

Soundtrap EDU Summit 2020



Keynote: Creating Equitable Spaces for Learning Through Music JARRITT SHEEL

***Quote: "I look at music as a human right.
Everybody deserves access."
By: Jarritt Sheel***

A little bit about Jarritt

- ❑ He is an Assistant Professor of Music Education at the Berkeley College of Music and is currently a doctoral candidate at Teachers College Columbia University who is married with two kids. He is from Florida, resides in Boston, and is one of the founders of Hip-Hop Music Ed. He is very passionate about music and music education.

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Importance of Community

- Throughout history, communities have engaged through music making
- Communities of Practice (9 Domains)
 - Infrastructure
 - Organization
 - Visibility
 - Relationships to Place
 - Social Engagement
 - Support Networking
 - Dynamic Music Making
 - Engaging Pedagogy Facilitation
 - Links to School
- Music education is about equity, inclusion, and diversity
- To create community you need to invite, invite, invite!
 - Inviting involves humility
 - Invite, invite, invite (Key Phrases: “feel free,” “any time”, “again”, “be yourself”)
- Music is evolving and changing.
- Music Education
 - Allows you to create a future that looks like where you want to live in the next 40 years
 - Makes your career more relevant
 - Both teacher and students will access learning together

Steps to Grow Your Community

- Creating a space that is equitable involves Reading, Writing & Arithmetic
 - Students need to be able to **read** their world
 - Students need to be able to **write** their world and be in control
 - Students need to be able to do the **math** of understanding the why of something.
- Ask your students what kind of music they would like to analyze
- Create some type of facilitation model
- Create a project where students show their skills they've developed
 - Collaboration is a hallmark of this democratic participation and engagement
- Create entry points that allow for true access points
- Open up discussion beyond curriculum to other critical topics (IE Social Justice, Gender Inequalities, etc)
- Do the work that students have already done
- Create a Brave Space**
- Start with them instead of me.

- ❑ Your job isn't to be an active learner. It is to be the facilitator
- ❑ To design the future, you have to look at where we are in the present
- ❑ Maxine Green: "I am what I am not yet. I am always in the process of being made."
- ❑ Socrates: "The unexamined life is not worth living."
- ❑ You can not do work FOR people in the community. You need to do work WITH people in the community.
- ❑ Reflect: How do we help marginalized people to have ownership?
- ❑ Reflect: Not about, "Do you like me?" It's about, "Do you like yourself?"
- ❑ Be yourself no matter what!
 - ❑ Understanding is individual. There is no united understanding
- ❑ We have created an authoritarian look at music instead of a democratic look which calls for people to engage with each other.

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- ❑ Students have agency and are able to be supported or challenged in their work
- ❑ Invite students to create music to answer the prompt
- ❑ Students have their own studio and have to invite others in
- ❑ Students have the ability to Podcast or remote on music
- ❑ Help students move from DEPENDENT learners to INDEPENDENT learners
- ❑ Create Critical Discussion spaces that amplify voices and not put others down.
 - ❑ [Stephen Brookfield](#)
- ❑ Your job is not to show them how to use the tool. Be quiet. They might be teaching you something you don't know

Closing Thoughts

- ❑ Create access for your students
- ❑ Generate student agency
- ❑ Advocacy for others
- ❑ Relevance which makes the learning congruent with their life experiences
- ❑ Brave Space allows you to say how you feel in a non-threatening way but you can be yourself in a brave space. Dialogue and interaction lives here
 - ❑ Safe Spaces allow you to hide out and be safe. Change doesn't always happen here.
- ❑ [The Artist Struggle for Integrity: James Baldwin](#)
 - ❑ [Soundcloud](#)