

Roles and Functions / Informal Learning Inquiry Project

- This week's readings delve into how music plays different roles and functions in the lives of children. Let's take what we've learned and apply it to our teacher planning using the ROLES & FUNCTIONS framework as our curriculum guide.
 - Merriam's research provides a detailed look into how music serves various purposes in both human life and society at large.
 - Harwood and Marsh focus on how children learn music outside of school in informal settings. They discuss participatory, mediated, and popular music practices that are central to these engagements.
 - Tobias builds upon these ideas by exploring how learners interact with music in digital environments. He highlights the dual role of digital participation, where children consume and produce culture through their engagement with music.
- In summary, these readings give us valuable insights into the multifaceted ways in which music influences children's lives, from informal learning experiences to digital interactions. Now, let's apply this knowledge to our teacher planning process.

Make a list of the different roles and functions of music mentioned in the readings by **Merriam and Tobias**:

The functions/ roles of music are: human expression, aesthetic enjoyment, entertainment, communication, symbolic representation, physical response, enforcing conformity to social norms, validation of social institutions and religious rituals, contribution to the continuity and stability of culture , contribution to the integration of society.

Carry Out the Inquiry using Merriam and Tobias:

- Using your list and the provided template, find six different videos showing children engaging with music in various ways.
- Look for examples that showcase the roles and functions of music discussed in the readings.
- Try to find a mix of ages (between 6-12 years) represented in the videos.
- Don't limit yourself to just YouTube; explore other social media platforms like TikTok, Twitter, Facebook, and Instagram, as well as everyday children's activities you may have observed.

Matrix 1 Merriam and Tobias			
Example Description of live event, song or other pertinent information Provide URL	Describe What musical activity is the child engaged in in the video? What are they doing and how?	Role/Function What role/function from your list is evident in the activity? (Are there more than one?)	Dig Deeper How does the activity exemplify this role/function?
Stuffies Song: https://www.tiktok.com/t/ZT8KLhNX7/	The siblings duo created / composed their own song about their stuffed animals	human expression, aesthetic enjoyment, entertainment	It serves as a form of human expression, as the siblings creatively interpret

	by ear. The brother claps and adds a harmony to his sister singing / playing piano.		the music through their own movements. The aesthetic enjoyment is the “visually captivating” choreography + the catchy melody of the song. The music in this video serves as entertainment, providing a source of enjoyment for both the performers and the viewers.
Two kids jam to Beyonce: https://www.tiktok.com/t/ZT8KNJ2Bp/	The two friends jam to the song “Say My Name” by Beyonce. One boy sings / plays piano while the other drums.	human expression	It's a form of human expression as the musicians showcase their creativity and emotions through their arrangement. They are using this piece as a way for the two friends to connect with one another.
Holiday Concert: https://www.tiktok.com/t/ZT8KL3XkX/	Before one student interrupted, the students are singing before their winter break which is a tradition at this school.	validation of social institutions and religious rituals	This holiday concert is a tradition that is upheld by this institution. The kids singing is used as a way to maintain this tradition before winter break.
“We Are the Dinosaurs” by Laurie Berkner https://www.youtube.com/watch?v=vPrmY7labLA	A group of kids are performing movements based off the music / lyrics the Laurie Berkner Band is performing.	physical response	The music in this video is used to accompany dance, + other moving activities. This video is a prime example of music eliciting excitement + channeling behavior.
“Community Song” from Sesame Street https://www.youtube.com/watch?v=GvrNCEcqHAM	The Sesame Street gang performs alongside Mickey Guyton and some neighborhood kids a song to explain the concept of community.	contribution to the integration of society	This song is an example of how music draws people together. By the Sesame Street gang inviting everyone to sing along, it encourages everyone to engage with the music as a community.
Niccole Meza Remos performing a “Night in Tunisia”: https://www.youtube.com/watch?v=8_pM1yKGqUs	Niccole Meza Remos performs her own rendition of “Night in Tunisia” with a rhythm section backing her.	personal expression, communicate	Niccole is able to improvise her own solo to the song which allows her to communicate her own ideas with an audience. She is able to put her own emotions into this performance.

Part 2b: Continue the Inquiry using Harwood and Marsh

- Once you've finished Part 2a of the assignment, move on to completing Matrix 2 (found below) by connecting your examples of children engaging with music to the characteristics of informal learning outlined in the **Harwood and Marsh** chapter.
- Look for connections between your examples and the qualities of informal learning discussed in the reading, such as participatory engagement, mediated learning experiences, and the influence of popular music practices. Use specific examples from your videos to illustrate how these qualities are reflected in children's interactions with music outside of formal educational settings.

Participatory culture + popular music practices

Matrix 2 Harwood and Marsh		
Example Description of live event, song or other pertinent information Provide URL	Describe What aspect of children's out-of-school music learning is best exemplified in this example (participatory practices, playground traditions, popular musician's practices, mediated music learning through media)?	Dig deeper Explain the connection you see between the example and Harwood/Marsh's ideas. (Refer to specific ideas discussed in the chapter)
Levitating Kidz Bop:  KIDZ BOP Kids - Levita...	Participatory practices	The kids in this video choreographed their own dance to the song "Levitating" by Dua Lipa. They wanted to connect with the music on a personal level, so they created their own dance.
Fortnite Dances by Band Kids: https://www.youtube.com/watch?v=QxjR1ymbYGk	Popular music	The kid took the songs he and his friends liked listening to and was able to work with his dad to arrange them. He didn't write out sheet music, each kid learned the arrangement through call and response.
Baby Shark in 10 different styles: https://www.youtube.com/watch?v=q9hM7HsXI0w	participatory culture	The kids took a familiar song from the media (Baby Shark) and wanted to engage with the media on a personal level. They created 10 different versions of the piece through arranging the piece for their instrumentation..
Despicable ME Just Dance: https://www.youtube.com/watch?v=Jf_dEcgeJWo	mediated music learning through media	Kids are able to engage with a song that they like from the movies (the theme from Despicable Me 2) through choreography. They get to follow instructors from the video game "Just Dance." This video improves kids' musical skills and knowledge.
Cha Cha Slide: https://www.youtube.com/watch?v=VfjZHco6mbM	mediated music learning through media	The piece is giving instructions to kids on how to perform a dance that is correlated with the song. The song is very popular at dances and this

		song helps improve kids' musical skills and knowledge.
Everything is Awesome Lego Video: https://www.youtube.com/watch?v=StTqXEQ2l-Y	participatory culture	This six year old was inspired by the Lego Movie and wanted to engage directly with the media. He created his own video of his lego figures to show the meaning of the lyrics in the song "Everything is Awesome."

Consider the possibilities of how you can use diverse content to create cultural relevance in your lessons. By incorporating music from various cultures and communities, you can help students connect with music on a personal level and develop a deeper understanding of its global significance.

- How would you incorporate diverse musical content from different cultures and communities into your lessons to promote cultural relevance and appreciation among students?
- What activities or resources would you use to facilitate meaningful discussions and reflections on the cultural significance of music?

To incorporate diverse musical content and promote cultural relevance, I'd include music from various cultures in my lesson plans. This could involve exploring genres like latin, afro-cuban, jazz (genres my students and I might be very familiar with) and genres branching out to other world music traditions (genres my students and I might not be familiar with).

For activities, I might use resources like the "Chrome Music Lab" or "SoundTrap" to analyze different musical elements from a variety of cultures. I could create projects where students compose their own pieces using these functions/roles of music, fostering generativity. I would encourage discussions on the music's historical context, its role in its culture, and students' personal responses to it. This way, they can appreciate the global significance of music and find personal ways to connect to a variety of genres.

Connect your inquiry project to the ideas in the readings (Merriam, Harwood and Marsh, and Tobias) and embed them into the four pillars and discuss how they are connected

- Choose at least two pillars to write about.
- Use the following intention prompt
 - "As a [pillar] I [then integrate language from these readings and the pillar]. For example

As a flexible musician, I will work to embrace a wide array of musical genres, styles, and artists in my curriculum. This is essential for nurturing students' in their musical exploration and in helping them understand how music can be a tool for personal expression. As an educator, my role is to guide students rather than talk AT students, ensuring that each student's unique musical and personal tastes are prioritized.

As a principled practitioner, I am committed to crafting a curriculum that resonates with the authentic music-making experiences of students. I work to make music education a collective, engaging, and accessible journey for all students, regardless of their prior experience. Recognizing that every student brings their own musical background, I work in order to create an inclusive environment where each voice is heard and every student can build their musical knowledge.