

Vestad, Ingeborg Lunde: Children's uses of recorded music. On the constitution of musical meaning from the perspective of children's culture

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This paper reports on the findings of a recently completed Ph.D. dissertation about how and why children from 3 to 6 years of age use recorded music (CDs and Mp3 files, etc.) in their everyday lives (Vestad 2013). The design rests upon the theory of musical affordance, that is, what music offers, provides or «does» for the listener (DeNora 2000). The dissertation's research question is: Which interpretative repertoires regarding musical affordances, and subject positions for children and adults, respectively, are constituted in children's musical everyday lives? Data were generated through qualitative observations and interviews conducted in two kindergartens and nine family homes, respectively (Fangen 2004, Hammersley & Atkinson 2007, Smith 2004). Children, kindergarten staff and parents participated in the study. The data were analysed with respect to where music listening occurred, in which everyday life situations music was listened to, the children's modes of participation, and with respect to the metaphors and interpretative repertoires applied by the participants (Wetherell & Potter 1992). In this paper I will focus on how musical affordances are constituted (created and sustained) in and through children's actual usage of music. I will focus on three metaphors: How recorded music works as an «engine» for [children's] play and friendship, creating a «soundtrack» (a second metaphor) for life and for relations between people, and music's «playability». The third metaphor describes the ways in which the children are invited by the music to interact with it, for instance in role-playing activities.

References

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