

## **Annotated Bibliographies**

**Reading One:** Hourigan, R. M. (2009). The invisible student: Understanding social identity construction within performing ensembles. *Music Educators Journal*, 34-38.

The article "The Invisible Student: Understanding Social Identity Construction Within Performing Ensembles" by Ryan Hourigan vocalized very common socialization issues that are occurring within the classroom more frequently today. After the very first scenario I was intrigued as the first scenario about Jason was of similar experiences that I have observed within my own classroom. I feel that it is very important for students and staff to diagnose and identify possible social constraints and prevent them from occurring. Music is an activity that requires the whole band of musicians to bond together to create beautiful music. This article highlighted ways for students and teachers to create a positive social and inclusive experience for all students. This article is so important because it acknowledges social challenges that some students face and ways to correct or prevent these issues and challenges from happening and create a healthy and enjoyable learning experience and environment. Something frustrating to myself is that many will read this article but will continue to neglect the students that are being antisocial and have the mindset of if they want to talk to someone they will. This is usually not the case, as in the article there are many other reasons stated on why a child may be anti social. I would like to thank author Ryan Hourigan for sharing his thoughts and knowledge on such an important topic.

**Reading Two:** Series, D. Think Everything's "Normal?" Then It's Time To Reconsider And Promote A New Narrative Of Disability. Retrieved from <http://organizingchange.org/think-everythings-normal-then-its-time-to-reconsider-and-promote-a-new-narrative-of-disability/>

The article "Think Everything's "Normal?" Then It's Time To Reconsider And Promote A New Narrative Of Disability" by Drew Serres raises such an important topic of how society needs to acknowledge and reevaluate their treatment of others with disabilities in their everyday lives. In the beginning of the article, Serres connects the issue of treating people differently with the term ableism which is "the idea that what a person can achieve or their ability to live a fulfilling life is determined by their disability". This term is one of many that Serres uses throughout the article to exemplify how society has belittled people with disabilities in comparison to people with no disability. I found it refreshing that Serres brought up the fact that "if society didn't have such a fear of difference, then it wouldn't matter whether someone used a wheelchair, communicated differently, etc. or not. This statement really caught my attention because everything about it is absolutely true. I find that people in today's society focus more on differences rather than the commonalities between one another. This not only speaks for people with disabilities but also people of different religions, race, gender and the list goes on. Since I find that society highlights people's differences I see that when someone with a disability is put into the equation, many begin to get in a "helpful" mindset and try to help someone with a disability. For example, help someone try to "fit in". This act I find really excludes someone with a disability more because they are trying to include them in a different way rather than including them just the way they are. I found it interesting that Serres brought the idea of media to this article. I had never thought of how the "tragic villain" or the "superhero" could be a main

influence of characterising disability to the audience. I started thinking about random movies that I have watched and this idea from Serres is very true. I do have an appreciation for author Drew Serres as he questions society's thinking and understanding of people with disabilities and I thank him for rising up and sharing his expertise, thoughts and knowledge about such an important issue.

**Reading Three:** Veblen, K.K. (2012). Community music making: Challenging the stereotypes of traditional music education. In C.A. Beynon & K.K. Veblen (Eds.). Critical perspectives in Canadian music education. Waterloo, ON: Wilfrid Laurier University Press.

I really appreciated the article "Community music making: Challenging the stereotypes of traditional music education" and its focus on the importance of being apart of a like-minded group of individuals. In the article, Veblen talked about the Context and Structures in Canadian Community Music. I liked how it stated the fact that music is supposed to be for everyone to enjoy, celebrate and participate in. I feel it is so important to understand and realize that as future music educators we need to be able to teach outside of a school setting and that the benefits of music are endless. In the article, it talks about funding for programs. I think that it was very interesting that it says that volunteers are keeping these programs running. I can relate to this point as I came from a rural community where my high school environment was very community based. We had several fundraisers that required the small community of people to come together and raise money for a good cause. For example, my music program in highschool would have our annual "May Melodies" where every ensembles, soloists, concert band etc. would perform and would raise money for the music program. Every year was a success as many supporting individuals from around my school community would come and support my school's music program.

**Reading Four:** Bowman, W. D. (2004). "Pop" goes . . . ? Taking popular music seriously " In Rodrigues, C. (Ed.). Bridging the gap: Popular music and music education. US: MENC.

In the article "Pop Goes...? Taking Popular Music Seriously" author Wayne Bowman seems to be biased to either side of the argument as to whether popular music should be used within music education, but prompts the reader to decide this for their own views of music education. In my opinion, music is music. Music can range from whatever genre whether it be from classical to rock and roll. Music is universal. I think music is a beautiful sound that cannot be expressed in words and any kind of genre is equally able to express, just in different musical styles. I have had the personal experience of being exposed to popular music and classical music within my high school music program. For example, in highschool, my concert band would begin the year with playing a popular song like a Beatles Medley and gradually work on our competition pieces like Holst's Second Suite in F. I found that this method of learning is genius. There are so many positive effects with introducing a pop piece as the first piece for highschool kids to learn. My music teacher's method of thinking is pretty clever as by starting out with a pop piece, it gets the students excited and eager to learn as they are learning a song that they know and rather enjoy. You are learning all the musical techniques of counting, dynamics, blend, reading music and the list goes on. Then gradually he built up our playing level by using that pop piece and then gave his students a pretty complex piece like Second Suite in

F. The completion of the challenging piece goes over very smooth as the students have built up an appreciation and love for making music as they started making music with their favourite song. I truly think that all different types of music are all equal in importance and should all be used in music education. I really did enjoy reading this article but one question that I would have for author Wayne Bowman would be his final decision on whether there should be popular music within music education or not as throughout his article he is equally biased on each side of whether popular music should be in music education or not.

**Reading Five:** Thibeault, M. D. (2012). The power of limits and the pleasure of games: An easy and fun piano duo improvisation. *General Music Today*, 1048371311435523.

I found that the layout of the information of this article should have been different. I would have much rather had the subheading "How to Play" at the beginning of this article. I found that I was reading the information but not 100 percent understanding it as I did not know what the game was and then had to reread it over again so that I was able to understand better. However, this game being discussed is pretty cool. It is a game that I will have to try with my own guitar students! This game exposes to students improvisation which is a hard concept to get but necessary to learn in music. I also find improvisation hard to teach as it is easy for someone to get frustrated and give up or dislike it. This method of teaching allows for the student and teacher to interact and learn from each other. By being able to switch back and forth from part 1 to part 2, it allows the teacher to understand what the student is playing and allows the student to understand what the teacher is playing and learn different techniques. I had never thought of teaching improvisation this way and I am very glad that I was given the opportunity to read this article!

**Reading Six:** Tobias, E. S. (2013). Toward convergence: Adapting music education to contemporary society and participatory culture. *Music Educators Journal*, 99(4), 29-36.  
<http://mej.sagepub.com/content/99/4/29.full.pdf+html>

I really enjoyed reading this article by Evan S. Tobias and found it very interesting. I found that the basis of this article was identifying the importance between technology and students in regards to music education. I liked how he brought the idea that our world of technology has been and is evolving rapidly and how in today's world, technology has surpassed the old teaching methods and need to change with the times. Tobias also gives us a table to examine the ways that kids of this generation participate and contribute to music using technology and just experience it. I found this table a great example to show how active students are in using music through technology. I have grown up with the evolution of technology. When I was little, I remember taking weekly trips to the library to rent out a VHS tape or CD, and then it changed to DVD's and now I can watch anything on TV through Netflix or Apple TV. All of these big changes have happened in a short period of time and I cannot imagine what will come another 18 years from now. My generation is a prime example of students who have accepted rapid changes within technology. In this article, Tobias does suggest to potential educators of how to move with the times and change curriculum expectations to how today's students learn and are interested in. I really enjoyed reading this article as I had not really thought about how much technology has evolved and how we could

use technology in music education. I am not much of a “techy” person, so I found it very interesting how people are using technology in music education.

November 28, 2016

### **Pauline Oliveros: TED Talk**

When first listening to Pauline Oliveros’s TED talk, I was very intrigued in how she described her theory of listening versus hearing and I had never really thought that in depth about it before. I agreed with everything she had said. For example, she said “listening is not the same for everyone”. This statement is very true as everyone has different interpretations of sound. What really caught my attention was when Oliveros encouraged the crowd to remind themselves to always listen. Listen and try to expand your listening. This can enhance your quality of life. I paused the video, and wrote down what she had said and let that statement sink in. I had never really thought about the difference between hearing and listening till then. I was then very curious to what her compositions sounded like, so I looked her up on YouTube. The first song that I clicked was “Bye Bye Butterfly”. I was in total shock. I did not expect her song to sound like it did. I then went back to listen to the rest of the TED Talk and I was able to understand her composition. At first, I was a bit confused on what Oliveros meant by ‘deep listening’ but by the end of the TED Talk I came up with my own conclusion and interpretation of her theory of ‘deep listening’. That is, to be fully aware and engaged in sound, vibrations. man-made sounds and nature. I know from now on, my listening experience will be forever changed. I also did my own research on Pauline Oliveros and I had seen that she had passed away just yesterday. It is evident that her legacy and contribution to music will forever be remembered.