



## **Sounds and Values in the Classroom**

**Pedro De Bruyckere**

[pedro.debruyckere@arteveldehs.be](mailto:pedro.debruyckere@arteveldehs.be)

University College Arteveldehogeschool (Belgium)

### **Abstract**

Music is one of the most important means of identity building of young people around the world. Every song has a meaning to the listener; every tune has a value. But although education through arts can be very powerful, music doesn't live up to the task, because both pupils and teachers admit that the use of music in the classroom is not that enjoyable and enriching. We hypothesize that the teachers are often responsible for this missed opportunity, because.... trying to adapt to the informal world of their pupils, is the one choosing the music. Based on this working hypothesis 6 partners in 5 countries developed a new didactical approach in which a given value is discussed by music that is chosen by the pupils themselves. By bringing together these different meaningful discourses from every pupil with his or her chosen song, we wanted to achieve a more open mind towards different opinions on a given value and different musical tastes. This approach was implemented in 75 class groups with an n of 908 pupils in 5 countries. All class groups focused on the value of courage. By means of qualitative and quantitative evaluation methods, we investigated enjoyed it and if their attitude towards the musical styles and the given value of courage became more open-minded. Where the first part of the research helped us shape the approach, the second step gave us an insight in the short-term effect of the approach.

Therefore we used the widely spread STOMP-instrument on musical preferences in pre and post-test setting together with an own developed instrument on the value of courage. We did found short-term effects on pupils' attitudes towards musical styles and the value of courage in some of the target groups. But interestingly, the incidence of attitude changes was closely related to the pupils' initial musical preferences. Some musical preferences went together with more predetermined minds that were less open to change opinions towards musical styles or the value of courage.