

A Philosophy Of Music Education Advancing The Vision 3rd Edition

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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 ("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.

Bourdieu and the Sociology of Music Education - Pamela Burnard 2016-04-15

Pierre Bourdieu has been an extraordinarily influential figure in the sociology of music. For over four decades, his concepts have helped to generate both empirical and theoretical interventions in the field of musical study. His impact on the sociology of music taste, in particular, has been profound, his ideas directly informing our understandings of how musical preferences reflect and reproduce inequalities between social classes, ethnic groups, and men and women. Bourdieu and the Sociology of Music Education draws together a group of international researchers, academics and artist-practitioners who offer a critical introduction and exploration of Pierre Bourdieu's rich generative conceptual tools for advancing sociological views of music education. By employing perspectives from Bourdieu's work on distinction and judgement and his conceptualisation of fields, habitus and capitals in relation to music education, contributing authors explore the ways in which Bourdieu's work can be applied to music education as a means of linking school (institutional habitus) and learning, and curriculum and family (class habitus). The volume includes research perspectives and studies of how Bourdieu's tools have been applied in industry and educational contexts, including the primary, secondary and higher music education sectors. The volume begins with an introduction to Bourdieu's contribution to theory and methodology and then goes on to deal in detail with illustrative substantive studies. The concluding chapter is an extended essay that reflects on, and critiques, the application of Bourdieu's work and examines the ways in which the studies contained in the volume advance understanding. The book contributes new perspectives to our understanding of Bourdieu's tools across diverse settings and practices of music education.

Teaching Music in American Society - Steven N. Kelly 2015-08-27

Successful professional music teachers must not only be knowledgeable in conducting and performing, but also be socially and culturally aware of students, issues, and events that affect their classrooms. This book provides comprehensive overview of social and cultural themes directly related to music education, teacher

training, and successful teacher characteristics. New topics in the second edition include the impact of Race to the Top, social justice, bullying, alternative schools, the influence of Common Core Standards, and the effects of teacher and school assessments. All topics and material are research-based to provide a foundation and current perspective on each issue.

Music Education for Changing Times - Thomas A. Regelski 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.

Closing of the American Mind - Allan Bloom 2008-06-30

The brilliant, controversial, bestselling critique of American culture that "hits with the approximate force and effect of electroshock therapy" (The New York Times)—now featuring a new afterword by Andrew Ferguson in a twenty-fifth anniversary edition. In 1987, eminent political philosopher Allan Bloom published *The Closing of the American Mind*, an appraisal of contemporary America that "hits with the approximate force and effect of electroshock therapy" (The New York Times) and has not only been vindicated, but has also become more urgent today. In clear, spirited prose, Bloom argues that the social and political crises of contemporary America are part of a larger intellectual crisis: the result of a dangerous narrowing of curiosity and exploration by the university elites. Now, in this twenty-fifth anniversary edition, acclaimed author and journalist Andrew Ferguson contributes a new essay that describes why Bloom's argument caused such a furor at publication and why our culture so deeply resists its truths today.

Culturally Responsive Teaching in Music Education - Vicki R. Lind 2016-02-12

Culturally Responsive Teaching in Music Education presents teaching methods that are responsive to how different culturally specific knowledge bases impact learning. It is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Designed to be a supplementary resource for teachers of undergraduate and graduate music education courses, the book provides examples in the context of music education, with theories presented in Section I and a review of teaching applications in Section II. *Culturally Responsive Teaching in Music Education* is an effort to answer the question: How can I teach music to my students in a way that is culturally responsive? This book serves several purposes, by:

- Offering theoretical/philosophical frameworks of social justice
- Providing practical examples of transferring theory into practice in music education
- Illustrating culturally responsive pedagogy within the classroom
- Demonstrating the connection of culturally responsive teaching to the school and larger community

Democracy and Education - John Dewey 1916

John Dewey's *Democracy and Education: An Introduction to the Philosophy of Education* seeks to both critique and further the educational philosophies espoused by both Rousseau and Plato. Dewey found that

Rousseau's ideas overemphasized the individual, whereas Plato's did the same with the society that the individual lived in. Dewey felt this distinction to be a false one, seeing the formation of our minds as a communal process, like Vygotsky did ...

Music Matters - David J. Elliott 2014-06-23

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 musics, 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.

Chances and Choices - Stephanie Pitts 2012-07-11

Pitts investigates the long term aims, impact and effects of music education in a school setting. Evaluating the extent to which school music provides a foundation for lifelong involvement in music, Pitts integrates empirical data with a review of historical and contemporary debates on the practices of music teaching and learning.

The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education - David J. Elliott 2019

The *Oxford Handbook of Philosophical and Qualitative Assessment in Music Education* offers global, comprehensive, and critical perspectives on a wide range of conceptual and practical issues in music education assessment, evaluation, and feedback as these apply to various forms of music education within schools and communities. The central aims of this Handbook focus on broadening and deepening readers' understandings of and critical thinking about the problems, opportunities, spaces and places, concepts, and practical strategies that music educators and community music facilitators employ, develop, and deploy to improve various aspects of music teaching and learning around the world.

A Philosophy of Music Education - Bennett Reimer 1989

Music and Music Education in People's Lives - Gary E. McPherson 2018-04-25

Music and Music Education in People's Lives 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, this first book in the set provides a framework for understanding the content and context of music education, and for future action within the profession. A broad examination of the philosophical, psychological, cultural, international, and contextual issues that underpin a wide variety of teaching environments or individual attributes is paired with 25 relevant and insightful commentaries from established scholars and music educators. Taken as a whole, *Music and Music Education in People's Lives* gives clear direction to how the discipline of music education can achieve even greater political, theoretical and professional strength. Contributors Harold F. Abeles, Nick Beach, Wayne D. Bowman, Liora Bresler, Patricia Shehan Campbell, Richard Colwell, Robert A. Cutietta, David J. Elliott, Sergio Figueiredo, Lucy Green, Wilfried Gruhn, David Hargreaves, Sarah Hennessy, Liane Hentschke, Donald A. Hodges, Christopher M. Johnson, Estelle R. Jorgensen, Andreas C. Lehmann, Richard Letts, Håkan Lundström, Raymond MacDonald, Clifford K. Madsen, Andrew J. Martin, Marie McCarthy, Katrina McFerran, Gary E. McPherson, Bradley Merrick, Dorothy Miell, Graça Mota, Bruno Nettle, Bengt Olsson, Susan A. O'Neill, Johnmarshall Reeve, Bennett Reimer, James Renwick, Huib Schippers, Wendy L. Sims, David J. Teachout, Rena Upitis, Peter R. Webster, Graham F. Welch, Paul Woodford

Wind Bands and Cultural Identity in Japanese Schools - David G. Hebert 2011-10-20

This well researched volume tells the story of music education in Japan and of the wind band contest organized by the All-Japan Band Association. Identified here for the first time as the world's largest musical competition, it attracts 14,000 bands and well over 500,000 competitors. The book's insightful contribution to our understanding of both music and education chronicles music learning in Japanese schools and communities. It examines the contest from a range of perspectives, including those of policy makers, adjudicators, conductors and young musicians. The book is an illuminating window on the world of

Japanese wind bands, a unique hybrid tradition that comingles contemporary western idioms with traditional Japanese influences. In addition to its social history of Japanese school music programs, it shows how participation in Japanese school bands contributes to students' sense of identity, and sheds new light on the process of learning to play European orchestral instruments.

Aesthetics and the Philosophy of Art - Robert Stecker 2010-02-16

Praised in its original edition for its up-to-date, rigorous presentation of current debates and for the clarity of its presentation, Robert Stecker's new edition of *Aesthetics and the Philosophy of Art* preserves the major themes and conclusions of the original, while expanding its content, providing new features, and enhancing accessibility. Stecker introduces students to the history and evolution of aesthetics, and also makes an important distinction between aesthetics and philosophy of art. While aesthetics is the study of value, philosophy of art deals with a much wider array of questions including issues in metaphysics, epistemology, the philosophy of mind, as well value theory. Described as a 'remarkably unified introduction to many contemporary debates in aesthetics and the philosophy of art,' Stecker specializes in sympathetically laying bear the play of argument that emerges as competing views on a topic engage each other. This book does not simply present a controversy in its current state of play, but instead demonstrates a philosophical mind at work helping to advance the issue toward a solution.

In Search of Music Education - Estelle Ruth Jorgensen 1997

What is music education, and what ought it to be? By challenging narrow and inadequate conceptions of the field, Estelle Jorgensen raises the possibility of alternative views that can dignify the teacher's task, enrich and enliven the profession, and validate an exciting range of additional ways in which music education can be undertaken in the contemporary world. One of the most respected leaders in music education, Jorgensen emphasizes world music and ethnomusicology as equal partners alongside the more conventional sounds and styles that have dominated the classroom. Exemplifying sound scholarship, thorough research, and compelling argument, *In Search of Music Education* will be especially welcome wherever teachers strive to deal with requirements for responsible music education.

The Oxford Handbook of Philosophy in Music Education - Wayne D. Bowman 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 clarify, fairness, rigor, 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.

Praxial Music Education - David J. Elliott 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.

Who Needs Classical Music? - Julian Johnson 2011-09-01

During the last few decades, most cultural critics have come to agree that the division between "high" and "low" art is an artificial one, that Beethoven's Ninth and "Blue Suede Shoes" are equally valuable as cultural texts. In *Who Needs Classical Music?*, Julian Johnson challenges these assumptions about the relativism of

cultural judgements. The author maintains that music is more than just "a matter of taste": while some music provides entertainment, or serves as background noise, other music claims to function as art. This book considers the value of classical music in contemporary society, arguing that it remains distinctive because it works in quite different ways to most of the other music that surrounds us. This intellectually sophisticated yet accessible book offers a new and balanced defense of the specific values of classical music in contemporary culture. *Who Needs Classical Music?* will stimulate readers to reflect on their own investment (or lack of it) in music and art of all kinds.

The Oxford Handbook of Philosophy of Education - Harvey Siegel 2009-11-12

A general introduction to key issues in the philosophy of education. The chapters are accessible to readers with no prior exposure to philosophy of education, and provide both surveys of the general domain they address, and advance the discussion in those domains.

A Brief Introduction to A Philosophy of Music and Music Education as Social Praxis - Thomas A. Regelski 2015-12-07

Music and Music Education as Social Praxis is a brief introduction to a praxial theory of music education, defined by author. It is grounded in an interdisciplinary approach, for undergraduate and graduate students in music education. Drawing upon scholarship from a range of disciplines, including philosophy and sociology, the book emphasizes and highlights thinking of music as an active social practice and offers an alternative to existing approaches to music education. This text advocates for an alternative approach to teaching music, rooted in the social practice of music, and will supplement Foundations or Methods courses in the Music Education curriculum.

Music Matters - David James 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.

The Oxford Handbook of Social Justice in Music Education - Cathy Benedict 2015-11-27

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.

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.

Philosophy, a School of Freedom - Unesco 2007

Originally published in French as "La Philosophie, une Ecole de la Liberte. Enseignement de la philosophie et apprentissage du philosophe : Etat des lieux et regards pour l'avenir." - This study is dedicated to all those who engaged themselves, with vigour and conviction, in the defence of the teaching of philosophy a

fertile guarantor of liberty and autonomy. This publication is also dedicated to the young spirits of today, bound to become the active citizens of tomorrow.

Experience And Education - John Dewey 2007-11-01

Experience and Education is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after *Democracy and Education* (Dewey's most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received. Analyzing both "traditional" and "progressive" education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeper and larger issues of education rather than in terms of some divisive "ism" about education, even such an "ism" as "progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic.

Anarchism and Education - Judith Suissa 2006-09-27

Although there have been a few historical accounts of the anarchist school movement, there has been no systematic work on the philosophical underpinnings of anarchist educational ideas - until now. *Anarchism and Education* offers a philosophical account of the neglected tradition of anarchist thought on education. Although few anarchist thinkers wrote systematically on education, this analysis is based largely on a reconstruction of the educational thought of anarchist thinkers gleaned from their various ethical, philosophical and popular writings. Primarily drawing on the work of the nineteenth century anarchist theorists such as Bakunin, Kropotkin and Proudhon, the book also covers twentieth century anarchist thinkers such as Noam Chomsky, Paul Goodman, Daniel Guerin and Colin Ward. This original work will interest philosophers of education and educationalist thinkers as well as those with a general interest in anarchism.

Patriotism and Nationalism in Music Education - Prof Dr Alexandra Kertz-Welzel 2012-11-01

Music has long served as an emblem of national identity in educational systems throughout the world. Patriotic songs are commonly considered healthy and essential ingredients of the school curriculum, nurturing the respect, loyalty and 'good citizenship' of students. But to what extent have music educators critically examined the potential benefits and costs of nationalism? Globalization in the contemporary world has revolutionized the nature of international relationships, such that patriotism may merit rethinking as an objective for music education. The fields of 'peace studies' and 'education for international understanding' may better reflect current values shared by the profession, values that often conflict with the nationalistic impulse. This is the first book to introduce an international dialogue on this important theme; nations covered include Germany, the USA, South Africa, Australia, Finland, Taiwan, Singapore and Canada.

Seeking the Significance of Music Education - Bennett Reimer 2009-06-16

Noted music educator Bennett Reimer has selected 24 of his previously published articles from a variety of professional journals spanning the past 50 years. During that time, he's tackled: -generating core values for the field of music education; -the core in larger societal and educational contexts; -what to teach and how to teach it effectively; -how we need to educate our teachers; -the role of research in our profession; and -how to improve our future status. Reimer precedes each essay with background reflections and his position, both professional and personal, on effectively addressing the issue at hand. The opening 'Letter to the Reader' presents a valuable overview based on his deeply grounded viewpoint. The entire music education profession will benefit from Reimer's perspective on past, present, and future concerns central to the functioning of music education in *Seeking the Significance of Music Education: Essays and Reflections*.

Music Education for Social Change - Juliet Hess 2019-05-22

Music Education for Social Change: Constructing an Activist Music Education develops an activist music education rooted in principles of social justice and anti-oppression. Based on the interviews of 20 activist-

musicians across the United States and Canada, the book explores the common themes, perceptions, and philosophies among them, positioning these activist-musicians as catalysts for change in music education while raising the question: amidst racism and violence targeted at people who embody difference, how can music education contribute to changing the social climate? Music has long played a role in activism and resistance. By drawing upon this rich tradition, educators can position activist music education as part of a long-term response to events, as a crucial initiative to respond to ongoing oppression, and as an opportunity for youth to develop collective, expressive, and critical thinking skills. This emergent activist music education—like activism pushing toward social change—focuses on bringing people together, expressing experiences, and identifying (and challenging) oppressions. Grounded in practice with examples integrated throughout the text, *Music Education for Social Change* is an imperative and urgent consideration of what may be possible through music and music education.

Taxation - Martin O'Neill 2018-07-19

This is the first book to give a collective treatment of philosophical issues relating to tax. The tax system is central to the operation of states and to the ways in which states interact with individual citizens. Taxes are used by states to fund the provision of public goods and public services, to engage in direct or indirect forms of redistribution, and to mould the behaviour of individual citizens. As the contributors to this volume show, there are a number of pressing and thorny philosophical issues relating to the tax system, and these issues often connect in fascinating ways with foundational questions regarding property rights, public justification, democracy, state neutrality, stability, political psychology, and other moral and political issues. Many of these deep and fascinating philosophical questions about tax have not received as much sustained attention as they clearly merit. The aim of advancing the debate about tax in political philosophy has both general and more specific aspects, ranging across both over-arching issues regarding the tax system as a whole and more specific issues relating to particular forms of tax policy. Thinking clearly about tax is not an easy task, as much that is of central importance is missed if one proceeds at too great a level of abstraction, and issues of conceptual and normative importance often only come sharply into focus when viewed against real-world questions of implementation and feasibility. Serious philosophical work on the tax system will often therefore need to be interdisciplinary, and so the discussion in this book includes a number of scholars whose expertise spans across neighbouring disciplines to philosophy, including political science, economics, public policy, and law.

The Art of Teaching Music - Estelle Ruth Jorgensen 2008

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 urges music teachers to think and act artfully.

Narratives and Reflections in Music Education - Tawnya D. Smith 2020-02-03

This volume offers chapters written by some of the most respected narrative and qualitative inquiry writers in the field of music education. The authorship and scope are international, and the chapters advance the philosophical, theoretical, and methodological bases of narrative inquiry in music education and the arts. The book contains two sections, each with a specific aim. The first is to continue and expand upon dialogue regarding narrative inquiry in music education, emphasizing how narrative involves the art of listening to and hearing others whose voices are often unheard. The chapters invite music teachers and scholars to experience and confront music education stories from multiple perspectives and worldviews, inviting an international readership to engage in critical dialogue with and about marginalized voices in music. The second section focuses on ways in which narrative might be represented beyond the printed page, such as with music, film, photography, and performative pieces. This section includes philosophical discussions about arts-based and aesthetic inquiry, as well as examples of such work.

The Arts and the Creation of Mind - Elliot W. Eisner 2002-01-01

Learning in and through the visual arts can develop complex and subtle aspects of the mind. Reviews in: *Journal of aesthetic education*. 38(2004)4(Winter. 71-98), available M05-194.

The Philosophy of Higher Education - Ronald Barnett 2021-11-25

Providing a comprehensive introduction to the philosophy of higher education this book steps nimbly through the field, leading it into new areas and advancing an imaginative ecological realism. Each chapter

takes the form of a short essay, tackling a particular topic such as values, knowledge, teaching, critical thinking and social justice. It also examines key issues including academic freedom, the digital university and the Anthropocene, and draws on classic as well as contemporary texts in the field. Composed of five parts, the book travels on a compelling journey: Part one identifies foundations of the field, distinguishing between the ideas of university and higher education, Part two examines key concepts, including research, culture, academic freedom and reason, Part three focuses on higher education as a set of educational practices and being a student, Part four is concerned with the university as an institution and includes the matters of leadership and the spirit of the university, Part five turns to the university in the world, and argues for an ecological perspective. Written in a lively and accessible style, and ideal for anyone coming to the field for the first time but also of interest to experienced scholars, this book offers sightings of new possibilities for higher education and the university.

Multicultural Perspectives in Music Education - William M. Anderson 2009-12-16

Broadly based and practically oriented, the book will help you develop curriculum for an increasingly multicultural society. The authors, a variety of music educators and ethnomusicologists, provide plans and resources to broaden your students' perspectives on music as an important aspect of culture both within the United States and globally.

Vision 2020 - Clifford Madsen 2020-10-28

The Housewright Symposium on the Future of Music Education, held at Florida State University in Tallahassee in 1999, assembled 175 music educators, industry representatives, community arts leaders, and students to speculate about what music education might look like in 2020 and the directions the field might take. Participant presentations were published in 2000 as the book *Vision 2020*, and the current reprint shares the ideas of the likes of Wiley Housewright, Clifford Madsen, Judith Jellison, and other illuminati of music teaching and learning. The contributors to this book asked leading questions about the value of music education, its place in the curriculum, and its possible futures. Many preservice music teachers in the intervening twenty years read chapters like “Why Study Music?” or “How Can All People Continue to Be Involved in Music Education?”—questions whose answers are as relevant today as they were at the end of the last century. As music education moves into a new phase with the current pandemic, the topics considered in this publication are of increasing importance to the discussion. An introduction by two successive presidents of the National Association for Music Education, Kathleen D. Sanz of Florida and Mackie V. Spradley of Texas, place this reprint edition in the context of the present day and looks at future directions of the profession.

Artistic Citizenship - David James Elliott 2016

Foundational Considerations -- Dance/Movement-based Arts -- Media & Technology -- Music -- Poetry/Storytelling -- Theater -- Visual Arts

Philosophy of Western Music - Andrew Kania 2020-04-29

This is the first comprehensive book-length introduction to the philosophy of Western music that fully integrates consideration of popular music and hybrid musical forms, especially song. Its author, Andrew Kania, begins by asking whether Bob Dylan should even have been eligible for the Nobel Prize in Literature, given that he is a musician. This motivates a discussion of music as an artistic medium, and what philosophy has to contribute to our thinking about music. Chapters 2-5 investigate the most commonly defended sources of musical value: its emotional power, its form, and specifically musical features (such as pitch, rhythm, and harmony). In chapters 6-9, Kania explores issues arising from different musical practices, particularly work-performance (with a focus on classical music), improvisation (with a focus on jazz), and recording (with a focus on rock and pop). Chapter 10 examines the intersection of music and morality. The book ends with a consideration of what, ultimately, music is. Key Features Uses popular-song examples throughout, but also discusses a range of musical traditions (notably, rock, pop, classical, and jazz) Explains both philosophical and musical terms when they are first introduced Provides publicly accessible Spotify playlists of the musical examples discussed in the book Each chapter begins with an overview and ends with questions for testing comprehension and stimulating further thought, along with suggestions for further reading

The Good Life of Teaching - Chris Higgins 2011-09-19

The Good Life of Teaching extends the recent revival of virtue ethics to professional ethics and the philosophy of teaching. It connects long-standing philosophical questions about work and human growth to questions about teacher motivation, identity, and development. Makes a significant contribution to the philosophy of teaching and also offers new insights into virtue theory and professional ethics Offers fresh and detailed readings of major figures in ethics, including Alasdair MacIntyre, Charles Taylor, and Bernard Williams and the practical philosophies of Hannah Arendt, John Dewey and Hans-Georg Gadamer Provides

illustrations to assist the reader in visualizing major points, and integrates sources such as film, literature, and teaching memoirs to exemplify arguments in an engaging and accessible way Presents a compelling vision of teaching as a reflective practice showing how this requires us to prepare teachers differently
MENC Handbook of Research on Music Learning - Richard Colwell 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.