

# LESSONS FROM THE WORLD

A  
Cross-Cultural  
Guide to  
Music Teaching  
and Learning

PATRICIA SHEPARDSON

# Lessons From The World A Cross Cultural Guide To Music Teaching And Learning

**Lucy Green**



## **Lessons From The World A Cross Cultural Guide To Music Teaching And Learning:**

*Lessons from the World* Patricia Shehan Campbell, 1991      *The Cultural Study of Music* Martin Clayton, 2013-01-11 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company      **The New Handbook of Research on Music Teaching and Learning** Richard Colwell, Carol Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars      **The Oxford Handbook of Music Education, Volume 1** Gary E. McPherson, Graham F. Welch, 2012-07-11 Music education takes place in many contexts both formal and informal Be it in a school or music studio while making music with friends or family or even while travelling in a car walking through a shopping mall or watching television our myriad sonic experiences accumulate from the earliest months of life to foster our facility for making sense of the sound worlds in which we live The Oxford Handbook of Music Education offers a comprehensive overview of the many facets of musical experience behavior and development in relation to this diverse variety of contexts In this first of two volumes an international list of contributors discuss a range of key issues and concepts associated with music learning and teaching The volume then focuses on these processes as they take place during childhood from infancy through adolescence and primarily in the school age years Exploring how children across the globe learn and make music and the skills and attributes gained when they do so these chapters examine the means through which music educators can best meet young people's musical needs The second volume of the set brings the exploration beyond the classroom and into later life Whether they are used individually or in tandem the two volumes of The Oxford Handbook of Music Education update and redefine the discipline

and show how individuals across the world learn enjoy and share the power and uniqueness of music      Democracy and Music Education Paul Woodford,2005 Counterpoints Music and Education Estelle R Jorgensen editor      **Reader's Guide to Music** Murray Steib,2013-12-02 The Reader s Guide to Music is designed to provide a useful single volume guide to the ever increasing number of English language book length studies in music Each entry consists of a bibliography of some 3 20 titles and an essay in which these titles are evaluated by an expert in the field in light of the history of writing and scholarship on the given topic The more than 500 entries include not just writings on major composers in music history but also the genres in which they worked from early chant to rock and roll and topics important to the various disciplines of music scholarship from aesthetics to gay lesbian musicology      **The Oxford Handbook of Music Education, Volume 2** Gary McPherson,Graham Welch,2012-07-15 Music education takes place in many contexts both formal and informal Be it in a school or music studio while making music with friends or family or even while travelling in a car walking through a shopping mall or watching television our myriad sonic experiences accumulate from the earliest months of life to foster our facility for making sense of the sound worlds in which we live The Oxford Handbook of Music Education offers a comprehensive overview of the many facets of musical experience behavior and development in relation to this diverse variety of contexts While the first volume primarily focuses on children during school age years this second collects an international list of contributors to explore how music learning takes place outside of the traditional classroom environment Discussing a range of issues such as music education for the special needs population music learning in adulthood and music learning through media and technology these chapters help to broaden conceptions of music and musical involvement Whether they are used individually or in tandem the two volumes of The Oxford Handbook of Music Education update and redefine the discipline and show how individuals across the world learn enjoy and share the power and uniqueness of music      *Remembering Musical Childhoods in Vietnam* Tina A. Huynh,2024-08-06 This book offers an in depth exploration of the childhood musical experiences of Vietnamese elders providing a unique lens on the intersections between identity culture and music education Centering the stories of five Vietnamese Americans and one Vietnamese person who grew up in Vietnam between 1931 and 1975 the author considers the role that each individual s childhood musical experiences played in their life as they were impacted by war political movements and immigrant and refugee experiences The book adds a new perspective to research on the global music practices of children by exploring music transmission and repertoire in Vietnam in the context of political unrest and colonialism before and during the Vietnam War It also explores the evolution of the personal meanings and memories of music over a period of drastic change in each individual s life as five of six elders transitioned into a life in the United States This book provides both an act of cultural and musical preservation and relevant implications for music education today Situating the children s songs and games of Vietnamese culture in their original context the author invites those in the field of music education to consider how lived experiences and entrenched systems of teaching affect music

learning and identity formation The volume includes a selection of Vietnamese children s songs games chants and musicopoetic lullabies ca dao offering ways to enrich music educators world music curricula Relevant to music education ethnomusicology and Asian American studies this book provides a nuanced account of Vietnamese children s music making of the past and presents an analysis of childhood musical experiences in a wider cultural sociopolitical and historical context

**Cases on Kyosei Practice in Music Education** Gordon, Richard Keith,Akutsu, Taichi,2019-03-29 Music and arts education have a long standing orientation of seeking a practice where everyone interacts and communicates in and through artistic activities However an overspecialized and professionalized stance in arts education diminishes the spirit of playing music together and leaves little room for creativity during teaching and learning activities In order to gain a richer and deeper knowledge of music and the arts interaction and the meaning of creative and humanely kyosei interactions between and among individuals groups and institutions must be emphasized Cases on Kyosei Practice in Music Education is an essential reference source that discusses the meaning and significance of music making as a human and social practice as well as reflecting creative inquiry into practical aspects of music and arts teaching Featuring research on topics such as multicultural music community music and sociological perspectives this book is ideally designed for P 12 educators pre service and in service teachers administrators principles music instructors administrators caregivers and researchers

**Sociology for Music Teachers** Hildegard Froehlich,Gareth Smith,2017-04-21 Sociology for Music Teachers Practical Applications Second Edition outlines the basic concepts relevant to understanding music teaching and learning from a sociological perspective It demonstrates the relationship of music to education schooling and society and examines the consequences for making instructional choices in teaching methods and repertoire selection The authors look at major theories and concepts relevant to music education texts in the sociology of music and thoughts of selected ethnomusicologists and sociologists The new edition takes a more global approach than was the case in the first edition and includes the application of sociological theory to contexts beyond the classroom The Second Edition Presents major theories in ethnomusicology both traditional and contemporary Takes a global approach by presenting a variety of teaching practices beyond those found in the United States Emphasizes music education in a traditional classroom setting but also applies specific constructs to studio teaching situations in conservatories with private lessons and community music Provides recommendations for teaching practices by addressing popular music in school music curricula suggests inclusionary projects that explore musical styles and repertoire of the past and present and connects school to community music practices of varying kinds Contains an increased number of suggestions for projects and discussions among the students using the book

**Experiencing Ethnomusicology** Simone Kr?ger,2017-07-05 Simone Kr ger provides an innovative account of the transmission of ethnomusicology in European universities and explores the ways in which students experience and make sense of their musical and extra musical encounters By asking questions as to what students learn about and through world

musics musically personally culturally Kr ger argues that musical transmission as a reflector of social and cultural meaning can impact on students transformations in attitude and perspectives towards self and other In doing so the book advances current discourse on the politics of musical representation in university education as well as on ethnomusicology learning and teaching and proposes a model for ethnomusicology pedagogy that promotes in students a globally contemporary and democratically informed sense of all musics The Art of Teaching Music Estelle R. Jorgensen,2008-03-19 Opens a

conversation about the life and work of the music teacher The author regards music teaching as interrelated with the rest of lived life and her themes encompass pedagogical skills as well as matters of character disposition value personality and musicality She urges music teachers to think and act artfully **Values and Music Education** Estelle R.

Jorgensen,2021-11-09 What values should form the foundation of music education And once we decide on those values how do we ensure we are acting on them In *Values and Music Education* esteemed author Estelle R Jorgensen explores how values apply to the practice of music education We may declare values but they can be hard to see in action Jorgensen examines nine quartets of related values and offers readers a roadmap for thinking constructively and critically about the values they hold In doing so she takes a broad view of both music and education while drawing on a wide sweep of multidisciplinary literature Not only does Jorgensen demonstrate an analytical and dialectical philosophical approach to examining values but she also seeks to show how theoretical and practical issues are interconnected An important addition to the field of music education *Values and Music Education* highlights values that have been forgotten or marginalized underscores those that seem perennial and illustrates how values can be double edged swords *Excursions in World Music, Seventh Edition* Bruno Nettl,2016-08-05 *Excursions in World Music* is a comprehensive introductory textbook to world music creating a panoramic experience for students by engaging the many cultures around the globe and highlighting the sheer diversity to be experienced in the world of music At the same time the text illustrates the often profound ways through which a deeper exploration of these many different communities can reveal overlaps shared horizons and common concerns in spite of and because of this very diversity The new seventh edition introduces five brand new chapters including chapters by three new contributors on the Middle East South Asia and Korea as well as a new chapter on Latin America along with a new introduction written by Timothy Rommen General updates have been made to other chapters replacing visuals and updating charts statistics *Excursions in World Music* remains a favorite among ethnomusicologists who want students to explore the in depth knowledge and scholarship that animates regional studies of world music A companion website is available at no additional charge For instructors there is a new test bank and instructor s manual Numerous student resources are posted including streamed audio tracks for most of the listening guides interactive quizzes flashcards and an interactive map with pinpoints of interest and activities An ancillary package of a 3 CD set of audio tracks is available for separate purchase PURCHASING OPTIONS Paperback 9781138101463 Hardback 9781138688568 eBook and mp3 file

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*In Search of Music Education* Estelle Ruth Jorgensen, 1997 What is music education and what ought it to be By challenging narrow and inadequate conceptions of the field Estelle Jorgensen raises the possibility of alternative views that can dignify the teacher's task enrich and enliven the profession and validate an exciting range of additional ways in which music education can be undertaken in the contemporary world One of the most respected leaders in music education Jorgensen emphasizes world music and ethnomusicology as equal partners alongside the more conventional sounds and styles that have dominated the classroom Exemplifying sound scholarship thorough research and compelling argument *In Search of Music Education* will be especially welcome wherever teachers strive to deal with requirements for responsible music education

**The Routledge Research Companion to Popular Music Education** Gareth Smith, Zack Moir, Matt Brennan, Shara Rambarran, Phil Kirkman, 2017-01-20 Popular music is a growing presence in education formal and otherwise from primary school to postgraduate study Programmes courses and modules in popular music studies popular music performance songwriting and areas of music technology are becoming commonplace across higher education Additionally specialist pop rock jazz graded exam syllabi such as RockSchool and Trinity Rock and Pop have emerged in recent years meaning that it is now possible for school leavers in some countries to meet university entry requirements having studied only popular music In the context of teacher education classroom teachers and music specialists alike are becoming increasingly empowered to introduce popular music into their classrooms At present research in Popular Music Education lies at the fringes of the fields of music education ethnomusicology community music cultural studies and popular music studies The Routledge Research Companion to Popular Music Education is the first book length publication that brings together a diverse range of scholarship in this emerging field Perspectives include the historical sociological pedagogical musicological axiological reflexive critical philosophical and ideological

**Developing an All-School Model for Elementary Integrative Music Learning** Carol E. Reed-Jones, 2014-03 The purpose of this study was to investigate the potential for increasing informal music making in elementary school culture and create a model of such music making Precedence for this model can be found in the literature of ethnomusicology educational psychology and learning theory multicultural music education and cultural anthropology Literature from four distinct traditions and contexts of music making in integrative sociocultural contexts sub Saharan African ngoma and Community Music as manifested in New Orleans second lines old time music and dance and summer camp music making was parsed with a philosophical lens to determine and assess possible areas of intersection between these four participatory cultures and North American public school culture Each of these five areas was examined through a comprehensive review of literature to define their salient characteristics These characteristics were sorted to determine commonalities between areas and the zones of intersection became the basis

for a speculative model of integrative music learning featuring the inclusion of musical opportunities and interludes throughout the school day thus taking school music beyond the confines of the music room Instruction in music classes would still continue enhanced in this model by supplemental learning opportunities inspired by the informal learning of traditional world musics the participatory practice of New Orleans second line parades old time music and dance and summer camp music culture This model of integrative learning is also informed by current educational best practices such as child centered learning peer tutoring experiential learning and multicultural perspectives It acknowledges the diversity of traditions consulted while aiming for the unity in their seemingly disparate disciplines Five universal characteristics were uncovered in the search for areas of intersection between North American elementary school culture child culture ngoma music making and Community Music style music making in New Orleans old time music and dance and summer camp contexts a Song b play c informal learning as evidenced by oral tradition peer tutoring self learning d kinesthetic learning and e contextualized learning as evidenced in the sociocultural uses of music and situated learning This model strives for the enactment of school music as a vital and integral part of daily school culture

Excursions in World Music, Sixth Edition Bruno Nettl, Thomas Turino, Isabel Wong, Charles Capwell, Philip Bolman, Byron Dueck, Timmothy Rommen, 2015-09-25 Explore the relationship between music and society around the world This comprehensive introductory text creates a panoramic experience for beginner students by exposing them to the many musical cultures around the globe Each chapter opens with a musical encounter in which the author introduces a key musical culture Through these experiences students are introduced to key musical styles musical instruments and performance practices Students are taught how to actively listen to key musical examples through detailed listening guides The role of music in society is emphasized through chapters that focus on key world cultural groups

*Music, Informal Learning and the School* Lucy Green, 2008 The aim of this book is to present a detailed and theoretical analysis of what went on during a research and development project which introduced and evaluated new pedagogical methods in the music classroom The book looks at how things occurred why and what benefits and challenges the project seemed to offer to music education

Ethnomusicology Jennifer Post, 2004-03-01 Ethnomusicology A Research and Information Guide is an annotated bibliography of books recordings videos and websites in the field of ethnomusicology The book is divided into two parts Part One is organised by resource type in categories of greatest concern to students and scholars This includes handbooks and guides encyclopedias and dictionaries indexes and bibliographies journals media sources and archives It also offers annotated entries on the basic literature of ethnomusicological history and research Part Two provides a list of current publications in the field that are widely used by ethnomusicologists Multiply indexed this book serves as an excellent tool for librarians researchers and scholars in sorting through the massive amount of new material that has appeared in the field over the past decades



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