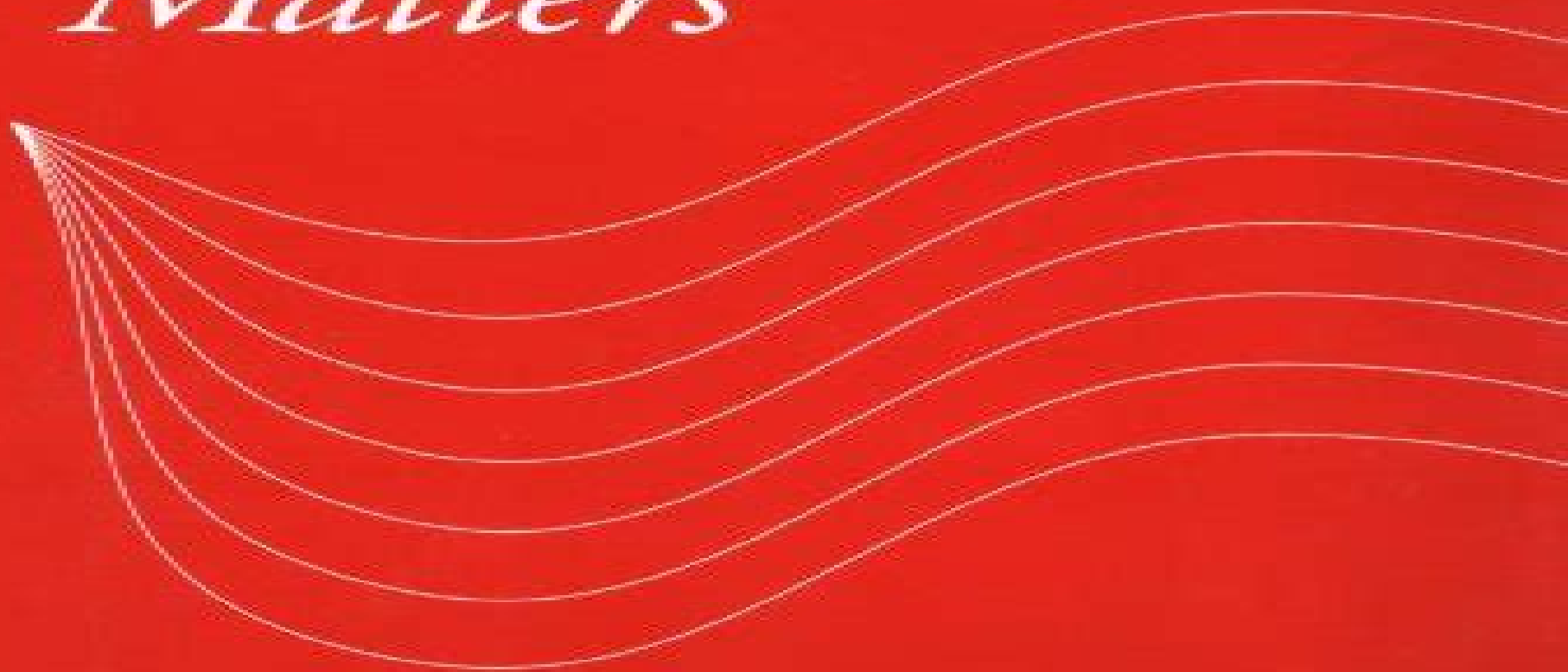


A NEW PHILOSOPHY OF MUSIC EDUCATION

Music Matters



David J. Elliott

Music Matters A New Philosophy Of Music Education

Clint Randles, Pamela Burnard



Music Matters A New Philosophy Of Music Education:

Music Matters David James Elliott, Professor of Music and Music Education David J Elliott, 1995 The author constructs a new concept of music education one designed to stimulate guide and support the efforts of pre service and practicing music teachers as they tackle the many theoretical and practical issues involved in music education He provides rigorous reflections on the why what and how of music teaching and learning that serve as catalysts for critical thinking and individual philosophy building

Music Matters David James Elliott, Marissa Silverman, 2014 Why is music significant in life and education What shall we teach How To whom Where and when The praxial philosophy espoused in *Music Matters A Philosophy of Music Education* offers an integrated sociocultural artistic participatory and ethics based concept of the natures and values of music's education musicing and listening community music musical understanding musical emotions creativity and more Embodied enactive concepts of action perception and personhood weave through the book's proposals Practical principles for curriculum and instruction emerge from the authors praxial themes

The Oxford Handbook of Philosophy in Music Education Wayne D. Bowman, Ana Lucía Frega, 2012-05-25 In *The Oxford Handbook of Philosophy in Music Education* editors Wayne D Bowman and Ana Lucia Frega have drawn together a variety of philosophical perspectives from the profession's most exciting scholars from all over the world Rather than relegating philosophical inquiry to moot questions and abstract situations the contributors to this volume address everyday concerns faced by music educators everywhere Emphasizing clarity fairness rigour and utility above all *The Oxford Handbook of Philosophy in Music Education* will challenge music educators all over the world to make their own decisions and ultimately contribute to the conversation themselves

A Concise Survey of Music Philosophy Donald A. Hodges, 2016-10-04 *A Concise Survey of Music Philosophy* helps music students choose a philosophy that will guide them throughout their careers The book is divided into three sections central issues that any music philosophy ought to consider e.g. beauty emotion and aesthetics secondly significant philosophical positions exploring what major thinkers have had to say on the subject and finally opportunities for students to consider the ramifications of these ideas for themselves Throughout the book students are encouraged to make choices that will inform a philosophy of music and music education with which they are most comfortable to align Frequently music philosophy courses are taught in such a way that the teacher as well as the textbook used promotes a particular viewpoint *A Concise Survey of Music Philosophy* presents the most current prevalent philosophies for consideration Students think through different issues and consider practical applications There are numerous musical examples each with links from the author's home website to online video performances Examples are largely from the Western classical canon but also jazz popular and world music styles In the last two chapters students apply their views to practical situations and learn the differences between philosophy and advocacy Hodges has written an excellent resource for those wanting a short but meaningful introduction to the major concepts in music philosophy Applicable to a number of courses in the music

curriculum this much needed book is both accessible and flexible containing musical examples tables and diagrams and additional readings that make it particularly useful for a student s general introduction to the topic I especially like the emphasis on the personal development of a philosophical position which makes the material especially meaningful for the student of music Peter R Webster Scholar in Residence Thornton School of Music University of Southern California USA

Musikpädagogik und Heterogenität Jürgen Vogt, Christian Rolle, 2012 **The ^AOxford Handbook of Philosophical and Qualitative Assessment in Music Education** David J. Elliott, Marissa Silverman, Gary E. McPherson, 2019-07-01 The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education offers critical perspectives on a wide range of conceptual and practical issues in music education assessment and evaluation as these apply to music education in schools and community settings *Critical Essays in Music Education* Marvelene C. Moore, 2017-07-05 This volume of essays references traditional and contemporary thought on theory and practice in music education for all age groups from the very young to the elderly The material spans a broad range of subject areas from history and philosophy to art and music and addresses issues such as curriculum pedagogy assessment and evaluation as well as current issues in technology and performance standards Written by leading researchers and educators from diverse countries and cultures this selection of previously published articles research studies and book chapters is representative of the most frequently discussed and debated topics in the profession This volume which documents the importance of lifelong learning is an indispensable reference work for specialists in the field of music education *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 *The Bloomsbury Handbook of Popular Music Education* Zack Moir, Bryan Powell, Gareth Dylan Smith, 2019-04-04 The Bloomsbury Handbook of Popular Music Education draws together current thinking and practice on popular music education

from empirical ethnographic sociological and philosophical perspectives Through a series of unique chapters from authors working at the forefront of music education this book explores the ways in which an international group of music educators each approach popular music education Chapters discuss pedagogies from across the spectrum of formal to informal learning including outside and other perspectives that provide insight into the myriad ways in which popular music education is developed and implemented The book is organized into the following sections Conceptualizing Popular Music Education Musical Creative and Professional Development Originating Popular Music Popular Music Education in Schools Identity Meaning and Value in Popular Music Education Formal Education Creativities and Assessment Contributions from academics teachers and practitioners make this an innovative and exciting volume for students teachers researchers and professors in popular music studies and music education

A Concise History of American Music Education Michael Mark, 2008-08-28 A Concise History of American Music Education covers the history of American music education from its roots in Biblical times through recent historical events and trends It describes the educational philosophical and sociological aspects of the subject always putting it in the context of the history of the United States It offers complete information on professional organizations materials techniques and personalities in music education

The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 2 Timothy Brophy, 2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music

The Child as Musician Gary McPherson, 2015 The new edition of *The Child as Musician* celebrates the richness and diversity of the many different ways in which children can engage in and interact with music It presents theory both cutting edge and classic in an accessible way for readers by surveying research concerned with the development and acquisition of musical skills

Teaching Performance: A Philosophy of Piano Pedagogy Jeffrey Swinkin, 2015-07-16 How can the studio teacher teach a lesson so as to instill refined artistic sensibilities ones often thought to elude language How can the applied lesson be a form of aesthetic education How can teaching performance be an artistic endeavor in its own right These are some of the questions *Teaching Performance* attempts to answer drawing on the author's several decades of experience as a studio teacher and music scholar The architects of absolute music Hanslick Schopenhauer and others held that it is precisely because instrumental music lacks language and thus any overt connection to the non musical world that it is able to expose essential elements of that world More particularly for these philosophers it is the density of musical structure the intricate interplay among purely musical elements that allows music to capture the essences behind appearances By analogy the author contends that the more structurally intricate and aesthetically nuanced a pedagogical system is the greater its ability to illuminate music and facilitate musical skills The author terms this phenomenon relational autonomy Eight chapters unfold a piano pedagogical system pivoting on the principle of relational autonomy In grounding piano pedagogy in the aesthetics of absolute music each domain works on the other On the one hand Romantic aesthetics

affords pedagogy a source of artistic value in its own right On the other hand pedagogy concretizes Romantic aesthetics deflating its transcendental pretensions and showing the dichotomy of absolute utilitarian to be specious

Instrumental Music Education Evan Feldman, Ari Contzius, 2020-07-26 Instrumental Music Education Teaching with the Musical and Practical in Harmony Third Edition is intended for college instrumental music education majors studying to be band and orchestra directors at the elementary middle school and high school levels This textbook presents a research based look at the topics vital to running a successful instrumental music program while balancing musical theoretical and practical approaches A central theme is the compelling parallel between language and music including sound to symbol pedagogies Understanding this connection improves the teaching of melody rhythm composition and improvisation The companion website contains over 120 pedagogy videos for wind string and percussion instruments performed by professional players and teachers over 50 rehearsal videos rhythm flashcards and two additional chapters The Rehearsal Toolkit and Job Search and Interview It also includes over 50 tracks of acoustically pure drones and demonstration exercises for use in rehearsals sectionals and lessons New to This Edition A new chapter on teaching beginning band using sound to symbol pedagogies Expanded coverage for strings and orchestra including a new chapter on teaching beginning strings A new chapter on conducting technique Expanded material on teaching students with disabilities Concert etiquette and the concert experience Expanded coverage on the science of learning including the Dunning Kruger effect and the effective use of repetition in rehearsal Techniques for improving students practice habits

Communities of Musical Practice Ailbhe Kenny, 2016-04-28 Every day people come together to make music Whether amateur or professional young or old jazz enthusiasts or rock stars what is common to all of these musical groups is the potential to create communities of musical practice CoMP Such communities are created through practices ways of engaging rules membership roles identities and learning that is both shared through collective musical endeavour and situated within certain sociocultural contexts Ailbhe Kenny investigates CoMP as a rich model for community engagement musical participation and transformation in music education This book is the first to produce a valid and reliable in depth study of music communities using a community of practice CoP framework in this case focusing on the social process of musical learning Employing case study research within Ireland three illustrations from particular sociocultural genre specific economic and geographical contexts are examined an adult amateur jazz ensemble a youth choir and an online Irish traditional music web platform Each case is analysed as a distinct community and phenomenon offering sharpened understandings of each sub culture with specific findings presented for each community

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

Mentoring Music Teachers in the Secondary School Motje Wolf, Nikki Booth, Sarah Younie, 2025-09-26 Mentoring Music Teachers in the Secondary School helps mentors of trainee and newly qualified music teachers in both developing their own mentoring skills and providing the essential guidance their beginning teachers need as they navigate the roller coaster of the first years of teaching Offering tried and tested strategies based on research and evidence this book covers the knowledge skills understanding and practical tools every mentor needs This book is a vital source of support and inspiration for mentors involved in developing the next generation of outstanding music education teachers Key topics explained include What is meant by mentoring What a mentor does Supporting specific aspects of beginning music teachers knowledge skills and understanding Moving beginning music teachers on in their professional practice Filled with key tools for the mentor's individual development this essential text offers an accessible guide to mentoring early career music education teachers with ready to use strategies that support and inspire both mentors and beginning teachers alike

Handbook of Musical Identities Raymond MacDonald, David J. Hargreaves, Dorothy Miell, 2017-03-09 Music is a tremendously powerful channel through which people develop their personal and social identities Music is used to communicate emotions thoughts political statements social relationships and physical expressions But just as language can mediate the construction and negotiation of developing identities so music can also be a means of communication through which aspects of people's identities are constructed Music can have a profound influence on our developing sense of identity our values and our beliefs be it from rock music classical music or jazz Musical identities MacDonald Hargreaves and Miell 2002 was unique in being in being one of the first books to explore this fascinating topic This new book documents the remarkable expansion and growth in the study of musical identities since the publication of the earlier work The editors identify three main features of current psychological approaches to musical identities which concern their definition development and the identification of individual differences as well as four main real life contexts in which musical identities have been investigated namely in music and musical institutions specific geographical communities education and in health and well being This conceptual framework provides the rationale for the structure of the Handbook The book is divided into seven main sections The first Sociological discursive and narrative approaches includes several general theoretical accounts of musical identities from this perspective as well as some more

specific investigations The second and third main sections deal in depth with two of the three psychological topics described above namely the development of and individual differences in musical identities The fourth fifth and sixth main sections pursue three of the real life contexts identified above namely Musical institutions and practitioners Education and Health and well being The seventh and final main section of the Handbook Case studies includes chapters which look at particular musical identities in specific times places or contexts The multidisciplinary range and breadth of the Handbook s contents reflect the rapid changes that are taking place in music in digital technology and in their role in society as a whole such that the study of musical identity is likely to proliferate even further in the future

The Oxford Handbook of Social Justice in Music Education Cathy Benedict,Patrick Schmidt,Gary Spruce,Paul Woodford,2015-10-30 Music education has historically had a tense relationship with social justice One the one hand educators concerned with music practices have long preoccupied themselves with ideas of open participation and the potentially transformative capacity that musical interaction fosters On the other hand they have often done so while promoting and privileging a particular set of musical practices traditions and forms of musical knowledge which has in turn alienated and even excluded many children from music education opportunities The Oxford Handbook of Social Justice in Music Education provides a comprehensive overview and scholarly analyses of the major themes and issues relating to social justice in musical and educational practice worldwide The first section of the handbook conceptualizes social justice while framing its pursuit within broader contexts and concerns Authors in the succeeding sections of the handbook fill out what social justice entails for music teaching and learning in the home school university and wider community as they grapple with cycles of injustice that might be perpetuated by music pedagogy The concluding section of the handbook offers specific practical examples of social justice in action through a variety of educational and social projects and pedagogical practices that will inspire and guide those wishing to confront and attempt to ameliorate musical or other inequity and injustice Consisting of 42 chapters by authors from across the globe the handbook will be of interest to anyone who wishes to better understand what social justice is and why its pursuit in and through music education matters

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

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