



Musik oss emellan

Identitetsdimensioner i ungdomars musikaliska deltagande

av

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Akademisk avhandling

Avhandling för filosofie doktorsexamen i musikvetenskap med
musikpedagogisk inriktning,
som enligt beslut av rektor kommer att försvaras offentligt
fredagen den 28 september 2012 kl. 13.00,
Konsertsalen, Musikhögskolan, Örebro universitet

Opponent: Professor Sture Brändström
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Abstract

Annika Danielsson (2012): Musik oss emellan: Identitetsdimensioner i ungdomars musikaliska deltagande. Örebro Studies in Music Education 6, Örebro Studies in Conditions of Democracy 8, 177 pp.

This thesis considers ordinary Swedish teenagers and their everyday use of, and views on, music. The aim of the study is to analyse the relationship between identity and adolescents' use of music in their daily lives.

Theories are employed that hold identity to be a process, and that comprise the social as well as the psychological aspects of the individual (Giddens, 1991; 1997; Jenkins, 2008). Since for both Giddens and Jenkins the reflexive identity process takes place in everyday life, it is a concept that is essential to this study. The idea that people are active, not passive, in their day-to-day use of cultural products ultimately leads to Small's (1998) definition of *musicking*.

The empirical part of the study was carried out among fifteen eighth-graders (14–15 years) in two schools in two Swedish cities. An initial questionnaire provided outlines of the adolescents' musical preferences, and were followed by focus group conversations centred on six music examples. Later, interviews were carried out to chart the informants' individual relationships with music and their personal use of it. The material is analysed thematically in three chapters on music and 'them', music and 'us', and music and 'me'.

In the final chapter, a *competent musicking agency* is held to be a combination of individual and social factors. Whether these aspects can coexist boils down to the question of authenticity: much like Giddens's *competent agent*, the competent musicking agent moves between life sectors, maintaining balance between uniqueness and normality, and is therefore perceived as authentic by both herself and others. In school, pupils tend to choose music that promotes their public image. Instead of yielding to a tussle between self-image and public image, it is suggested that music education should become a free zone where the well known is looked at in new ways, and where one could get to know the unknown.

Keywords: Adolescents, daily life, everyday life, identity, music education, musicking, teenagers, use of music.

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