



Music Ed Insights



Insights to take with you from... **Musicking, Christopher Small, and Relationships with Mary Cohen**

Consider “to music,” or “Musicking,” as a verb to remember that music always has a social element that is just as important as the sonic element. Ways to bring that to your work:

- At performances, arrange seating in ways that allow people to interact more.
- Speak of music as an activity, and avoid talking about music as an object, or only a work of art.
- Ensure that all students have access to musicking, regardless of previous experience or aptitude.
- Think of the relationship that students have with the physical instrument - including their own body - as a part of musicking. Explore the connection between, for example, your fingers and the keys, or your air and the brass, or your vocal chords and your brain.
- Always refer to people, not instruments or voices. For example “those of you playing the trumpet” instead of “trumpets”, or “people singing the bass line” rather than “basses.”
- Provide a handout for audience members of performances in advance, sharing moments that they could listen for, rather than just program notes.
- Find opportunities for the entire student body to make music simultaneously.