



“BAA, BAA, BLACK SHEEP,”  
“KIRIBANG,” AND ZIMBAS:  
GAMBIAN CHILDREN’S  
AGENCY IN MUSIC MAKING  
AT SCHOOL, AT HOME, AND  
IN THE COMMUNITY

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# Agency: Power, Control, and Authority

- Culturally Informed Music Pedagogy
- Research Purpose & Problems
- Baatiikunda, The Gambia
- Agency



# Music at School

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- Two spheres of music-making:  
classroom & playground
- Language issues

# Inside the Classrooms

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- Music as extra-curricular activity
- Differences in language
- Agency through participation level

# **On the Playground**

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- Forms of music making
- Language use
- Kiribang - the game, the controversy, the implications
- Agency through leadership, creativity, competition

# Music at Home

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- Forms of music making
- Language use
- Kiribang: Agency through choosing to play, monitoring play, knowledge of levels
- Differences between school & home
- Agency through leadership, enacting power struggles preparing for participation in adult music making

# Music in the Community

- Informal and formal events
- *Sabars* and *Zimbas*
- Parties, ceremonies, and religious observance
- Agency through choosing to participate and level of participation in some events

# Gambian Children's Agency in Music Making

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- Music is an integral part of daily life
- Participation through listening, observing, singing, dancing, clapping, playing instruments
- Agency shown through participation, attitude, decisions, use of language, adaptation of repertoire

# Implications for Teaching

- Opportunities for student leadership
- Control over repertoire and musical experiences
- Use of “their music” (playground music, popular music)
- The “I’m not looking” element
- Teaching things students will take outside

# **Implications for Research**

- Researching agency in classrooms, on playgrounds, in our own backyards
- Children as research consultants
- Giving choices to children