THE ORIGINS AND FOUNDATIONS OF MUSIC EDUCATION

INTERNATIONAL PERSPECTIVES

GORDON COX & ROBIN STEVENS

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Foundations And Frontiers Of Music Education By Kaplan

David G. Hebert, Chee-Hoo Lum

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Music Education Michael L. Mark, 2002 This work offers students a complete overview of key writings on music education from the ancient Greeks to contemporary American thought with emphasis on writings from the last 100 years Designed to complement the standard music pedagogy course the selections range from Plato's Republic through William Billing s writings on Colonial American Music Education through the 2001 advocacy for music education In five sections each part of the book is introduced by a brief essay giving an overview of the material covered and information placing it within the critical context of its day Individual articles are also prefaced with informative headnotes Sociological Thinking in Music Education Carol Frierson-Campbell, Clare Hall, Sean Robert Powell, Guillermo Rosabal-Coto, 2022-01-14 Sociological Thinking in Music Education presents new ideas about music teaching and learning as important social political economic ecological and cultural ways of being At the book s heart is the intersection between theory and practice where readers gain glimpses of intriguing social phenomena as lived through music learning and teaching The vital roles played by music and music education in various societies around the world are illustrated through pivotal intersections between music education and sociology community schooling and issues of decolonization In this book emerging as well as established scholars mobilize the links between applied sociology music education and music education in ways that intersect the scholarly and the personal These interdisciplinary vantage points fulfil the book s overarching aim to move beyond mere descriptions of what is by analyzing how social inequalities and inequities conflict and control and power can be understood in and through music teaching and learning at both individual and collective levels. The result is not only encountering new ideas regarding the social construction of music education practices in specific places but also seeing and hearing familiar ones in fresh ways Digital assets enable readers to meet the authors and the points of their inquiry via various audiovisual media including videos a documentary music film and multi lingual video pr cis for each chapter in English as well as in each author s language of origin Music Education Alexander Rosenberg, Daniel W. McShea, 2008 This book is an eye opening and mind expanding collection of important writings chosen with erudition and situating music education in the long sweep of history from Plato to the present and diverse cultures **Praxial Music Education** David J Elliot, 2009-01-06 Praxial Music Education is a collection of essays by nineteen internationally recognized scholars in music education Each essay offers critical reflections on a key topic in contemporary music education. The starting point of each essay and the unifying thread of this collection is the praxial philosophy of music education explained in Elliott's Music Matters A New Philosophy of Music Education OUP 1995 This philosophy argues for a socially and artistically grounded concept of music and music education challenging the field's traditional absolutist foundations Praxial Music Education is both a critical companion to Music Matters and an independent text on contemporary issues in music education Among the themes discussed are multicultural music education the nature of musical understanding early childhood music education the nature and teaching of music

listening music curriculum development and musical creativity Praxial music education is a living theory This unique collection will not only enrich discussions that already use Music Matters as their core but will globalize current discussions and applications of the praxial philosophy and emphasize the positive and practical values of collaborative efforts in music education Democracy and Music Education Paul Woodford, 2005 Counterpoints Music and Education Estelle R Jorgensen editor The Oxford Handbook of Music Making and Leisure Roger Mantie, Gareth Dylan Smith, 2017 The Oxford Handbook of Music Making and Leisure presents myriad ways for reconsidering and refocusing attention back on the rich exciting and emotionally charged ways in which people of all ages make time for making music Looking beyond the obvious this handbook asks readers to consider anew What might we see when we think of music making as leisure 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 Music, Leisure, Education Roger Mantie, 2022 This book explores historical and philosophical connections between music leisure and education Specifically it considers how music learning teaching and participation can be reconceptualized in terms of leisure Taking as its starting point the art of living and the ethical question of how one should live the book engages a wide range of scholarship to problematize the place of non professional music making in historical and contemporary Western conceptions of the good life and the common good Part I provides a general background on music education school music the work ethic leisure studies recreation play and conduct Part II focuses on two significant currents of thought and activity during the Progressive Era in the United States the settlement movement and the recreation

movement The examination demonstrates how societal concerns over conduct the threat of leisure and differing views on the purpose of music learning and teaching led to a fracturing between those espousing generalist and specialist positions The four chapters of Part III take readers through considerations of happiness eudaimonia and the good life issues of work life balance and the play spirit leisure satisfaction in relation to consumerism individualism and the common good and finally **Case Studies in Music Education** parenting logics in relation to extracurriculars music learning and serious leisure Frank Abrahams, Paul D. Head, 2005 This book is about making the journey as a music teacher about the critical real world problems and conflicts music teachers face that rarely seem to get any notice in college or graduate school music courses How should a music teacher balance learning and performing What is the best way to handle an angry parent What are the consequences of the grades teachers assign What are the best ways to discipline students How should teachers relate to the administrators and to other teachers What if the school is breaking copyright laws These are just a few of the issues covered in this book The emphasis here is not on the solution but on the process There are many viable approaches to nearly every obstacle but before any meaningful long term solutions can be made teachers must identify their own personal philosophy of music education and recognize those traits that are admirable in another s style. This book is one that will engage you and help you become a more effective music teacher Sociology for Music Teachers Richard Colwell, Hildegard Froehlich, 2015-07-02 For upper level undergraduate and introductory graduate and doctoral courses in music education Outlining the basic aspects constructs and concepts relevant to understanding music teaching and learning from a sociological perspective this volume introduces students to the discipline as a tool in understanding their own work The text shows how certain academics in music sociology and education have thought about the relationship of music to education schooling and society and examines the consequences of such thinking for making instructional choices in teaching methods and repertoire selection School music teaching is imbedded in two major societal traditions 1 the tradition of music making listening and responding and 2 the tradition of education as a societal mandate The first tradition holds firmly to music artistry and musicological scholarship the latter of which includes music sociology The second tradition that of education as a field of study relies mostly on pedagogical principles rooted equally in psychology and sociology Hildegard Froehlich bases the book upon the premise that a music teacher's work is equally shaped by both traditions. The more music teachers become aware of how societal structures shape their own lives as well as the lives of their students colleagues and superiors the more reality based their teaching will become Society is a composite of communities in which different social classes groups and reference groups co exist to varying degrees of compatibility due to real or perceived differences in norms and values as well as hierarchies of power Informed or intuitive choices made by an individual indicate allegiances to particular groups how those groups are structured hierarchically and where and how each individual fits into those hierarchies This is true for the music world as it is true for the world of education The Routledge Companion to Music, Mind, and Well-being

Penelope Gouk, James Kennaway, Jacomien Prins, Wiebke Thormahlen, 2018-12-07 In recent decades the relationship between music emotions health and well being has become a hot topic Scientific research and new neuro imaging technologies have provided extraordinary new insights into how music affects our brains and bodies and researchers in fields ranging from psychology and music therapy to history and sociology have turned their attention to the question of how music relates to mind body feelings and health generating a wealth of insights as well as new challenges Yet this work is often divided by discipline and methodology resulting in parallel yet separate discourses In this context The Routledge Companion to Music Mind and Well being seeks to foster truly interdisciplinary approaches to key questions about the nature of musical experience and to demonstrate the importance of the conceptual and ideological frameworks underlying research in this field Incorporating perspectives from musicology history psychology neuroscience music education philosophy sociology linguistics and music therapy this volume opens the way for a generative dialogue across both scientific and humanistic scholarship The Companion is divided into two sections The chapters in the first historical section consider the varied ways in which music the emotions well being and their interactions have been understood in the past from Antiquity to the twentieth century shedding light on the intellectual origins of debates that continue today The chapters in the second contemporary section offer a variety of current scientific perspectives on these topics and engage wider philosophical problems The Companion ends with chapters that explore the practical application of music in healthcare education and welfare drawing on work on music as a social and ecological phenomenon Contextualising contemporary scientific research on music within the history of ideas this volume provides a unique overview of what it means to study music in relation to the mind and well The Artist and Academia Helen Phelan, Graham F. Welch, 2021-03-29 The Artist and Academia explores the being relationship between artistic and academic ways of knowing Historically these have often been presented as opposites the former characterized as passionate and intuitive and the latter portrayed as systematic and rigorous Recent scholarship presents a more complex picture Artistic knowledge demands high levels of skill and rigor while academic research requires creativity and innovative thinking This edited collection brings together leading artists and scholars as well as artist scholars to offer a variety of philosophical educational experiential reflexive and imaginative perspectives on the artist and academia The contributions include in depth scholarly discussions on the nature of knowledge and creativity as well as personal artistic statements from musicians dancers actors and writers Additionally it explores both the mediational and subversive spaces created by the meeting of artistic and academic traditions While the book addresses global themes by global writers its core case study is an educational experiment called the Irish World Academy of Music and Dance at the University of Limerick in Ireland Established in 1994 it set out to reconfigure the place of the artist in the context of contemporary higher education The material is clustered into three parts Part One and Part Two explore the artist as mediator educator and subversive in academia Grounded in close to practice research Part Three concludes the volume with a set of case studies from the Irish

World Academy Artistic and academic knowledge come together in this unique set of pieces to explore the development of more inclusive and imaginative pedagogical values Musical Understanding Betty Hanley, Thomas W. Goolsby, 2002-09-15 Musical Understanding is an outcome of the Symposium on Musical Understanding held in Victoria BC on February 22 23 2001 This collection of essays is not a typical report of proceedings The book features chapters that examine musical understanding from a number of perspectives while addressing theoretical and practical considerations. The topics discussed by established teachers and teacher educators from Canada and the United States include constructivism multicultural music education impact of cognition and culture mind body dualism movement and music and listening to music **Copyright Entries. Third Series** Library of Congress. Copyright Office,1968 **MENC Handbook of Research** Methodologies Richard Colwell, 2006-02-23 Combining key selections from the classic MENC Handbook of Research on Music Teaching and Learning Schirmer 1992 and the widely acclaimed New Handbook of Research on Music Teaching and Learning Oxford 2002 the MENC Handbook of Research Methodologies presents comprehensive coverage of the most important issues in music education research in a handy and accessible format A distinguished team of internationally recognized experts offers cogent and concise insights that provide readers with up to date information and references The volume covers the most important topics in this field including the role of research in music education philosophical historical qualitative and quantitative research as well as assessment and its relationship to research Practical and affordable this volume will prove essential for students and scholars of music education It is both an excellent starting point for those looking to gain an orientation to the field and an up to date reference guide to the most effective strategies for experienced researchers instructors and pedagogues Perspectives on Music, Education, and Diversity David G. Hebert, Chee-Hoo Lum, 2025-07-26 This book is a Festschrift in celebration of Patricia Shehan Campbell's impact for more than six decades as an eminent teacher educator musician and researcher in the fields of music education and ethnomusicology Campbell's oeuvre of scholarly work is wide ranging spanning practical resources for music teachers to facilitate the teaching and learning of different musical cultures of the world to diverse perspectives on the musical cultures of children to the emblematic approach of World Music Pedagogy fleshed out in the Global Music Series with Oxford University Press the Routledge World Music Pedagogy Series and her educational work with Smithsonian Folkways Recordings alongside her extensive work with ethnomusicologists and community musicians and scholars across the world Notable scholars from the fields of music education ethnomusicology and community music including Campbell's doctoral graduates and colleagues from across recent decades are contributors in this Festschrift to reflect upon her scholarly work and critically dialogue on several topics perceptions of diversity in school music and children's musical cultures applied ethnomusicology music education and its relation with the multicultural and social justice pedagogical approaches towards cultural diversity in music and bridging communities and culture bearers Music in Society Ivo Supičić, 1987 The subject of this study has two

discipline and second an examination of certain fundamental facts that may be considered within the purview of the sociology of music itself If an analysis and study even a preliminary one of these facts is to be properly focused and fruitful we must first try to determine the subject and methods of the sociology of music its position and boundaries in respect to musicology and most especially its relation to the aesthetics of music and music history It is equally indispensable to ascertain what the sociology of music as a separate scholarly discipline embraces where its investigation leads and finally to establish its position vis a vis sociology in general From the Author's Introduction

Community Recreation Flenniken, Pat,1968

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 Music Education for Changing Times Thomas A. Regelski, J. Terry Gates, 2009-10-08 Based on topics that frame book the debate about the future of professional music education this book explores the issues that music teachers must confront in a rapidly shifting educational landscape The book aims to challenge thought and change minds It presents a star cast of internationally prominent thinkers in and beyond music education These thinkers deliberately challenge many time worn traditions in music education with regard to musicianship culture and society leadership institutions interdisciplinarity research and theory and curriculum This is the first book to confront these issues in this way This unique book has emerged from fifteen years of international dialog by The MayDay Group an organization of more than 250 music educators from over 20 countries who meet yearly to confront issues in music teaching and learning

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