This workshop examines the philosophies of 20 activist-musicians and considers their ideas about PK-12 school music education. Participants will explore the tenets of a tri-faceted pedagogy for music education. The first facet, a Pedagogy of Community, emphasizes building community locally, connecting musics to their socio-historical contexts, and connecting with others through music. The second facet, a Pedagogy of Expression, focuses on honoring students' realities through culturally responsive teaching and subsequently inviting them to share their experiences through songwriting. The third facet, a Pedagogy of Noticing, centers critical thinking in music education and encourages a "culture of questions" (Giroux & Giroux, 2004). Together, we will consider what this tri-faceted pedagogy might mean for music education.

Music Education for Social Change: Constructing an Activist Music Education

Dr. Juliet Hess is an associate professor of music education at Michigan State University, having previously taught elementary and middle school music in Toronto. Her book, Music Education for Social Change: Constructing an Activist Music Education, explores the intersection of activism, critical pedagogy and music education. Her second book, Trauma and Resilience in Music Education: Haunted Melodies, is an edited volume co-edited with Deborah Bradley. Juliet received her PhD in Sociology of Education from the Ontario Institute for Studies in Education at the University of Toronto. Her research interests include anti-oppression education, trauma-informed pedagogy, activism in music and music education, music education for social justice, disability and Mad studies, and the question of ethics in world music study.

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