

*A Philosophy of  
Music  
Education  
Advancing the Vision*

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*Third Edition*

*Bennett Reimer*

# A Philosophy Of Music Education Advancing The Vision 3rd Edition

**Barrett Ashley Johnson**



## **A Philosophy Of Music Education Advancing The Vision 3rd Edition:**

**A Philosophy of Music Education** Bennett Reimer, 2022-11-01 Bennett Reimer's *A Philosophy of Music Education* asserts that the nature and value of music education are determined primarily by the nature and value of music. Originally published in 1970 with the third edition originally published in 2003, this text relates findings in the field of aesthetics to their implications for the practice of music education, thus emphasizing practical applications that students and future educators can employ in their teaching and learning. It addresses an increasingly diverse world in which music is viewed not as a singular practice but as a multitude of related practices. Reimer believes that music has characteristics that make it recognizably and distinctively a practice or an art, that these characteristics can be identified to a reasonable and useful degree, but no doubt never definitively, that music is of value to humans and their communities in a variety of ways related to these characteristics, and that the primary mission of music education is to make musical values widely and deeply available. Each chapter includes case studies, Riffs, and questions for discussion, exploration, and Etudes that enhance student learning. This reprint edition includes a new introduction by Peter R. Webster that sets Reimer's work in the context of the development of music education pedagogy and illuminates why this remains an important text for today's students. An excellent introductory text for undergraduate or more advanced music education students, *A Philosophy of Music Education* remains the best single introduction to this important and growing field.

**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.

**The Oxford Handbook of Asian Philosophies in Music Education** C. Victor Fung, Leonard Tan, 2024-07-30 This volume focuses on the collective wisdom of Asian philosophies and their implications for music education. All twenty chapters are written by highly regarded philosophers and music educators steeped in various Asian traditions. These chapters will include an explanation of a prominent philosophical tradition, evidence in a contemporary music teaching and learning settings, including its inception and historical development, along with an explanation of how the philosophical tradition works in contemporary music education and suggestions for potential directions in the near and distant future. The book is organized into five sections. Section I is based on Chinese philosophical traditions which have the longest history and are some of the most influential across Asia and beyond. Chapters in Section II present a snapshot of Japanese and Korean views, beginning with the musical practices in the Joseon Period (1392-1910) that are still being practiced in South Korea today, to Western influences in 19th

century Japan A collection of philosophical traditions from South and Southeast Asia are contained in Section III ranging from the insights of King Bhumibol Adulyadej King Rama IX of Thailand an accomplished jazz musician to the Balinese notion of taksu a form of supreme energy and divine power crucial for compelling performances in the performing arts We venture into the Islamic and the Middle Eastern world in Section IV where the dance practices of the Hadhrami Arabs in the Malay Archipelago to traditional sharah music are contextualized within Islamic philosophy This section also describes the philosophical ideas of the 12th century Persian philosopher and founder of the Illuminationist Ishraq philosophy Shihab al Din al Suhrawardi arguing that his ideas have much to recommend music education as this approach requires students to listen in deeper ways absorb more abundantly and move beyond arts education to encompass the education of the whole person Section V concludes with a metaphorical view on a New Silk Road in music education in the 21st century where ideas are traded for mutual benefit and the development multicultural philosophies of music education While there are numerous publications on the philosophy of music education rooted in the Western philosophical traditions of ancient Greece the Asian philosophical voice is virtually silent outside of Asia and this volume aims to begin the long process of redressing this imbalance This volume will open readers to the richness of Asian philosophical sources and hopefully stimulate dialogues that could generate new insights and directions for further development cross pollination and application of some of the world s earliest philosophical traditions

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

*Training the Composer* Barrett Ashley Johnson, 2010-10-12 While many teachers of music composition have influenced both the aesthetic and eventual success of their students few have equaled the contributions of Arnold Schoenberg and Nadia Boulanger in the twentieth century A larger volume of a more comprehensive collection including all music composition teachers of the era would serve a certain purpose However the unique aspect of the current text examines in detail and herein presented for the first time in print many of the teaching materials and approaches of these two famed musicians Selection of these two teachers for comparison was made owing to the musical position so famously attributed to each Schoenberg s predilection to the German School Boulanger s favoritism to the French Stravinsky aesthetic In making the case for both Schoenberg and Boulanger the Author has chosen two differing philosophies of music

education practice of the late twentieth century and early twenty first century those of Bennett Reimer and David Elliott The Author examines the materials and methods of each Schoenberg and Boulanger in light of each Reimer s and Elliott s case for music education philosophy Among the subjects discussed the nature of musical creativity the process and methods of teaching creativity music and the teacher student dynamic to name a few In closing the Author has presented his own suggestions for teachers or would be teachers of music composition in a seven step process leading to an effective pedagogy of the subject The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education David James

Elliott, Marissa Silverman, Gary McPherson, 2019 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 **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 **A Philosophy of Music Education** Bennett

Reimer, 1970 **International Handbook of Research in Arts Education** Liora Bresler, 2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education While research can at times seem distant

from practice the Handbook aims to maintain connection with the lived practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme 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

## Whispering the Techniques of Language: An Psychological Journey through **A Philosophy Of Music Education Advancing The Vision 3rd Edition**

In a digitally-driven world wherever monitors reign supreme and immediate connection drowns out the subtleties of language, the profound secrets and psychological subtleties hidden within words usually go unheard. Yet, set within the pages of **A Philosophy Of Music Education Advancing The Vision 3rd Edition** a captivating fictional prize blinking with raw feelings, lies a fantastic quest waiting to be undertaken. Penned by a talented wordsmith, that enchanting opus attracts readers on an introspective journey, delicately unraveling the veiled truths and profound affect resonating within the very fabric of every word. Within the emotional depths with this poignant review, we shall embark upon a honest exploration of the book is primary styles, dissect its interesting writing fashion, and fail to the effective resonance it evokes strong within the recesses of readers hearts.

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### **Table of Contents A Philosophy Of Music Education Advancing The Vision 3rd Edition**

1. Understanding the eBook A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - The Rise of Digital Reading A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - Advantages of eBooks Over Traditional Books
2. Identifying A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - User-Friendly Interface
4. Exploring eBook Recommendations from A Philosophy Of Music Education Advancing The Vision 3rd Edition

- Personalized Recommendations
- A Philosophy Of Music Education Advancing The Vision 3rd Edition User Reviews and Ratings
- A Philosophy Of Music Education Advancing The Vision 3rd Edition and Bestseller Lists
- 5. Accessing A Philosophy Of Music Education Advancing The Vision 3rd Edition Free and Paid eBooks
  - A Philosophy Of Music Education Advancing The Vision 3rd Edition Public Domain eBooks
  - A Philosophy Of Music Education Advancing The Vision 3rd Edition eBook Subscription Services
  - A Philosophy Of Music Education Advancing The Vision 3rd Edition Budget-Friendly Options
- 6. Navigating A Philosophy Of Music Education Advancing The Vision 3rd Edition eBook Formats
  - ePub, PDF, MOBI, and More
  - A Philosophy Of Music Education Advancing The Vision 3rd Edition Compatibility with Devices
  - A Philosophy Of Music Education Advancing The Vision 3rd Edition Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - Highlighting and Note-Taking A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - Interactive Elements A Philosophy Of Music Education Advancing The Vision 3rd Edition
- 8. Staying Engaged with A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers A Philosophy Of Music Education Advancing The Vision 3rd Edition
- 9. Balancing eBooks and Physical Books A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection A Philosophy Of Music Education Advancing The Vision 3rd Edition
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - Setting Reading Goals A Philosophy Of Music Education Advancing The Vision 3rd Edition
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of A Philosophy Of Music Education Advancing The Vision 3rd Edition

- Fact-Checking eBook Content of A Philosophy Of Music Education Advancing The Vision 3rd Edition
- Distinguishing Credible Sources

### **13. Promoting Lifelong Learning**

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

### **14. Embracing eBook Trends**

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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