



Ideas Music Learning

SB Merriam



Ideas Music Learning:

Music Lessons for a Living Planet Daniel J. Shevock, Vincent C. Bates, 2024-08-16 This volume shows music educators how music teaching and learning can help address humanity's greatest challenge the ecological crisis It provides the essential background knowledge in ecomusicology from compositions about nature soundscape experiences activist songs to practical lesson ideas Motivated by the urgent need for increased ecological awareness and sustainable practices and the ecological aspects of music and musical aspects of ecosystems the book explores the powerful role that music educators can play in protecting and preserving the natural environment Each chapter includes a narrative and potential lesson ideas that include listening singing playing instruments moving and contextualizing with the goal of translating research in ecomusicological theory into a sustainable creative and critical music teaching practice Bridging the gap between recent scholarship and pedagogical work this book will be a valuable resource for educators P 12 classroom teachers and music specialists as well as in undergraduate music education methods courses

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

MENC Handbook of Research on Music Learning: Volume 1: Strategies Richard Colwell, Peter R. Webster, 2011-10-26 The MENC Handbook of Research on Music Learning Volume 1 Strategies brings together the best and most current research on methods for music learning focusing squarely on the professions empirical and conceptual knowledge of how students gain competence in music at various ages and in different contexts The collection of chapters written by the foremost figures active in the field takes a broad theoretical perspective on current critical areas of research including music development music listening and reading motivation and self regulated learning in music music perception and movement The books companion volume Applications builds an extensive and solid position of practice upon the frameworks and research presented here Throughout both volumes in this essential set focus is placed on the musical knowledge and musical skills needed to perform create understand reflect on enjoy value and respond to music A key point of emphasis rests on the relationship between music learning and finding meaning in music and as music technology plays an increasingly important role in learning today chapters move beyond exclusively formal classroom instruction into other forms of systematic learning and informal instruction Either individually or paired with its companion Volume 2 Applications this indispensable overview

of this growing area of inquiry will appeal to students and scholars in Music Education as well as front line music educators in the classroom Together in Harmony Diane M. Lange,2005 **MENC Handbook of Research on Music Learning** Richard Colwell,Peter R. Webster,2011-11-23 Summarizes the latest research on music learning focusing on the profession s empirical conceptual knowledge of how students gain competence in music at various ages in different contexts

Personhood and Music Learning Susan A. O'Neill,2012-11-01 Personhood and Music Learning edited by Susan O Neill is a scholarly but accessible exploration of personal action and experience across diverse music learning contexts It offers interesting and challenging insights into persons making meaning and connections with music critical for understanding choices and decisions that impact people s lives Perspectives and narratives by 25 authors from around the world focus on musicians composers and conductors music teaching and learning with children and adolescents music education research and professional practice This book aims to recast theories of personhood in relation to music learning reassert the person into multiple narratives and restore the centrality of personhood to music education theory research and practice Students and researchers internationally as well as music educators in all areas of professional practice will find in these pages thought provoking ideas with profound implications for envisioning the future of music education Music Education for Changing Times Thomas A. Regelski,J. Terry Gates,2009-10-08 Based on topics that frame 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 Knowledge and Music Education Graham J. McPhail,2022-08-05 Knowledge and Music Education A Social Realist Account explores current challenges for music education in relation to wider philosophical and political debates and seeks to find a way forward for the field by rethinking the nature and value of epistemic knowledge in the wake of postmodern critiques Focusing on secondary school music and considering changes in approaches to teaching over time this book seeks to understand the forces at play that enhance or undermine music s contribution to a socially just curriculum for all The author argues that the unique nature of disciplinary derived knowledge provides students with essential cognitive development and must be integrated with the turn to more inclusive student centred and culturally responsive teaching Connecting theoretical issues with concrete curriculum design the book considers how we can give music students the benefits of specialised subject knowledge without returning to a traditional past 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 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

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