

## Recontextualising Music Education at Swedish Folk High School Music Programs

For decades, Music Programs (*musiklinjer*) at Swedish Folk High Schools (SFHS) have been considered important arenas for aspiring musicians to develop musically as well as personally, and/or to prepare for application to higher music education (Nylander, 2014). Approximately 60 SFHS offer full time music education in various genres and instruments for people over 18 years of age. Being part of the SFHS system, *musiklinjer* do not have any standardized curricula meaning teachers decide syllabi locally at their respective school (Folkbildningsrådet, 2020). The aim of this PhD thesis is to contribute to knowledge on what ideals, norms and values are guiding music teachers' construction of music curricula, and how such curricula positions students at *musiklinjer*. Since *musiklinjer* have been said to play a crucial part in generating aspiring students to higher music education (Fürst & Nylander, 2020; Nylander, 2014), a further aim is also to generate knowledge on how *musiklinjer* can be positioned in a wider music educational landscape. The study is guided by Basil Bernstein's (2000) theory on the Pedagogic Device. According to this, construction of curricula can be understood as a recontextualizing principle that reorganizes knowledge outside school in order to create certain competences and social dispositions in a *pedagogic discourse*, which is said to produce certain pedagogic subjects. The research object can thus be viewed as the potentially different pedagogic discourses that are recontextualised at various *musiklinjer*. Data has been produced by conducting 18 focus groups with teachers and students respectively at 9 different SFHS. Due to covid-19, focus groups were conducted using audiovisual synchronic meetings on Zoom. A qualitative theoretical analysis has been carried out in order to distinguish pedagogic discourses operating at the schools, using the concepts *classification*, *framing*, *instructional discourse* and *regulative discourse* (Bernstein, 2000). The thesis in progress including preliminary results is to be discussed at 50% seminar in February. In an extended paper for the NNRME conference, I intend to elaborate further on specific issues arising from this seminar. I also intend to discuss and elaborate on example of analysis.

## References

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