem and his shadow, what images come to mind? Can you imagine how it would have felt to walk alone like that?
- Watch and listen to a song recorded by Stories of Sanctuary:
[📺 you.tube/vfM9VvFrp7M](https://youtu.be/vfM9VvFrp7M). Do you think that songs are a good way to help understand the experiences of refugees?
- Get together in a group or a pair and write a song together. First think about what the challenges might be and how you can overcome them. For example,

how can you ensure everyone involved in creating the song has a positive experience? What roles can you give to people in the group that play to their strengths? When you have finished, you can present your song to the class or talk about your experiences in trying to make a song together.

8. MUSIC FOR ALL – WITH PROFESSOR SERGIO FIGUEIREDO

- What parallels can you identify between being a good musician and a good citizen?
- Do you agree with Sergio that practising music can lead to a more cooperative society? Why/why not?
- Do you agree that music education should be offered to all children as part of their schooling? Why/why not?

REFLECTIONS

- To what extent do you think that music can be a tool for social transformation? List some examples of its successes and limitations from the article.
- Do you feel the “healing power” of music is exaggerated? Why/why not?
- What are the challenges in setting up a successful social music project? What needs to be taken into consideration?
- Did any of the examples in the article surprise or interest you particularly? Why? You could do your own further research and make a digital poster about that project.
- What does music mean to you? Reflect on your own opportunities to learn, listen to and play music. If you participate in a choir, band or orchestra, what do you think you gain from it? If not, do you engage in music in other ways that connect you to other people? This could be the topic for a reflective essay, or a creative piece such as a poem, song, piece of music or visual art.

EXPLORE MORE...

The slides used at a workshop in Colombia (pre-pandemic) and eight recorded presentations from a 2021 webinar are available on the TAI website at www.tai.international. These 15-minute research presentations could be used as an introduction to music and social transformation for secondary school students and their teachers. Recorded presentations are available by Sergio Figueiredo on a Brazilian social music education project, by Lukas Pairon on his fieldwork in Democratic Republic of Congo, by Hector Vázquez on embracing music with Indigenous roots in Mexico’s educational system, by Patricia González-Moreno on two community music programmes in Chihuahua, by Daniel Mateos-Moreno on a guitar teaching project that runs across deprived communities in the US and Mexico, by Shelly Coyne on homeless choirs in the UK and Brazil, and by Geoff Baker who offers some reflections on researching the social impact of making music. Keep visiting the TAI website for even more teaching and student resources!

KEEP LISTENING...

- The Stories of Sanctuary album:
samsletcher.bandcamp.com/album/stories-of-sanctuary
- Raperos por la paz (Rappers for Peace) finalist playlist:
[🎧 soundcloud.com/user-874890975](https://soundcloud.com/user-874890975)