



# Music as a Vehicle for Community Development

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YOUTHREX SEMINAR

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# Community Music

*“Everyone has the right and ability to make, create and enjoy their own music and that active music-making should be encouraged and supported at all ages and at all levels of society”*

(CMA website, 2025)

## **Community Music is:**

Cooperative and process-centred.

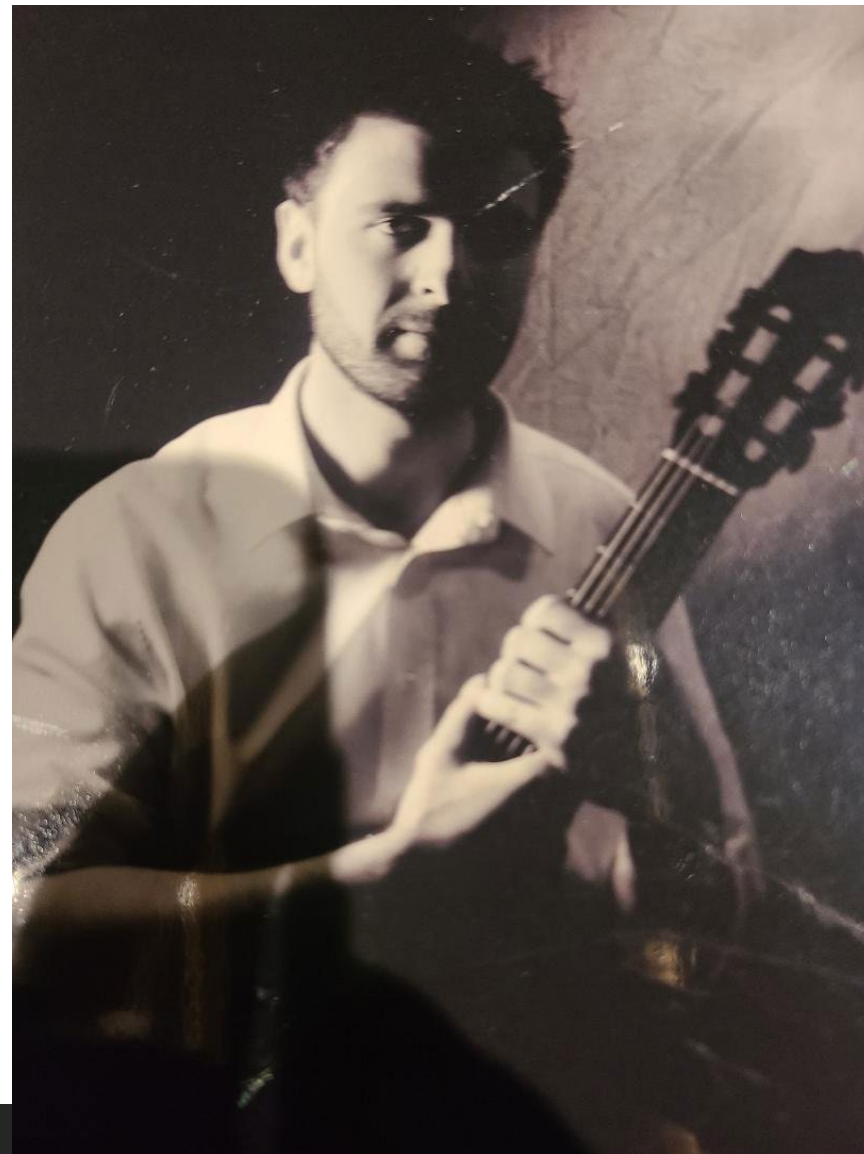
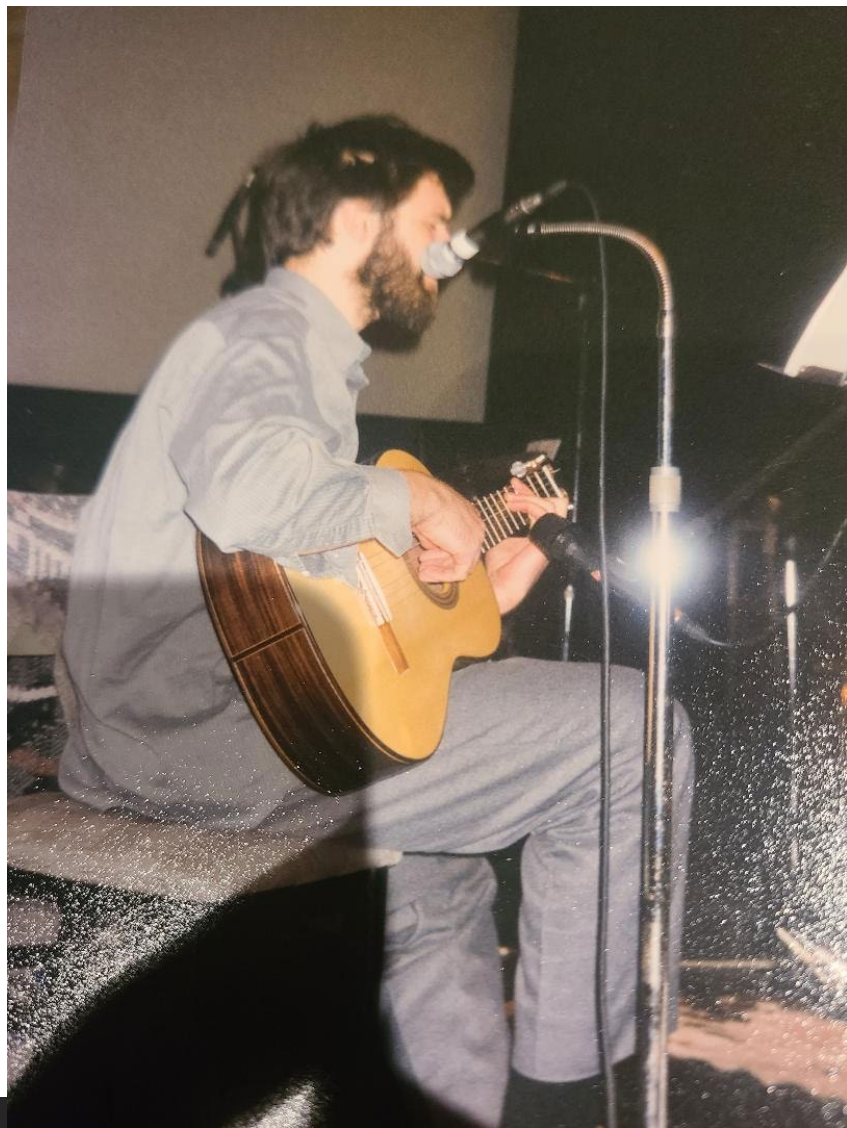
## **Community Music is not:**

Competitive, exclusionary, egocentric, and product-centred

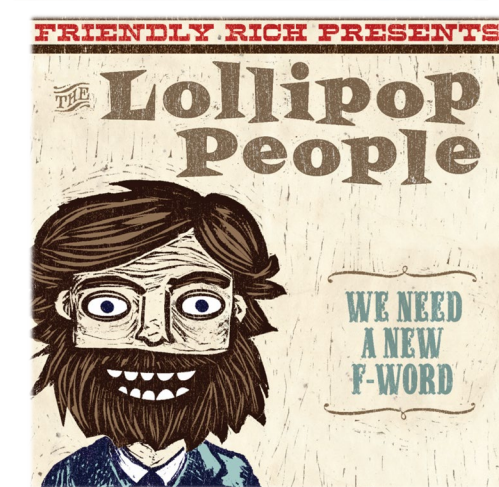
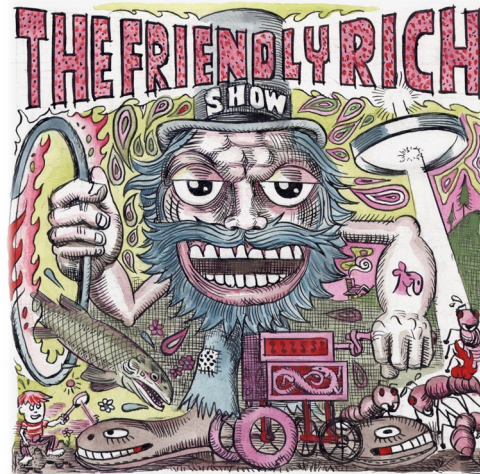
# Part 1: Keeping it Weird

- Early days
- Early influences
- Community Music projects

# Part 1: Keeping it Weird



# Part 1: Keeping it Weird – Friendly Rich



# Keeping it Weird: Tom Green Show



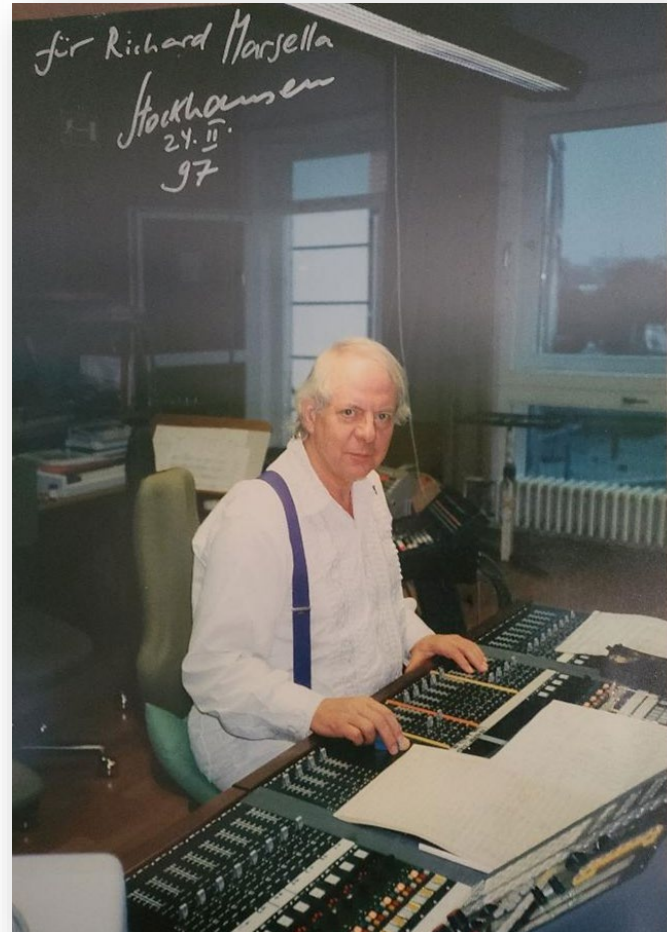
# Part 1: Keeping it Weird – Friendly Rich



# Keeping it Weird – Early Influences



Zappa



Stockhausen



Mileece

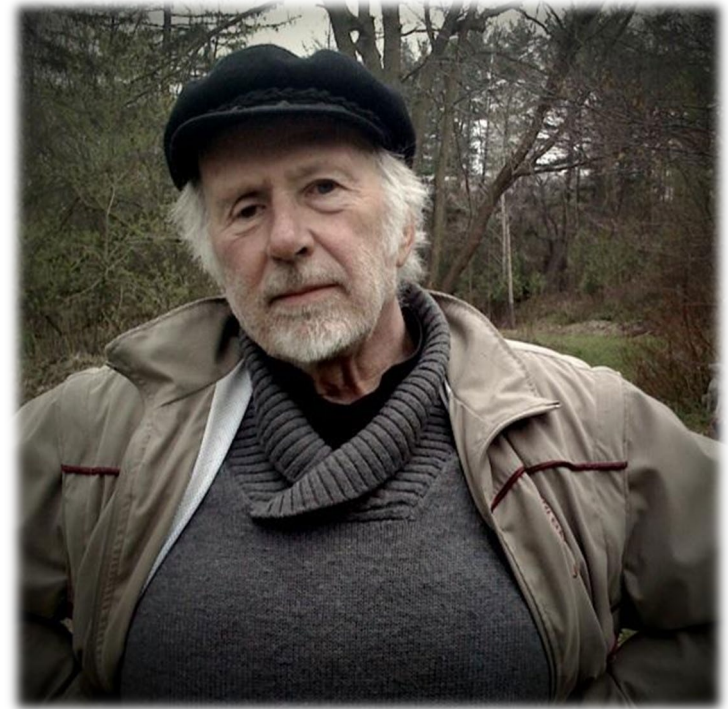
# Keeping it Weird: The Nihilist Spasm Band



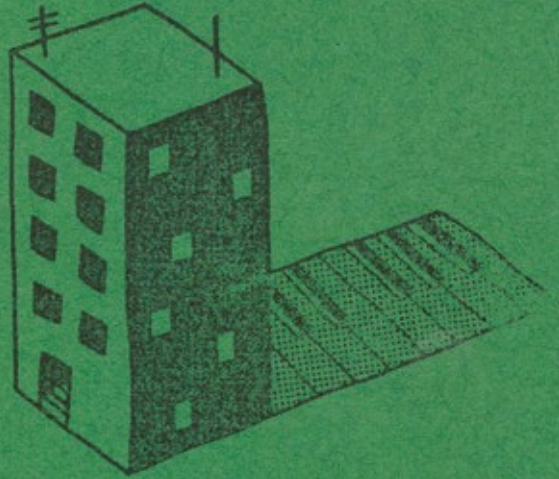
# Part 1: Einstürzende Neubauten



# Part 1: R. Murray Schafer

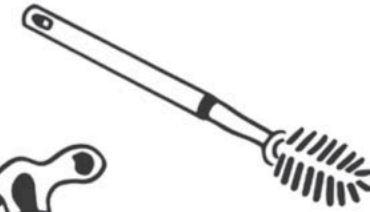
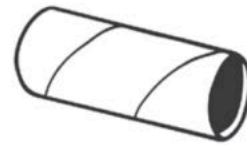
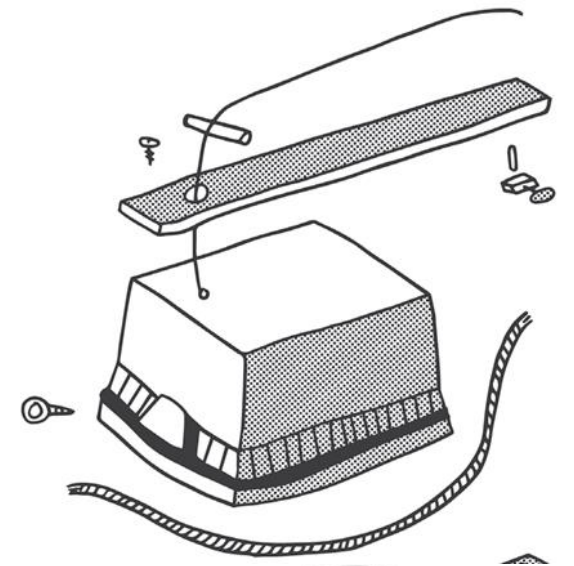


# How to Play Your World (2017)



How to Play Your World

Richard Marsella



# **Part 1:** Keeping it Weird: Parade of Noises



# Part 1: Keeping it Weird: Tintamarre



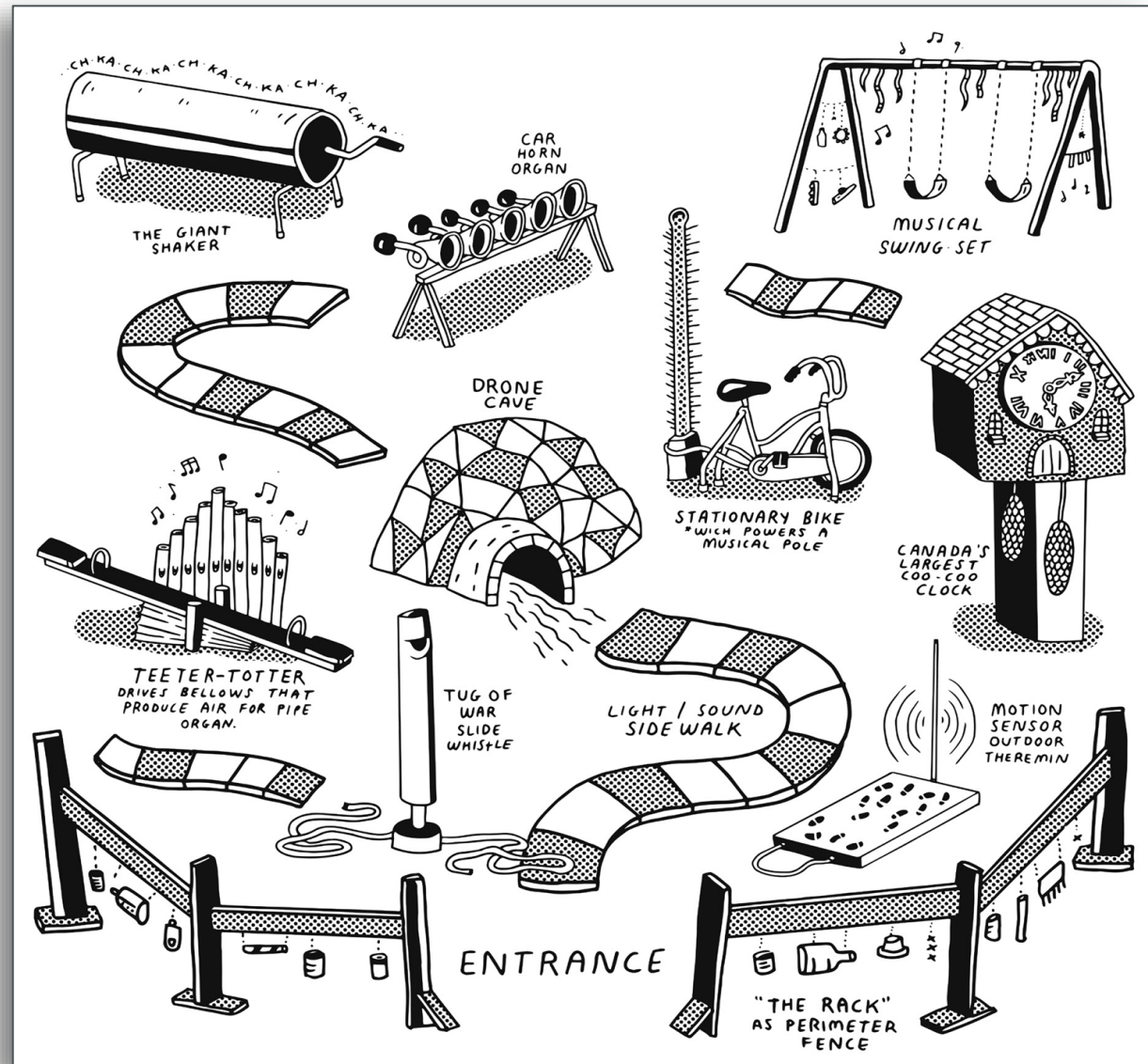
# Part 2: The Musical Playground



Music Box Village, New Orleans

# Part 2: The Musical Playground

- ▶ Why a musical playground?
- ▶ Where can a musical playground function?



# Review of the Literature

- ▶ Music
- ▶ Free Play & Music Education
- ▶ Playgrounds & Playground Learning
- ▶ Community Development



*Skrammelegepladsen i Emdrup, ARKITEKTENS månedshæfte, 1953*

# Methodology

- ▶ **Instrumental Case Study**

- ▶ **Principal Question**

How does The Music Box Village musical playground function within its community?

- ▶ **Sub-Questions**

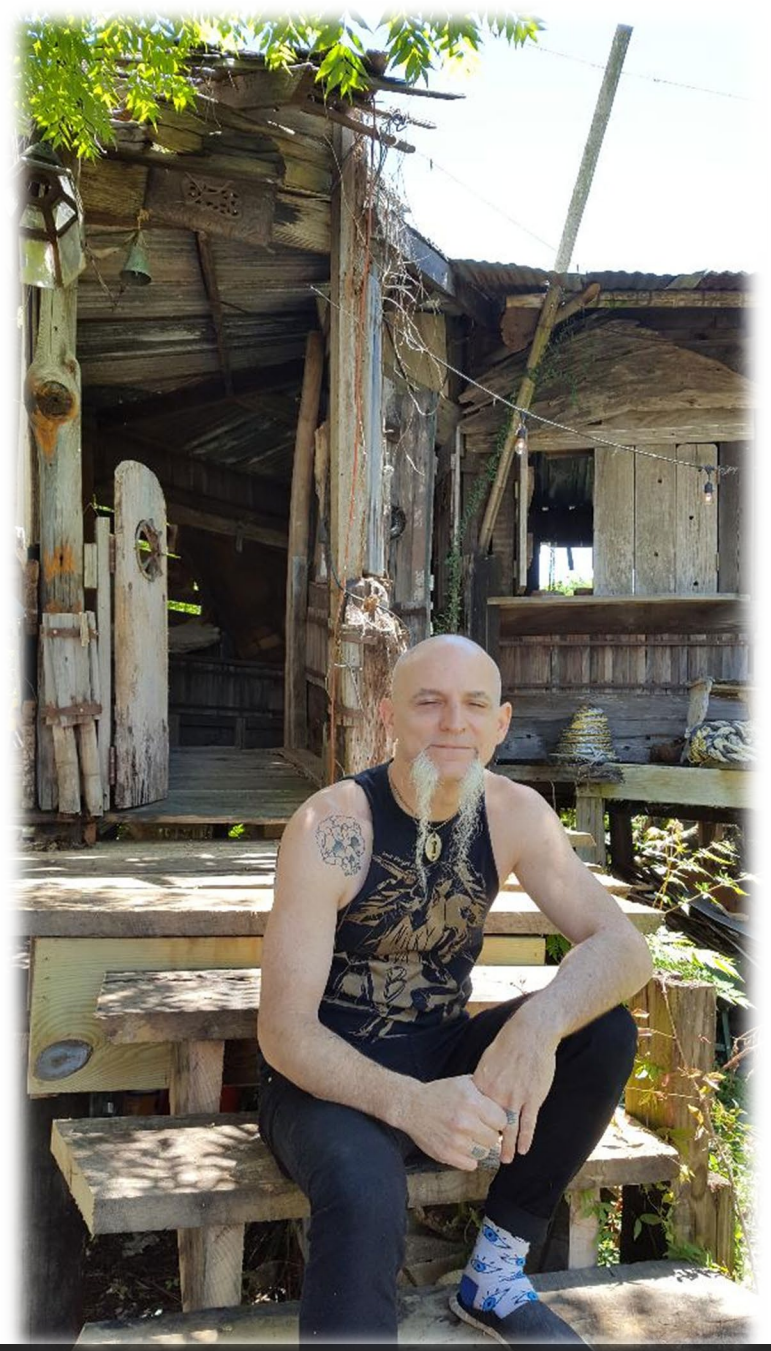
1. How does the Music Box Village function as a space for **creative expression**?
2. How does the Music Box Village function as an **educational space**?
3. How does the Music Box Village function as a vehicle for **community development**?

# Creative Expression

- How does the Music Box Village function as a space for creative expression?

## SUB-THEMES

1. The Post-Modern Aesthetic
2. The Overall Design
3. The Preservation of Experimentalism
4. The Importance of Local History
5. The Organization Itself



# Music Education

- How does the Music Box Village function as an educational space?

## **SUB-THEMES**

1. How informed the New Orleans Airlift team is
2. Order in the village: structured vs. unstructured forms
3. Free play in the village
4. The impact on the participating children

# Community Development

- ▶ How does the Music Box Village function as a vehicle for community development?

## **SUB-THEMES**

1. Community music and community development
2. Assets
3. Knowledge-sharing





# Radical Collaboration

- An Emergent Meta-Theme

## **SUB-THEMES**

1. Unobvious artistic connections
2. Trust and removal of ego
3. Risk-taking
4. An anything-goes approach

# CONCLUSION



▶ **The Space acts as:**

- ▶ Composer
- ▶ Teacher
- ▶ Conduit
- ▶ Canvas

# Implications for Future Research:



- Similar spaces
- Behavioral challenges
- Post-COVID
- Curriculum development

# PART 3:

## Community Music Schools of Toronto



# PART 3:

## Community Music Schools of Toronto



Charlotte



Mustafa

# **PART 3:** Community Music Schools of Toronto



Milena



Fatou



Julian

# PART 3:

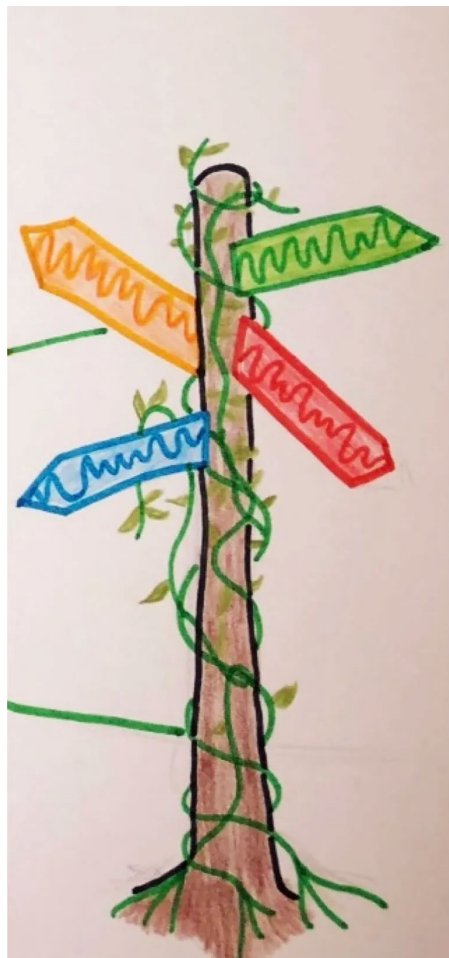
## Community Music Schools of Toronto Jane Finch site

- A new 5000 square foot site at Jane Finch
- At the York Woods library
- In partnership with the City of Toronto
- Slated to be built in the new 2 years.



# PART 3:

## Community Music Schools of Toronto



*Nurturing the  
Musicking  
Spirit*

*considerations  
for ethical and socially conscientious  
music pedagogy*

*commissioned for  
Community Music Schools of Toronto, October 2021*

*Parmela Attariwala, Ph.D.*



# PART 3:

## CMST: From Roger Waters...



# PART 3:

## CMST: ...to The Sun Ra Arkestra



# PART 3...to Taylor Swift!



# PART 3: CMST

## – Youth in Detention

- Since 2016
- In partnership with Woodgreen Youth Services
- Looking to expand provincially

### U of T, Regent Park arts program harnesses the power of music to change lives of teens in detention



Richard Marsella, executive director of the Regent Park School of Music and current U of T PhD student, hopes to inspire more youth in detention with music (photo by Romi Levine)

Published: October 5, 2017  
By Romi Levine

Adam has been practising the same drum sequence for 20 minutes. Every time he misses a beat, he takes a breath, brushes it off and begins again. It's the kind of focus and discipline that, until this point, he just hasn't had in his life.

The 18-year-old has just been released from an open custody residence run by [Turning Point Youth Services](#) – a housing facility for young men who have been involved with the youth criminal justice system.

Adam (not his real name) has been coming to the [Regent Park School of Music](#) once a week to

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Topics

City & Culture

# PART 3: Chair in Community Music

- Since 2016
- In partnership with York University
- Over 25 research studies supporting Jane Finch program



Helen Carswell Chair in  
Community Engaged  
Research in the Arts

Facilitating relationships between communities through the arts.



# PART 3: BMM Synth



# **PART 3:** Community Music Schools of Toronto



# PART 3: CMST – You're All in the Band



# Part 3: Community Music Schools of Toronto – Scalability



**lotus**  
centre  
for special music education



# Community Music Schools of Toronto

# Thanks for listening!



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