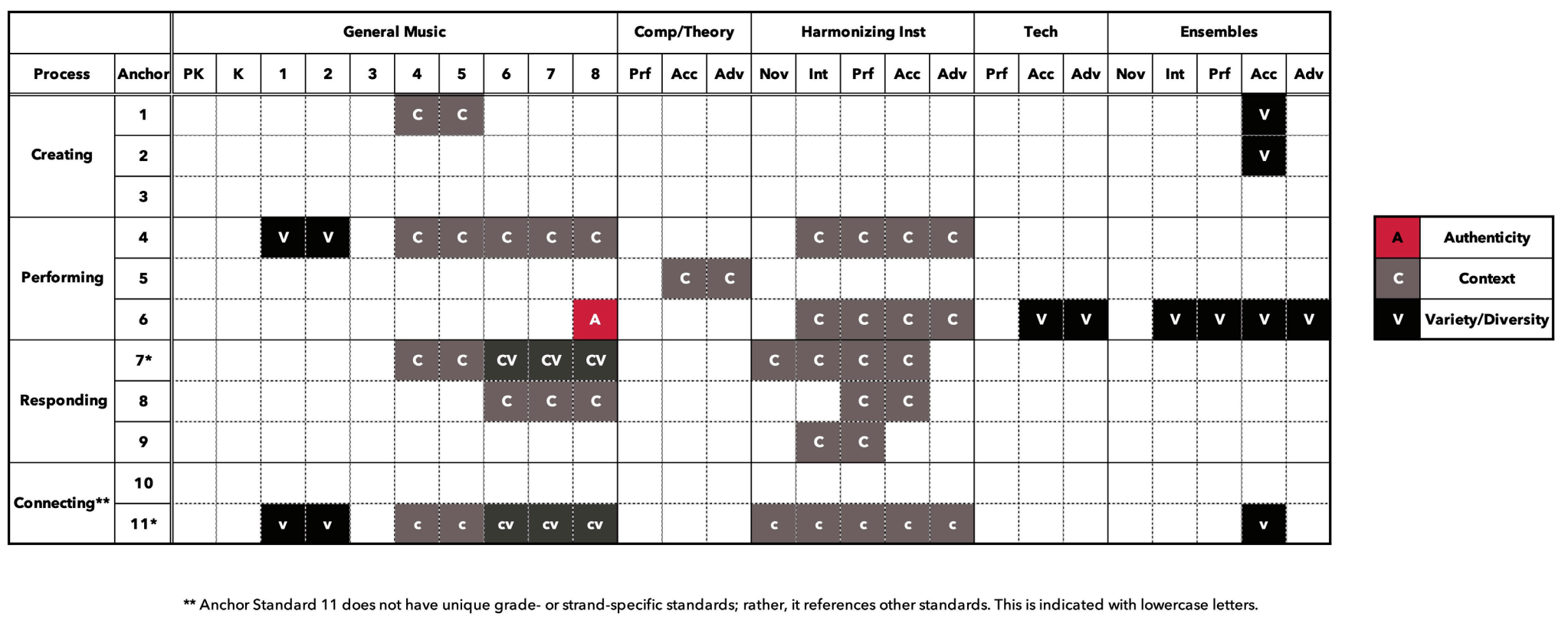
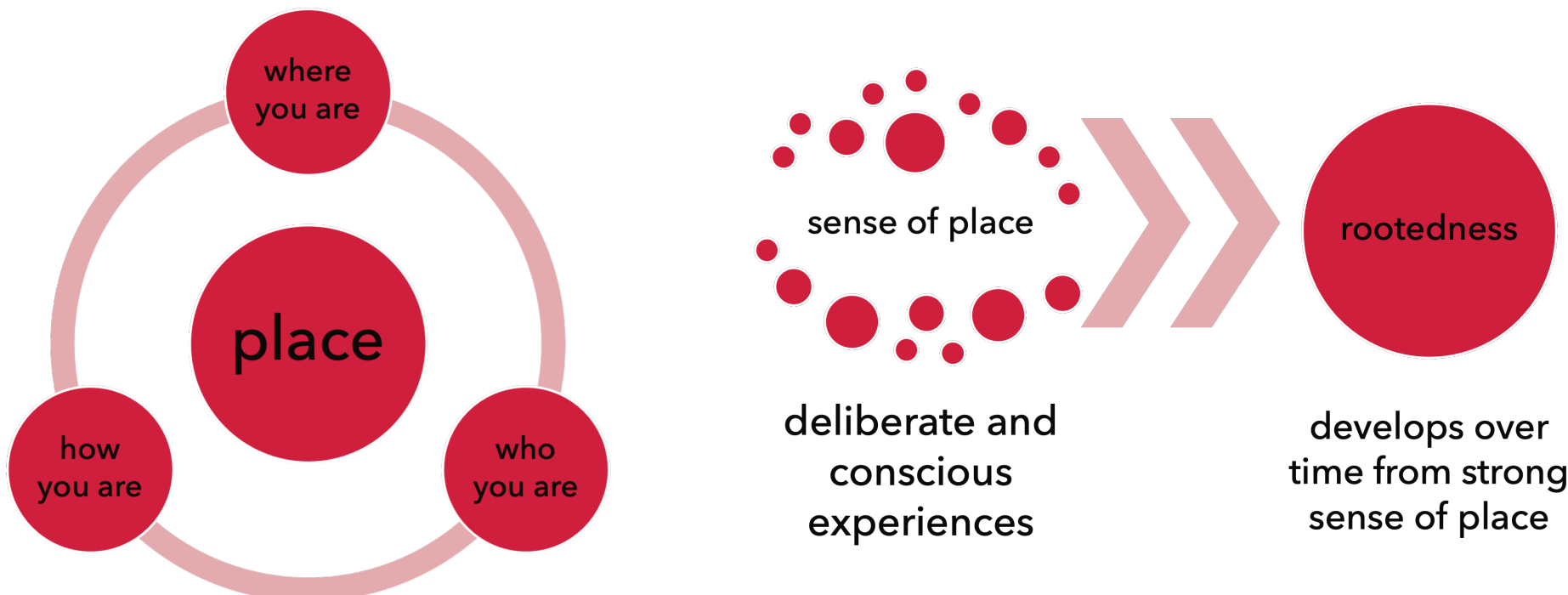




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- What are the connections, if any, between conceptions of place and experiences of loneliness?
- To what extent, if any, do K-12 music education standards of 6 states explicitly and implicitly encourage or discourage lifelong recreational music-making through inclusion or exclusion of place-based learning?



The purpose of this study was to connect the problem of loneliness with conceptions of place, specifically focusing on lifelong community music participation as a place-centered and place-making experience. This was paired with an analysis of national and state music education standards that aims to illuminate immediate opportunities for music educators to utilize place-based approaches to education in the classroom through a place-oriented interpretation of the standards with the hopes of preparing students for lifelong music-making.

- Active musical participation can provide positive physical, psychological, and social health benefits (Lehmberg & Fung, 2010)
- Community music projects can help develop local identity, focus on local musical traditions, and empower community organizers (Murray & Lamont, 2010)
- Participants in community music feel more closely connected with their communities (Keough, 2003)

- Students often do not view school music experience as a real, in-the-world social practice, and teachers often do not view their teaching as leading toward a goal of lifelong participation (Mantie & Tucker, 2008)
- Standards prioritize individual classroom achievement over relevance to life outside the classroom (Gruenewald, 2003)
- Standards (National and State) do not mention "*place*" in the academic sense
- However, there may be "*scents of place*" that provide opportunities for agent-oriented change



Michigan: "create a song about community" (ART.M.II.1.4)

National Core Arts Standards
Selected States (non-adoptees of NCAS)

- Place-making is generational change that involves both individuals and systems
- Actions taken for today's students shape those students' entire lives
- Teachers can act now within existing standards and incorporate place-based education
- Adoption of place-based standards is necessary for systemic change

