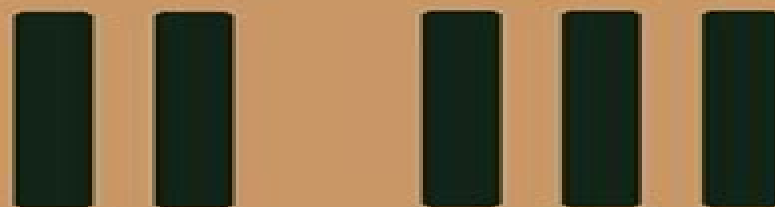


David J. Elliott • Marissa Silverman

Music Matters



A Philosophy of Music Education

Second Edition

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Music Matters A New Philosophy Of Music Education

Elizabeth Cassidy Parker



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

Praxial Music Education David J Elliot, 2005-02-03 *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

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 Oxford Handbook of Philosophy in Music Education Wayne Bowman, Ana Lucia Frega, 2012-06-01 Music education thrives on philosophical inquiry the systematic and critical examination of beliefs and assumptions Yet philosophy often considered abstract and irrelevant is often absent from the daily life of music instructors 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 Rather than relegating philosophical inquiry to moot questions and abstract situations the contributors to this volume address everyday concerns faced by music educators everywhere demonstrating that philosophy offers a way of navigating the daily professional life of music education and proving that critical inquiry improves enriches and transforms instructional practice for the better Questioning every musical practice instructional aim assumption and conviction in music education The Oxford Handbook of Philosophy in Music Education presents new and provocative approaches to the practice of teaching music Bowman and Frega go deeper than mere advocacy or a single point of view but rather conceive of philosophy as a dynamic process of debate and reflection that must constantly evolve to meet the shifting landscapes of music education In place of the definitive answers often associated with philosophical work Bowman and Frega offer a fascinating cross section of often contradictory approaches and viewpoints By bringing together essays by both established and up and coming scholars from six continents Bowman and Frega go beyond the Western monopoly of philosophical practice and acknowledge the diversity of cultures instructors and students who take part in music education This range of perspectives invites broader participation in music instruction and presents alternative answers to many of the fields most pressing questions and issues By acknowledging the inherent plurality of music educational practices the Handbook opens up the field in new and important ways Emphasizing clarify fairness rigor and utility above all The Oxford Handbook of Philosophy in Music Education challenges music educators around 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 Music, Health, and Wellbeing Raymond MacDonald, Gunter Kreutz, Laura Mitchell, 2013-05-02 Music has a universal and timeless potential to influence how we feel yet only recently have researchers begun to explore and understand the positive effects that music can have on our wellbeing This book brings together research from a number of disciplines to explore the relationship between music health and wellbeing **Scholarly Research in Music** Sang-Hie Lee, 2022-04-28 Scholarly Research in Music Shared and Disciplinary Specific Practices Second Edition offers a comprehensive and detailed guide to engaging in research in all disciplines of music This second edition continues to provide the foundational principles of research for all musicians including performers theorists composers conductors music educators and musicologists It strengthens the core pedagogical framework of the first edition by offering updated guidance on available technologies methodologies and materials Driven by the rapidly shifting research paradigms within music sixteen contributors expand the already broad scope of the book with new chapters on research in today's library neurophenomenology in music and self efficacy in music performance as well as new sections in chapters on philosophy historical research social science research and statistics Introducing research as a friendly and accessible process the book engages students in brainstorming a topic asking pertinent questions systematically collecting relevant information analyzing and synthesizing the information and designing a cohesive research plan to conduct original research Detailing the methodologies and techniques of both conventional and innovative approaches to music research Scholarly Research in Music provides an essential grounding for all kinds of music researchers *A Developing Discourse in Music Education* Keith Swanwick, 2015-08-14 In the World Library of Educationalists series international experts compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Since the publication of *A Basis for Music Education* in 1979 Keith Swanwick has continued to be a major influence on the theory and practice of music education The international appeal of his insights into the fundamentals of music and music education is recognised in invitations from more than twenty countries to give Key Note presentations conduct workshops and advise as a consultant These include such diverse places as Kazakhstan Colombia Iceland and Papua New Guinea During 1998 he was Visiting Professor University of Washington In this collection Swanwick brings together 12 of his key writings to present an overview of the development of his own work and of the field of music education The text allows the reader to consider Swanwick's approach to music education and how it is characterised by a concern for musical and to some extent wider artistic processes shaped by his experience as a teacher and performing musician in a variety of settings and also by the influences of philosophers psychologists and sociologists **The Artist and**

Academia Helen Phelan, Graham F. Welch, 2021-03-29 The Artist and Academia explores the 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

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

Sociology and Music Education

Ruth Wright, 2017-07-05 Sociology and Music Education addresses a pressing need to provide a sociological foundation for understanding music education. The music education community academic and professional has become increasingly aware of the need to locate the issues facing music educators within a broader sociological context. This is required both as a means to deeper understanding of the issues themselves and as a means to raising professional consciousness of the macro issues of power and politics by which education is often constrained. The book outlines some introductory concepts in sociology and music education and then draws together seminal theoretical insights with examples from practice with innovative applications of sociological theory to the field of music education. The editor has taken great care to select an international community of experienced researchers and practitioners as contributors who reflect current trends in the sociology of music education in Europe and the UK. The book concludes with an Afterword by Christopher Small. *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. 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. On 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. *Critical Perspectives in Canadian Music Education* Carol A. Beynon, Kari K. Veblen, 2012-09-01 Music education in Canada is a vast enterprise that encompasses teaching and learning in thousands of public and private schools community groups and colleges and universities. It involves participants from infancy to the elderly in formal and informal settings. Nevertheless as post secondary faculties of music and programs

are growing significantly academic books and materials grounded in a Canadian perspective are scarce This book attempts to fill that need by offering a collection of essays that look critically at various global issues in music education from a Canadian perspective Topics range from a discussion of the roots of music education in Canada and analysis of music education practices across the country to perspectives on popular music distance education technology gender globalization Indigenous traditions and community music in music education Foreword by composer R Murray Schafer

Expanding the Space for Improvisation Pedagogy in Music Guro Gravem Johansen, Kari Holdhus, Christina Larsson, Una MacGlone, 2019-05-31

Expanding the Space for Improvisation Pedagogy in Music is a critical research based anthology exploring improvisation in music pedagogy The book broadens the understanding of the potentials and possibilities for improvisation in a variety of music education contexts and stimulates the development of knowledge and reflection on improvisation The book critically examines the challenges cultural values aims and methods involved in improvisation pedagogy Written by international contributors representing a variety of musical genres and research methodologies it takes a transdisciplinary approach and outlines a way ahead for improvisation pedagogy and research by providing a space for the exchange of knowledge and critique This book will be of great interest to scholars researchers and postgraduate students in the fields of arts education music education improvisation music psychology musicology ethnomusicology artistic research and community music It will also appeal to music educators on all levels in the field of music education and music psychology

The Art of Teaching Music Estelle R. Jorgensen, 2024-06-06 The Art of Teaching Music takes up important aspects of the art of music teaching ranging from organization to serving as conductor to dealing with the disconnect between the ideal of university teaching and the reality in the classroom Writing for both established teachers and instructors on the rise Estelle R Jorgensen 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 reflects on musicianship and practical aspects of teaching while drawing on a broad base of theory research and personal experience Although grounded in the practical realities of music teaching Jorgensen urges music teachers to think and act artfully imaginatively hopefully and courageously toward creating a better world

Adolescents on Music Elizabeth Cassidy Parker, 2020 Many can attest to the importance of the self growth that occurs for young people through the arts and their accompanying communities of support understanding and caring Yet even professionals who work daily with adolescents and parents or guardians who raise adolescents sometimes have difficulty collectively articulating why musicking experiences are important for young people In *Adolescents on Music* author Elizabeth Cassidy Parker proves that this challenge stems from failing to ask adolescents to share their ideas richly and fully Accordingly Parker argues for deeper efforts to connect adolescent perspectives with established theories and philosophies in the social sciences and humanities Organized into three sections Who I Am My Social Self and Toward a Future Vision Parker seeks new and diverse

perspectives from the young people sharing their voices and experiences in each chapter Chapters begin with a description from adolescents in their own words of the music they make the meanings they ascribe to their music making and contributions to their development The voices highlighted in these chapters come from adolescent solo musicians autonomous and vernacular players composers school and community music makers and listeners between the ages of 12 20 By familiarizing readers with the multiplicity of adolescent music making experiences and perspectives discussing relevant theories within and outside of music and music education that support adolescent musical and personal growth promoting adolescent health and well being and greater understanding of young people and providing a common language toward advocacy for adolescent music making Adolescents on Music serves as an invaluable resource for individual and group music teachers and practitioners parents of adolescents music mentors and music education students

Giving Voice to Democracy in Music Education Lisa C. DeLorenzo, 2015-10-23 This book examines how music education presents opportunities to shape democratic awareness through political pedagogical and humanistic perspectives Focusing on democracy as a vital dimension in teaching music the essays in this volume have particular relevance to teaching music as democratic practice in both public schooling and in teacher education Although music educators have much to learn from others in the educational field the actual teaching of music involves social and political dimensions unique to the arts In addition teaching music as democratic practice demands a pedagogical foundation not often examined in the general teacher education community Essays include the teaching of the arts as a critical response to democratic participation exploring democracy in the music classroom with such issues as safe spaces sexual orientation music of the Holocaust improvisation race and technology and music teaching music teacher education as a form of social justice Engaging with current scholarship the book not only probes the philosophical nature of music and democracy but also presents ways of democratizing music curriculum and human interactions within the classroom This volume offers the collective wisdom of international scholars teachers and teacher educators and will be essential reading for those who teach music as a vital force for change and social justice in both local and global contexts

Pedagogy Development for Teaching Online Music Johnson, Carol, Lamothe, Virginia Christy, 2018-05-11 With the shift towards online education teaching and learning music has evolved to incorporate online environments However many music instructors faculty and institutions are being challenged on how to evolve their curriculum to meet these demands and successfully foster students Pedagogy Development for Teaching Online Music is a critical scholarly resource that examines the nature of teaching and learning music in the online environment at the post secondary level Featuring a broad range of topics such as online and face to face instruction instructional design and learning management system this book is geared towards educators professionals school administrators academicians researchers and students seeking current research on designing online music courses using a social constructivist framework

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Music Matters A New Philosophy Of Music Education Introduction

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the research instrument consisted of a questionnaire to measure students attitudes towards stem and multiple choice tests to assess students cognitive learning outcomes

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sugiyono 2011 90 minimalized sample of the research are 30 people in this research the researcher used the last option because amount of the the researcher use this instrument to know how far students understanding about skimming skill by giving answer in the questionnaire based on the guidance for skimming mc whorter 1992 81

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showed levels of research instrument validity arikunto 2010 211 degradation of accuracy between data which was happen on research object and capacity which can be reported by researcher sugiyono 2014 267 high and low validity of instrument showed how far data were collected didn t diverge from validity itself

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sugiyono 2012 102 state that research instrument is the tools to measure nature phenomenon and social that is observed research instrument is essentially used to get information or data about the object taken from subject of the research many kinds of instrument which can be used in a research such as test questionnaires interview

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the purpose of this study was to produce student worksheet lembar kerja peserta didik lkpd and pisa based test instruments that were valid practical effective and able to improve students mathematical representation abilities this type of research was the tessmer model development research

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