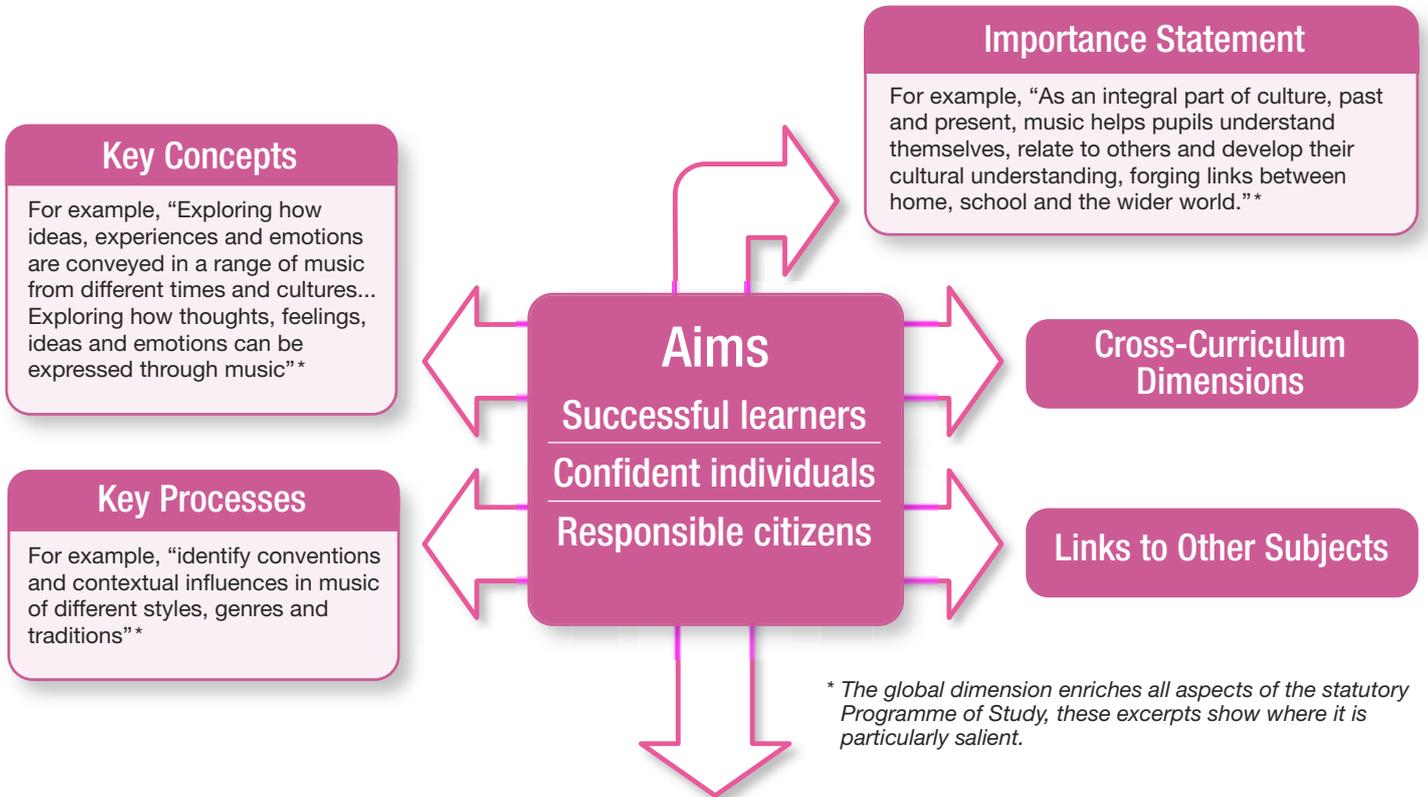


# Exploring the Global Dimension to Music

Music provides opportunities for young people to explore multiple perspectives from different cultures and traditions and times and places; explore calls for positive social change; appreciate global interconnections; and express their responses to particular issues.



## Eight Key Concepts of the Global Dimension

### Global Citizenship

For example, exploring the role of music in both propaganda and social change.

### Interdependence

For example, exploring the influence of different cultures, genres and art forms on each other.

### Social Justice

For example, considering inequalities of power and representation, such as those between classes, cultures and genders throughout the world.

### Human Rights

For example, the importance of and issues around freedom of expression.

### Conflict Resolution

For example, the role of music in responding to conflict situations.

### Diversity

For example, the ways in which ideas, beliefs and cultural background influence the making of music.

### Sustainable Development

For example, how music expresses people's relationship with the natural world.

### Values and Perceptions

For example, how generalisations and misconceptions create stereotypes and prejudices.

*The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.*

# A few examples

## A voice to challenge injustice

Students can explore human rights issues, looking at examples of songs and music that have been created to express particular responses to injustice, such as protest songs, spirituals sung in response to slavery, film music, suffragette anthems, hymns, or music based on social issues. This can provide inspiration for students to explore their own responses to social justice and human rights issues both locally and globally and how people have expressed their feelings through music. Students can express their own responses through music and song, to raise awareness of situations of injustice in the world.

## Identity and diversity

Students can explore how culture and conventions influence the way different styles of music are created, performed and heard. Investigating music from different communities from around the world and finding out about other people's lives can give students insight into their own situations and feelings and help them explore their own identity. Students can investigate the role of music in both affirming traditions and shaping contemporary identities and cultures. This can be developed, explored further and expressed through their own musical compositions.

## Fusion

Students can explore musical 'journeys', for example, how music rooted in Africa has influenced many musical genres such as, calypso, jazz, blues, gospel, classical or contemporary African pop music. Students can create inclusive music incorporating a variety of influences and blends current in the UK today.

# Find out more

### The Global Dimension Website

Search for a wide range of global dimension teaching resources; find local organisations to support you, including Development Education Centres; and sign up to the termly Global Dimension newsletter at: [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

To download additional copies of this leaflet and tell us how you have used it, please go to: [www.globaldimension.org.uk/explore](http://www.globaldimension.org.uk/explore)

### National Association of Music Educators

[www.name.org.uk](http://www.name.org.uk)

### The Schools Music Association (SMA)

[www.schoolsmusic.org.uk](http://www.schoolsmusic.org.uk)

### Music for Change

[www.musicforchange.org](http://www.musicforchange.org)

### BBC World Music

[www.bbc.co.uk/radio3/world](http://www.bbc.co.uk/radio3/world)

### QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>