

Learning to Teach Music in the Secondary School

A companion to school experience

Edited by Carolyn Cooke, Keith Evans,
Chris Philpott and Gary Spruce

3rd EDITION



Learning To Teach Music In The Secondary School

Thomas A. Regelski



Learning To Teach Music In The Secondary School:

Learning to Teach Music in the Secondary School Chris Philpott, 2001 Learning to Teach Music in the Secondary School is intended to support student teachers newly qualified teachers and more experienced music teachers in their professional development Topics covered include the place of music in the curriculum the nature of musical learning planning managing and assessing musical learning school examinations and music music outside of the curriculum One of the main premises of the book is that music needs to be taught musically with specific reference to both the nature of music itself and its metaphorical significance It is important that music itself guides what goes on in the music classroom if we are to motivate our pupils and help them to fulfil their potential as musicians This book will help student teachers to develop their subject knowledge teaching skills understanding of the wider issues and their ability to reflect on classroom practice *A Practical Guide to Teaching Music in the Secondary School* Carolyn Cooke, Chris Philpott, 2022-08-12 This updated second edition of *A Practical Guide to Teaching Music in the Secondary School* provides valuable support guidance and creative new ideas for students and practising teachers who want to develop their music teaching practice Written to accompany the successful textbook *Learning to Teach Music in the Secondary School* it explores a range of current issues developments and opportunities within music education The book supports the reader in undertaking practical enquiries across the breadth of the subject to support their critical reflection and the development of their own context relevant strategies and understandings Key themes explored include the pedagogy of singing composing improvising performing responding musical literacy music and cross curricular learning Using practical examples and reflective activities this book will help you critically examine ways in which you can place pupils at the centre of learning music It is an invaluable resource for those involved in teaching music who are seeking to develop their practical and theoretical understanding whether at a trainee or practising music teacher level **Learning to Teach Music in the Secondary School** Carolyn Cooke, Keith Evans, Chris Philpott, Gary Spruce, 2016-04-21 This 3rd edition of *Learning to Teach Music in the Secondary School* has been thoroughly revised to take account of the latest initiatives research and scholarship in the field of music education and the most recent changes to the curriculum By focusing on overarching principles it aims to develop reflective practitioners who will creatively and critically examine their own and others ideas about music education and the ways in which children learn music Providing an overview of contemporary issues in music teaching and learning from a range of perspectives the book focuses on teaching music musically and enables the reader to place music education in its historical and social context consider the nature of musical knowledge and how teachers can facilitate their students to learn musically critically analyse the frameworks within which music teachers work develop an understanding of composing performing and responding to music as well as key issues such as creativity individual needs and assessment examine aspects of music beyond the classroom and how effective links can be made between curriculum music and music outside of school Including a range of case studies

tasks and reflections to help student teachers integrate the theory and practice of music education effectively this new edition will provide invaluable support guidance and challenges for teachers at all stages of their careers as well as being a useful resource for teacher educators in a wide range of settings **Learning to Teach Music in the Secondary School**

Christopher Philpott, Gary Spruce, Senior Lecturer in Education Gary Spruce, 2005-08-12 Packed full with tasks activities and reflections to help student teachers to integrate the theory and practice of music education this book aims to develop open and reflective practitioners who will critically examine their own and others ideas about music education and the way in which children learn music *A Practical Guide to Teaching Music in the Secondary School* Chris Philpott, 2009-04-07 A

Practical Guide to Teaching Music in the Secondary School provides valuable support guidance and creative ideas for student teachers mentors and practising teachers who want to develop their music teaching Written to accompany the successful textbook *Learning to Teach Music in the Secondary School* it will help you understand important current developments and explore new possibilities for teaching and learning Focusing on teaching music musically the book explores musical learning through placing pupils at the centre of a musical experience Considering the revised KS3 curriculum and the 14 19 agenda in music it also seeks to broaden the perspectives of music teachers through engaging with collaborative practice transitions and cross curricular work Key issues explored include personalising musical learning teaching creatively and promoting creativity approaches to using ICT in the classroom musical collaboration with other adults assessment for learning in music making connections with other subjects Using practical examples and tasks this book will help you critically examine the way in which children learn music It is an invaluable resource for those involved in teaching music who are seeking to develop their practical and theoretical understanding Teaching Secondary Music Jayne Price, Jonathan Savage, 2011-10-26

Designed to support teachers in developing new strategies and pedagogies for teaching music and for teacher education students requiring a comprehensive overview of the subject *Teaching Secondary Music* provides a modern and accessible insight into the key issues in music education at secondary level Focusing on the nature of musical understanding and how to facilitate and assess musical progress the editors bring together a team of experienced music educators leading the programme of support for the new secondary curriculum Supported with practical examples case studies and resources exploring effective practice *Teaching Secondary Music* covers the key concepts and approaches which underpin good practice in secondary music education These include How music relates to other curriculum subjects Ways of implementing newer aspects of the curriculum The music industry and intellectual property rights Working with a range of musicians Using ICT as a tool for musical performance Developing musical leadership This book is essential reading for PGCE Secondary music specialists and practising music teachers Jayne Price is the Music Education Coordinator in the School of Education and Professional Development at the University of Huddersfield Jonathan Savage is a Reader in Education at the Institute of Education Manchester Metropolitan University **Issues in Music Teaching** Chris Philpott, Charles

Plummeridge,2004-08-02 Issues in Music Teaching stimulates critical reflection on a range of topics related to the teaching and learning of music in both the primary and secondary school including the place of music in the curriculum the nature of music and music education ICT and music education music education and individual needs continuity and progression in music education The book prompts the reader to be analytical and critical of theory and practice and to become an autonomous professional and curriculum developer **Aspects of Teaching Secondary Music** Gary Spruce,2003-08-27

Aspects of Teaching Secondary Music provides a practical illustration of the skills knowledge and understanding required to teach music in the secondary classroom Musical concepts and ideas are discussed and a critical examination of key issues is given This encourages the reader to engage with these thoughts and consider their views and beliefs in terms of how they will influence their potential to teach music in an inspired and effective manner **Teaching Music in the Secondary**

Schools Charles R. Hoffer,1964 **The Teaching of Instrumental Music** Richard Colwell,Michael Hewitt,2015-08-20

This book introduces music education majors to basic instrumental pedagogy for the instruments and ensembles most commonly found in the elementary and secondary curricula This text focuses on the core competencies required for teacher certification in instrumental music The first section of the book focuses on essential issues for a successful instrumental program objectives assessment and evaluation motivation administrative tasks and recruiting and scheduling including block scheduling The second section devotes a chapter to each wind instrument plus percussion and strings and includes troubleshooting checklists for each instrument The third section focuses on rehearsal techniques from the first day through high school **Teaching General Music** Thomas A. Regelski,1981 *Points of Disruption in the Music Education*

Curriculum, Volume 2 Marshall Haning,Jocelyn A. Stevens,Brian N. Weidner,2024-05-15 For decades scholars in the field of music education have recognized the need for growth and change in our approach to teaching music yet despite these calls for change the music education curriculum today remains remarkably similar to that of a century ago Points of Disruption in the Music Education Curriculum Volume 2 Individual Changes is one of two volumes that bring together applied suggestions analyses and best practices for disrupting cycles of replication in the curriculum of K 12 and collegiate music education programs in the United States and beyond considering disruption as a force for positive change Identifying specific strategies for interrupting or reimagining traditional practices the contributors provide music teachers and music educators with a variety of potential practical approaches to creating changes that foster a better musical education at all levels of the curriculum This second volume focuses on changes that can be implemented by individual educators covering topics including transcultural approaches student teacher power relations methods courses integrated music education and administrator support of teacher agency student teacher power relations and reimagining music education Bringing together 6 thought provoking chapters this book offers a diverse set of concrete strategies that will be useful to a wide range of music education stakeholders including teachers administrators and curriculum designers The Sage Handbook of School Music

Education José Luis Aróstegui, Catharina Christophersen, Jeananne Nichols, Koji Matsunobu, 2024-09-27 The Sage Handbook of School Music Education stands as an essential guide for navigating the evolving educational landscape in the wake of the 2008 financial crisis and the transformative impact of the COVID 19 pandemic The handbook addresses philosophical foundations social justice challenges the envisioning of a transformative curriculum and critical issues in music teacher education Written by a diverse team of leading scholars this handbook offers a truly global perspective with contributors from Africa Asia Australasia Europe and North and South America The handbook engages with the profound interplay of economic political and social forces that shape educational policies Scholars within this collaborative work delve into what it means to educate in a world undergoing significant changes This entails an exploration of emerging educational approaches considerations for societal implications and the interconnectedness of school music education with broader curricular and global contexts As a cohesive resource The Sage Handbook of School Music Education not only addresses the challenges faced by educators but also envisions the transformative potential of music education in fostering creativity inclusivity and adaptability This handbook serves as a compass for students practitioners and scholars in the field and all those passionate about navigating the complexities of redefining music education for a new era Part 1 Foundations Part 2 Struggling for Social Justice Through Music Education Part 3 Curriculum Development Part 4 Teacher Education Experiencing

Ethnomusicology Simone Krüger, 2017-07-05 Simone Krüger 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 Krüger 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 Routledge Companion to Teaching Music Composition in Schools**

Kirsty Devaney, Martin Fautley, Joana Grow, Annette Ziegenmeyer, 2023-08-18 The Routledge Companion to Teaching Music Composition in Schools International Perspectives offers a comprehensive overview of teaching composing from a wide range of countries around the world Addressing the current state of composition pedagogy from primary to secondary school levels and beyond the volume explores issues including different curricular and extracurricular settings cultural aspects of composing aesthetics musical creativity the role of technology and assessment With contributors from over 30 countries this volume encompasses theoretical historical empirical and practical approaches and enables comparisons across different countries and regions Chapters by experienced educators composers and researchers describe in depth the practices taking place in different international locations Interspersed with these chapters interludes by the volume editors contextualize and

problematize the teaching and learning of composing music The volume covers a range of contexts including formal and informal those where a national curriculum is mandated or where composing is a matter of choice and a range of types styles and genres of musical learning and music making Providing a wide ranging and detailed review of international approaches to incorporating music composition in teaching and learning this volume will be a useful resource for teachers music education researchers graduate and undergraduate students and all those working with children and young people in composing music

Teaching Music in Secondary Schools Gary Spruce, 2002 This series brings together a range of articles extracts from books and reports that inform an understanding of secondary schools in today's educational climate

The Routledge Companion to Creativities in Music Education Clint Randles, Pamela Burnard, 2022-12-30 Viewing the plurality of creativity in music as being of paramount importance to the field of music education The Routledge Companion to Creativities in Music Education provides a wide ranging survey of practice and research perspectives Bringing together philosophical and applied foundations this volume draws together an array of international contributors including leading and emerging scholars to illuminate the multiple forms creativity can take in the music classroom and how new insights from research can inform pedagogical approaches In over 50 chapters it addresses theory practice research change initiatives community and broadening perspectives A vital resource for music education researchers practitioners and students this volume helps advance the discourse on creativities in music education

Music Learning and Teaching in Infancy, Childhood, and Adolescence Gary McPherson, Graham Welch, 2018-04-26 Music Learning and Teaching in Infancy Childhood and Adolescence is one of five paperback books derived from the foundational two volume Oxford Handbook of Music Education Designed for music teachers students and scholars of music education as well as educational administrators and policy makers the second book in this set explores a broad array of key issues concepts and debates related to music learning and teaching in three phases of a child's development The first section provides an expanded view of infancy and early childhood embracing a key theme that most young children's early music making is improvised and used to communicate with others and the self These chapters demonstrate the importance of motherese or parentese to young children's overall development the extraordinary diversity and richness of children's early musical engagement and how this can be viewed as a resource for further learning The second section is devoted to the learning and teaching of music during the middle years of childhood when music is often a mandated part of the school curriculum While recognizing the enormous cultural and national differences chapters in this section give an overview of many varied and innovative forms of musical learning and teaching globally The authors address issues related to the types of teachers who provide music instructions to children internationally how they were educated and trained and how various nations organize their curriculum in ways that provide children with access and opportunities to engage with music in the classroom The third section focuses on the musical experiences and development of adolescents aged 12 to 18 These chapters explore the role of music in the lives of

young people including how they use and relate to music how music educators can best meet students needs and the types of musical engagement that can either empower or disempower students through involvement in school music Contributors Mayumi Adachi Randall Everett Allsup Janet R Barrett Margaret S Barrett Brydie Leigh Bartleet Lily Chen Hafteck Richard Colwell Sharon G Davis George M DeGraffenreid Steven C Dillon Magne I Espeland Martin Fautley Eve Harwood Lee Higgins Beatriz Ilari Neryl Jeanneret Chee Hoo Lum Stephen Malloch Esther Mang Kathryn Marsh Gary E McPherson Oscar Odena Chris Philpott S Alex Ruthmann Eric Shieh Gary Spruce Johannella Tafuri Sandra E Trehub Colwyn Trevarthen Kari K Veblen Graham F Welch Heidi Westerlund Jackie Wiggins Ruth Wright Susan Young

Questioning the Music Education Paradigm Lee Bartel, 2004-09-15 Twenty three contributors turn a critical lens on the dominant music education paradigm to examine how we teach what we teach for what we teach what is expected of teachers and how we teach them whom we should be teaching and the very assumptions and structures of which we base our practice *The Oxford Handbook of Music Education, Volume 1* Gary E. McPherson, Graham F. Welch, 2012-09-13 The two volumes of The Oxford Handbook of Music Education offer a comprehensive overview of the many facets of musical experience behavior and development in relation to the diverse variety of educational contexts in which they occur In these volumes an international list of contributors update and redefine the discipline through fresh and innovative principles and approaches to music learning and teaching

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