

Open Forum EDI at Goldsmiths

EDIMS Network

03.02.2021

Music Department, Goldsmiths, University of London

Goldsmiths Music Department

Background

- Three degree programmes
 - BMus Music
 - BMus Popular Music
 - BMus/BSc Electronic Music, Computing and Technology
- Eleven named pathways at MMus/MA level

Goldsmiths Music Department

Initiatives

- Liberate Our Degrees
- Project: 'Decanonising and Decolonising the Music Curriculum'
- Project: "Opening The Door; Inclusive Curriculum Design And Pedagogy"
- Research Projects and Research led Teaching including the Asian Music Unit

'Liberate Our Degrees'

Background

- College initiative
- Linked to prominent discussions at Goldsmiths around race and decolonisation, but recognising intersectional experiences within the student body, gender, neurodivergence, etc
- Music Department 'Liberate Our Degree' group
- Project to update reading lists
- Focus on resources for students and access to them
- Working with other college departments: library, student support
- Student module-end assessments

'Decanonising and Decolonising the Music Curriculum'

Staff-Student Project

- GRIP: Goldsmiths Research Intern Project
- Rayen Gonzalez worked with Lauren and Caroline Kennedy and wrote a report
- Survey of:
 - Literature about decolonising the music curriculum
 - Published information about music curricula
 - Admissions Criteria
 - Student voice from Goldsmiths and elsewhere
- Application of findings to a Level 4 undergraduate module, 'Approaches to Contemporary Music'

'Decanonising and Decolonising the Music Curriculum'

Observations: decanonisation and decolonisation

- Where the staff body are not diverse, how the perspectives of Black educators can be introduced into the curriculum?
- Consideration of aesthetic systems of value and how the philosophies of and in music education may both limit what is taught and minimise its perceived importance
- Module offer and diversity of opportunities for the study of different musics
- Offer within modules regarding a diversity of topics and examples and the ways this can be supported (for example, by a quota system)
- Consideration of key terms that might indicate working towards a decolonised curriculum and the limitations of these terms (i.e. places where decolonisation may be signalled in language only)

'Decanonising and Decolonising the Music Curriculum'

Observations: access and inclusion

- Access to and use of notation in musical practice
- Access to Higher Music Education and the restrictions placed on this by admissions criteria, availability of support and scholarships, and preparatory programmes (such as foundation years and community outreach)
- Intersectionality, especially regarding race, class, and dis/ability
- Decolonisation and decanonisation in the curriculum should be an ongoing process and considered separately from—if hand-in-hand with—other Equality, Diversity and Inclusion initiatives as these do not always share the same specific language and goals

Opening the Door: Inclusive Curriculum Design and Pedagogy

- Research funded by TALIC (the Teaching And Learning Innovation Centre) at Goldsmiths
- Focus on Creative practice learning and teaching
- The study aims to document and model inclusive teaching practices across multiple creative practice teaching environments
- The needs of three groups who can be identified as marginalized will be centered initially:
 - neurodivergent students
 - first generation students (students who are the first people in their family to attend university)
 - black and minority ethnic (BAME) students.
- These groups have been noted as needing better support at university in multiple studies
- Beginning 202/21 Academic Year

Opening the Door: Inclusive Curriculum Design and Pedagogy

- Exploring inclusivity as a model of practice that encounters students as individuals, however they identify
- The study seeks to uncover through-lines in inclusive creative practice teaching design
- Outcomes:
 - a paper
 - collation of strategies to enhance inclusive teaching practices,
 - admissions
 - curriculum development and pedagogy
 - a toolkit

Research

- Other initiatives in research
 - Asian Music Unit (department research unit led by Dr Barley Norton)
 - Goldsmiths Gamelan Group, run with visiting artists from Indonesia <https://www.youtube.com/watch?v=YtMRep7eBPU>
 - Carnatic Music in Lewisham: <https://www.youtube.com/watch?v=826oL98t2kc>
 - Afghanistan Music Unit (department research unit led by Dr John Baily)
 - Digitising the Baily-Doubleday archive preserving recordings from the 1970s onwards in Afghanistan and the diaspora
 - Creating an online tutor for learning the rubab

Overview

Other department activities

- 'High Tides' roundtable on music education from RMA Annual Conference: <https://www.youtube.com/watch?v=ZBq9ihloOGw>
- Mikey Kilpatrick on the Alchemy Project: <https://www.youtube.com/watch?v=CKw6tzfPPjc>
- Dzenjuzu Mbira Ensemble run by Linos Magaya and Tim Floyd

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