Freirean Pedagogy in Music Education

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Fine Arts

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This arts-based thesis focuses on the discovery and dissemination of music education pedagogy in Albuquerque, New Mexico. Through observation and participation in Albuquerque Public Schools (APS), I seek to provide examples of Freirean Pedagogy (FP) that current teachers already use and may utilize in the future. FP in the music classroom may include the following practices: democratic decision-making, open writing/discussion prompts, group composition, project-based learning, and studying non-Western art music. I will observe and interview band/orchestra teachers to collect data for this study, then present my findings to music educators in APS. I want teachers to learn how they can embody Freire’s ideas in their middle and high school music classes. In particular, I ask: How might teachers already be employing FP with or without explicit knowledge of this pedagogy? How, if at all, do teachers perceive their personal connection to FP in their own teaching?