



This is a repository copy of *Fitting in and sticking out: An exploratory study of the Whiteness of the school music curriculum and its effects on Global Majority musicians.*

White Rose Research Online URL for this paper:

<https://eprints.whiterose.ac.uk/203625/>

Version: Supplemental Material

Article:

Hendry, N. (2023) Fitting in and sticking out: An exploratory study of the Whiteness of the school music curriculum and its effects on Global Majority musicians. *Journal of Popular Music Education*, 7 (1). pp. 25-45. ISSN 2397-6721

https://doi.org/10.1386/jpme_00107_1

© 2023 Intellect Ltd. The definitive, peer reviewed and edited version of this article is published in *Journal of Popular Music Education*, Volume 7, Issue 1, Mar 2023, p. 25 - 45, https://doi.org/10.1386/jpme_00107_1

Reuse

Items deposited in White Rose Research Online are protected by copyright, with all rights reserved unless indicated otherwise. They may be downloaded and/or printed for private study, or other acts as permitted by national copyright laws. The publisher or other rights holders may allow further reproduction and re-use of the full text version. This is indicated by the licence information on the White Rose Research Online record for the item.

Takedown

If you consider content in White Rose Research Online to be in breach of UK law, please notify us by emailing eprints@whiterose.ac.uk including the URL of the record and the reason for the withdrawal request.



eprints@whiterose.ac.uk
<https://eprints.whiterose.ac.uk/>

Table 2: Student participant details

Focus Group 1 or 2	Pseudonym	Gender ID	Age	Ethnicity
1	Student 1	M	13	Armenian
1	Student 2	M	14	Mixed British White and Indian
1	Student 3	M	12	Sri Lankan
1	Student 4	M	12	Black African
2	Student 5	M	14	Black African
2	Student 6	F	14	Black Caribbean
2	Student 7	F	14	Black African and Caribbean
2	Student 8	F	14	Indian
2	Student 9	F	14	Indian
2	Student 10	F	14	Black African and Caribbean