

# 1st TAI Workshop

**Music education and social projects in Brazil:  
a brief overview of academic publications**

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# Introduction

- Music education in Brazil
  - Diversity of topics
- Academic production
  - Journals
  - Books
  - Proceedings
- This presentation:
  - Music education and social projects in academic publications

# Introduction

- Figueiredo, S. L. F. Educación musical e proyectos sociales en Brasil: La producción de la Asociación Brasileña de Educación Musical - ABEM. *Eufonía*. Didáctica de la Música (Barcelona), v. 42, p. 32-47, 2008.
  - Texts of ABEM Journal and ABEM Proceedings
  
- MOTA, G., FIGUEIREDO, S. L. F. Initiating music programs in new contexts – in search of a democratic music education. In: *The Oxford Handbook of Music Education*. 1 ed. Oxford: Oxford University Press, 2012, v. 1, p. 187-204.
  - Texts of ABEM Journal, ABEM Proceedings, and other publications

# Introduction

- Social projects
  - Diverse research methodologies
  - Diverse theoretical approaches
- Diverse focuses
  - Child, young, adult
  - Teacher preparation for social projects
  - Teaching methodologies
  - Social and psychological benefits

# Music education and social projects in Brazil

- ABEM Journal (*Revista da ABEM*)

<http://www.abemeducacaomusical.com.br/revistas/revistaabem/index.php/revistaabem/index>

- Since 1992
  - 42 issues – 424 articles
  - Social projects – 11 issues - 16 articles
  - First text – 2003
  - Last text - 2017

# Music education and social projects in Brazil

2003 v. 11, n. 8	Alda de Oliveira	Atuação profissional do educador musical: terceiro setor  <i>Professional performance of the music educator: third sector</i>
2004 v. 12, n. 10	Regina Márcia Simão Santos	“Melhoria de vida” ou “Fazendo a vida vibrar”: o projeto social para dentro e fora da escola e o lugar da educação musical  <i>“Life Improvement” or “Making Life Vibrating”: the social project in and out of school and the place of music education</i>
2004 v. 12, n. 10	Vânia Müller	Ações sociais em educação musical: com que ética, para qual mundo?  <i>Social actions in music education: with what ethics, for which world?</i>

# Music education and social projects in Brazil

2004 v. 12, n. 10	Carlos Kater	O que podemos esperar da educação musical em projetos de ação social  <i>What can we expect from music education in social action projects?</i>
2004 v. 12, n. 10	Jusamara Souza	Educação musical e práticas sociais  <i>Music education and social practices</i>
2005 v. 13, n. 12	Marco Antonio Carvalho Santos	Educação musical na escola e nos projetos comunitários e sociais  <i>Music education in school and in community social projects</i>

# Music education and social projects in Brazil

2005 v. 13, n. 12	Vânia Müller	Por uma educação musical implicada com os modos de vida de seus cenários de atuação  <i>For a musical education implicated with the lifestyles of their acting scenarios</i>
2005 v. 13, n. 13	Cristiane Almeida	Educação musical não-formal e atuação profissional  <i>Non-formal music education and professional performance</i>
2006 v. 14, n. 14	Tânia Mara Lopes Cançado	Projeto Cariúnas – uma proposta de educação musical numa abordagem holística da educação  <i>Cariúnas Project – a proposal for music education in a holistic approach to education</i>

# Music education and social projects in Brazil

<p>2009 v. 17, n. 22</p>	<p>Lucielle Farias Arantes</p>	<p>Educação musical em ações sociais: uma discussão antropológica sobre o Projeto Guri</p> <p><i>Music education in social actions: an anthropological discussion about the Guri Project</i></p> <p>HIKIJ, Rose Satiko Gitirana</p>
<p>2010 v. 18, n. 23</p>	<p>Lee Higgins</p>	<p>Representação de prática: música na comunidade e pesquisa baseada nas artes</p> <p><i>Representing practice: community music and arts-based research</i></p>
<p>2011 v. 19, n. 26</p>	<p>Maria Carolina Leme Joly, Ilza Zenker Leme Joly</p>	<p>Práticas musicais coletivas: um olhar para a convivência em uma orquestra comunitária</p> <p><i>Collective musical practices: a look at coexistence in a community orchestra</i></p>

# Music education and social projects in Brazil

2011 v. 19, n. 26	Magali Oliveira Kleber	A rede de sociabilidade em projetos sociais e o processo pedagógicomusical  <i>The music sociability network in social projects and the music-pedagogical process</i>
2012 v. 20, n. 27	Maura Penna, Olga R. N. Barros, Marcel R. Mello	Educação musical com função social: qualquer prática vale?  <i>Music education with social function: is any practice valid?</i>
2012 v. 20, n. 29	Lucielle Farias Arantes	Jovens musicando: a constituição da condição juvenil marcada pela aprendizagem das práticas musicais  <i>Youngs musicking: the constitution of the youth condition marked by learning of musical practices</i>

# Music education and social projects in Brazil

<p>2017 v. 25, n. 39</p>	<p>Oscar Odena</p>	<p>Las visiones de profesionales sobre proyectos intercomunitarios de educación musical en Irlanda del Norte</p> <p><i>Practitioners' views on cross-community music education in Northern Ireland</i></p>
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# Some comments

- From the texts, we could infer:
- The need for **the preparation** of music educators to work in different **social places**
  - **diverse demand** coming from **different contexts**
- Discussion on the **school and non-school actions** with music education
  - **different challenges**
  - preparation of music education **professionals capable of dealing with different social demands**
- **Musical actions, methodological processes and results** achieved in several contexts

# Some comments

- Discussion on methodologies that are appropriate to different contexts, reviewing or expanding the idea of reproducing what is proposed for school music education;
  - new educational places require new professionals and new methodologies for music education
- The importance of school music education and the encouragement of other musical activities in different social contexts
  - Expanding opportunities

# Some comments

- The texts briefly presented reflect only a **limited portion of academic production** related to **music education in social projects** in Brazil.
  
- *Revista da ABEM* (ABEM Journal) publishes texts of the most varied themes;
  - It is not specific to the area of **social projects**.

# Some comments

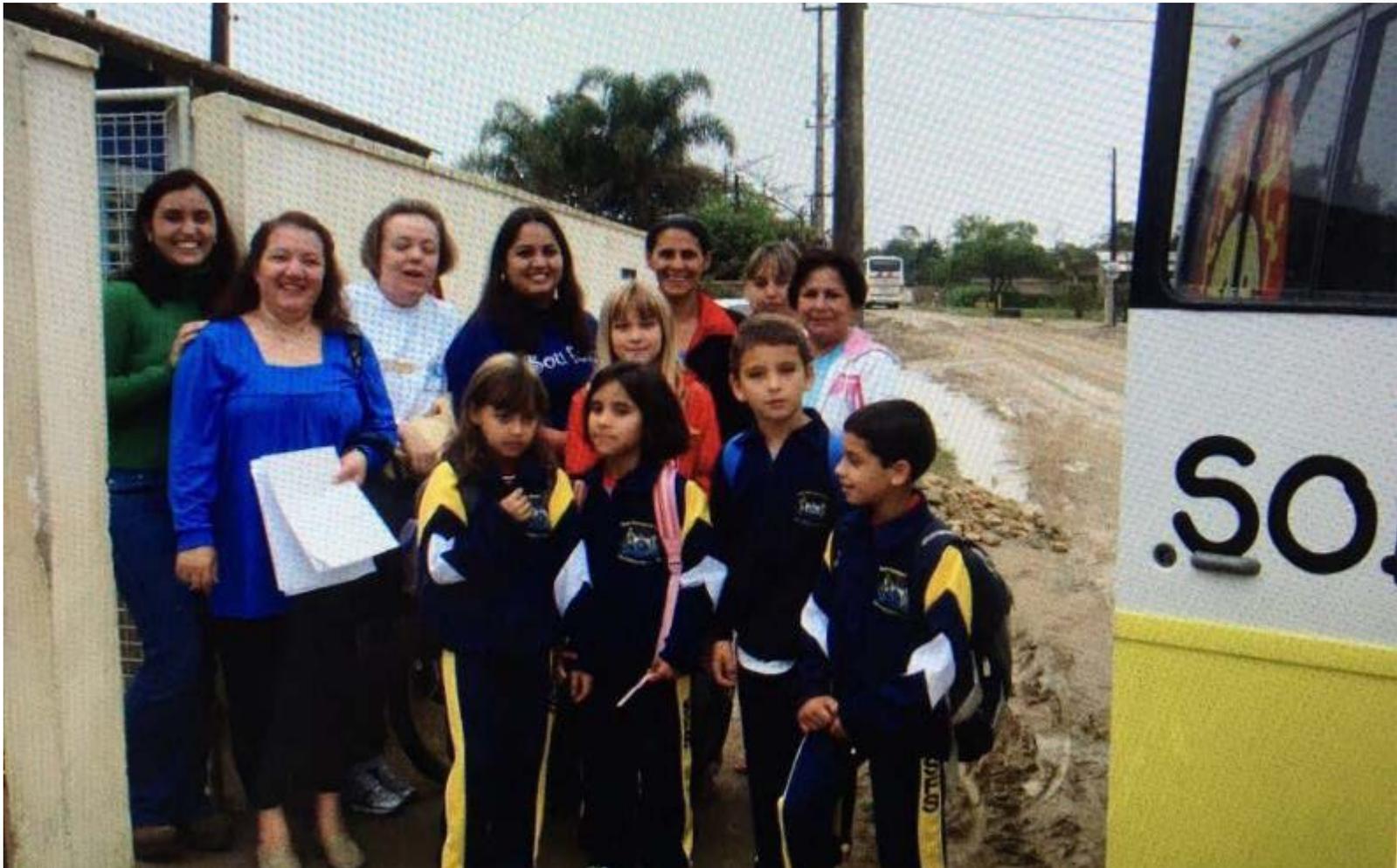
- Other productions in the area of music education and social projects in ABEM publications
- 3 examples:
  - 2015 ABEM National Conference Proceedings
    - 275 works were presented (papers, posters) and printed
    - 34 referred to music education in social projects
  - 2017 ABEM National Conference Proceedings
    - 185 papers presented
    - 21 discussed issues related to music education in social projects
  - 2017 ISME Regional Conference in Latin America Proceedings (partnership with ABEM)
    - 123 papers
    - 9 refer to social projects

# Some comments

- Further studies
  - mapping social projects and music education in other publications
  - analyzing theoretical bases, objectives, methodologies and results
- Music education in social projects
  - identification of recurrent themes
  - Identification of new topics to be approached by researchers and practitioners
  - new academic works on the music teaching and various social projects.

# Porta do Sol

a Brazilian social project



## Porta do Sol - a Brazilian social project



# Porta do Sol: a Brazilian social project



City: **São Francisco do Sul**

Since 2009

Sponsored by  
**private companies**  
and  
**individuals**

## Porta do Sol: a Brazilian social project

The main **objective** is to offer musical activities for children and young people from **underprivileged** social classes.



# Porta do Sol: a Brazilian social project

**String instruments**

**Keyboard**

**Theory**

**String orchestra**



## Porta do Sol: a Brazilian social project

- **Participants:**
- Students of **public schools**
- Ages 8-14
- **Dedication** to activities at the regular school
- **Commitment** to the music activities
  - classes, individual study, rehearsals, presentations



# Porta do Sol: a Brazilian social project

**Methodological approach: Suzuki**



**Involvement of the families**

**Thank you!**

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