

## Place-(re)making Through Music: Connecting Loneliness, Community Music, and U.S. Music Education Standards Through Place

## Charles Cevallos

Summer 2021 Graduate Summer Fellow, Pardee Center for the Study of the Longer-Range Future Master's Student in Music Education, Boston University, College of Fine Arts, School of Music

## Research Questions

- What are the connections, if any, between conceptions of place and experiences of Ioneliness?
- 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?

## Purpose

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.

## Methodology

#### **Literature Review**

Loneliness Concepts of Place and Place Attachment Community Music The U.S. Music Education System

### **Policy Analysis**

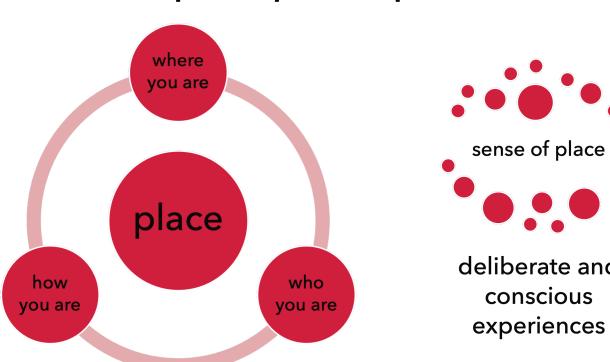
National Core Arts Standards Selected States (non-adoptees of NCAS)

## Literature Review Themes

#### **Loneliness and Concepts of Place**

- Chronic loneliness has been associated with increased levels of mortality comparable to obesity and smoking (Holt-Lunstad et al., 2010)
- The concept of place presents a foil to loneliness

time from strong sense of place



 Interpersonal connections help form place attachment, and place attachment provides strong psychological benefits for people experiencing loneliness (Nisa et al, 2020)

#### **Community Music**

- 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)

#### The U.S. Music Education System

- 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

# "Scents of Place" in National Core Arts Standards "Culture" "Context" Context

## "Scents of Place" in State Standards

Florida: "examine and describe a cultural tradition, other than one's own" (MU.4.H.1.1)

Hawaii: "compare music used for special

America" (FA.1.2.8)

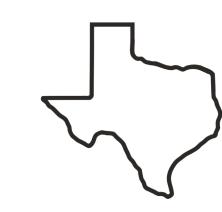
occasions from...cultures in Hawaii and



Pennsylvania: "identify post-graduation opportunities to be part of the musical community as...amateur musicians" (PA curriculum framework)



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



Texas: "sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures" (19 Tex. Admin. Code §117.112(b)(3)(B))

## Implications

- 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

## More Information

- Contact Info: crbc@bu.edu
- Scan QR Code for References

