



## Informal Pedagogy and Collaborative Learning of Jazz in Primary Education

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### Abstract

This study explores the potential of jazz as a central driver of collaborative learning experiences in Primary Education, grounded in the principles of informal pedagogy. Drawing on the work of Green (2009) and authors such as Black (2023) and Goodkin (2004), musical learning is conceived as a socially situated process based on listening, imitation, improvisation, and collective music-making. From this perspective, jazz—understood as a collective, democratic, and horizontal musical practice (Renick, 2012)—provides a privileged context for fostering cooperation, peer interaction, and socio-emotional development in the classroom.

The research was conducted using a mixed-methods approach in two Spanish primary schools, involving 149 students in Years 5 and 6. The methodological design combined qualitative techniques—open-ended questionnaires, focus groups, a field diary, and participant observation—with quantitative analysis based on structured questionnaires administered before and after the project.

The findings reveal a clear preference for group music-making, with more than 90% of students in both schools expressing positive evaluations. Improvements were also observed in social cohesion, the formation of new peer relationships, and the development of coordination, active listening, and teamwork skills. Pupils highlighted enjoyment, mutual support, and peer learning as key elements of the experience.

Overall, the results suggest that jazz, when integrated through an informal pedagogical approach, constitutes a highly meaningful environment for promoting musical, social, and emotional learning in primary education.

**Keywords:** Informal Learning; Jazz; Music Education; Primary Education; Student Engagement