

Critical Issues in Music Education Contemporary Theory And

This book gives beginning primary school teachers clear guidance on how to successfully teach music without recourse to specialized training.

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

Debates in Music Teaching encourages student and practising teachers to engage with contemporary issues and developments in music education. It aims to introduce a critical approach to the central concepts and practices that have influenced major interventions and initiatives in music teaching, and supports the development of new ways of looking at ideas around teaching and learning in music. Accessible and comprehensive chapters will stimulate thinking and creativity in relation to theory and practice, and will facilitate readers in reaching their own informed judgements and rationalising their position with deep theoretical knowledge and understanding. Throughout the book, international experts in the field consider key issues including: the justification for music in the school curriculum partnerships in music education and the identity of the music teacher technology and conceptions of musicianship social justice and music education the place of diverse musical genres and traditions in the music curriculum critical thinking and music education autonomy and integrity for music in cross-curricular work the politics, sociology and philosophy of music education. Debates in Music Teaching is for all student and practising teachers interested in furthering their understanding of the subject. Including carefully annotated further reading and reflective questions to help shape research and writing, this collection stimulates critical and creative thinking in relation to contemporary debates within music education.

Why policy matters : developing a policy vocabulary within music education / Patrick Schmidt -- Arts policies and their local importance : from history to practice -- Richard Colwell -- The context of education policy in the United States and the intersection with music education policy / Ross Rubenstein -- Policy and research endeavors / Katherine Zeserson, Graham Welch -- Policy and the question of assessment / Martin Fautley -- Revisiting bildung and its meaning for international music education policy / Alexandra Kertz-Welzel -- Policy and governmental action in Brazil / Sergio Figueiredo -- Music education for both the talented and the masses : the policy of assessment-based reform / Mei-Ling Lai, Yao-Ting Sung -- Curriculum as policy : state-level music curriculum creation and reform / Stephanie Horsley -- Policy and the lives of school-age children / Margaret S. Barrett -- Policy and the work of the musician/teacher in the community / David Myers -- Policy, access, and multicultural (music) education / Sidsel Karlsen -- Can music education policy save American orchestras? / Alan Fletcher -- Music and higher education / Patrick M. Jones -- K-16 music education in a democratic society / Robert A. Cutietta

Contemporary Theory and Practice

Critical Issues in Educational Leadership

Dialogues and Dialectics

The Oxford Handbook of Technology and Music Education

Intersections and Entanglements

Hispanic Education in the United States

African American Students in Urban Schools

This book represents the contributions of prominent researchers, teacher educators, policy makers, teachers, and parents on current and emerging issues facing the field of special education, and their critical thinking on how to ensure that students with disabilities receive free appropriate education in the least restrictive environment. The authors present divergent perspectives on the issues and concerns, including: (a) the emergence of more constructivistic instruction approaches that focus increasingly on higher order thinking; (b) new organization structures for administering schools; (c) standards-based reform and the use of high stakes testing for evaluating students; (d) the changing population and the increasingly diverse demographics of the students served in the public schools; (e) the onset of the information age and the increasingly visible role of technology in the schools and the workplace; (f) concerns about student discipline and violence in schools; (g) the continuing shortage of qualified and certified special education teachers, and (h) trends in higher education focused on the reform of teacher education such as changing standards for knowledge and skills, preparing teachers for changing roles as mentors, and changes in the teacher education process that may have precipitated or influenced issues in the field. For special education providers such as parents and teachers and for anyone interested in the field of special education.

"African American Students in Urban Schools offers readers a critical yet comprehensive examination of the issues affecting African American students' outcomes in urban school systems and beyond. Across disciplines including teacher education, higher education, and more, chapters use theoretical and conceptual analysis and research-based evidence to examine the unique challenges facing urban African American students and illustrate what can be done to help. This book will enable readers to better understand many of the complex and multifaceted dilemmas faced by today's urban school systems and will motivate readers to make a commitment to improve urban schools for the betterment of African American students." --Page 4 of cover.

The twenty-seven contributors to this book are professors, teachers, and students representing all parts of Canada, as well as the USA, Brazil, Norway, Finland, and South Africa. They wrestle with the meaning and practice of social justice in and through music education.

This book is a collection of leading international authors in the field of music education taking the concept of 'craft' as a starting point to deconstruct and reconstruct their understanding of the practices and theories of music education. Their insights draw from deep wells of resources located in historical, philosophical, epistemological, musicological and educational traditions that lead to rich and complex insights on the evolving field of music education. In so doing, they generate a constellation of new understandings and illustrations of what crafts can mean in this field. Historically, the idea of craft was typically associated with a skill or experience in knowing how to do or make something, or an activity of some kind that requires specific professional skills. In Old Norse, the concept for craft was *kraptr*, meaning strength and virtue, while Old English and continental use was associated with power and physical strength, as well as skill. When these definitions of 'crafts' are infused into contemporary understandings of the field of music education as a professional field, a whole new set of possible interpretations are unearthed. Such insights are not exhaustive, but rather, point the way in which this professional, diverse, inclusive and ambiguous field might continue to evolve in the 21st century.

School Reform

MasterClass in Music Education

Social Studies Teacher Education

Approaches, Issues, and Viewpoints

Constructing an Activist Music Education

Foundations of Music Education

Teachers and Music Therapists Working Together

García's educational model is such that wings are valued only upon gaining roots, that is, building upon one's Hispanic experience and language. Citing the more assimilationist theories of Richard Rodriguez and Linda Chavez as simplistic, García aims to add a little complexity to a theory of Hispanic education in the US, to favor unity along with diversity, not at diversity's expense.

A comprehensive guide to music education, ensuring a solid foundation for supporting effective learning and teaching.

In recent years there have been significant changes in education across the globe, largely as a result of changing demographics, technological developments, and increased globalization. Relatedly, the changing needs of societies and families, along with new research findings, provide new directions in early childhood education. Consequently, early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential. Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions. It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers. An awareness of pressing issues in the field of early childhood teacher education led the editors to develop this volume. The chapters in these two volumes bring together scholars from across the US and the globe who are interested in improving the quality of early childhood teacher education. The chapters present their experiences, perspectives, and lessons learned as they addressed some of the challenging issues concerning the education and preparation of future early childhood teachers. The various issues and perspectives from different states in the US or countries across the globe provide insights into current issues and dilemmas facing the field. The contributions of these scholars should inform the discourse on early childhood teacher education and help those who work with preservice teachers improve the quality of their work.

In *Creativities in Arts Education, Research and Practice: International Perspectives for the Future of Learning and Teaching*, Leon de Bruin, Pamela Burnard and Susan Davis highlight innovative arts practices and practices of enquiry that activate diverse creativities and transform learning and teaching across a variety of places, spaces and settings.

The Oxford Handbook of Philosophy in Music Education

Music, Informal Learning and the School: A New Classroom Pedagogy

Promising Practices in 21st Century Music Teacher Education

Exploring Social Justice

Volume 1 - US Perspectives

Critical Issues in Early Childhood Teacher Education

ICreativities in Arts Education, Research and Practice

The word "critical" in the title of this collection has three meanings, all of which are relevant, is "at a point of crisis". A second meaning is "expressing adverse or disapproving comments or judgments". A third is related to the verb "to critique", meaning "to analyze the merits and faults of". The authors contributing to this book pose challenging questions, from multiple perspectives, about the roles of mathematics in society and the implications for education. Traditional reasons for teaching mathematics include: preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics; training students to think logically; and because mathematics is as much part of cultural heritage as literature or music. These reasons remain valid, though open to critique, but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society, that will connect mathematics education to the lived experiences of students, their communities, and society in general, and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators. The book is organized in four sections (1) Mathematics education: For what and why? (2) Globalization and cultural diversity, (3) Mathematics, education and dilemmas faced by today's urban school systems and will motivate readers to make a commitment to improve urban schools for the betterment of African American students." --Page 4 of cover.

This collection of previously published articles, chapters and keynote traces both the theoretical contribution of Lucy Green to the emergent field of the sociology of music education, and her radical hands-on practical work in classrooms and instrumental studios. The selection contains a mixture of material, from essays that have appeared in major journals and books, to some harder-to-find publications. It spans issues from musical meaning, ideology, identity and gender in relation to music education, to changes and challenges in music curricula and pedagogy, and includes Greens highly influential work on bringing informal learning into formal music education settings. A newly-written introduction considers the relationship between theory and practice, and situates each essay in relation to some of the major influences, within and beyond the field of music education, which affected Greens own intellectual journey from the 1970s to the present day.

"Few aspects of daily existence are untouched by technology. Learning and teaching music are no exceptions and arguably have been impacted as much or more than other areas of life. Digital technologies have come to affect music learning and teaching in profound ways, influencing how we create, listen, share, consume, and interact with music--and conceptualize musical practices and the musical experience. For a discipline as entrenched in tradition as music education, this has brought forth myriad views on what does and should constitute music learning and teaching. To tease out and elucidate some of the salient problems, interests, and issues, The Oxford Handbook of Technology and Music Education critically situates technology in relation to music education from a variety of perspectives--historical, philosophical, socio-cultural, pedagogical, musical, economic, policy--organized around four broad thematic dimensions: Locations and Contexts; Social and Cultural Issues; Experiencing, Expressing, Learning and Teaching; and Competence, Credentialing, and Professional Development. Chapters from a highly diverse group of junior and senior scholars provide analyses of technology and music education through intersections of gender, theoretical perspective, geographical distribution, and relationship to the field. The Oxford Handbook of Technology and Music Education's dedication to diversity and forward-facing discussion promotes contrasting perspectives and conversational voices rather than reinforce traditional narratives and prevailing discourses."-- 8c Book jacket.

Preface. Introduction: Why Study Foundations of Music Education? 1. History of Music Education. 2. Philosophical Foundations of Music Education. 3. The Musical and Aesthetic Foundations of Music Education. 4. The Role and Purpose of Music in American Education. 5. Sociological Foundations of Music Education. 6. Social Psychological Foundations of Music Education. 7. Psychological Foundations of Music Education. 8. Application of Psychology to Music Teaching. 9. Curriculum. 10. Assessing Musical Behaviors. 11. Research and Music Education. 12. Teacher Education and Future Directions. Index.

Creative and Critical Projects in Classroom Music

Leadership and Musician Development in Higher Music Education

Foundations and Principles

Critical Issues in Music Education

Selected Essays

Teaching and Digital Technologies

Access, Diversity, and Accountability

Designed to assist music educators at all levels in understanding and implementing multicultural education, Music, Education, and Multiculturalism provides suggestions for curricular development, offers teaching strategies, and provides practical applications including materials and methodologies.

Over the past decade, the world has experienced a major economic collapse, the increasing racial inequality and high-profile police killings of unarmed Black and Brown people, the persistence of global terrorism, a large-scale refugee crisis, and the negative impacts of global warming. In reaction to social instability, there are growing populist movements in the United States and across the world, which present major challenges for democracy. Concurrently, there has been a rise of grassroots political movements focused on increasing equity in relation to race, gender, class, sexual orientation, and religion. The role of social studies teachers in preparing the next generation of democratic citizens has never been more important, and the call for more social studies teacher educators to help teachers address these critical issues only gets louder. This volume examines how teacher educators are (or are not) supporting beginning and experienced social studies teachers in such turbulent times, and it offers suggestions for moving the field forward by better educating teachers to address growing local, national, and global concerns. In their chapters, authors in social studies education present research with implications for practice related to the following topics: race, gender, sexual orientation, immigration, religion, disciplinary literacy, global civics, and social justice. This book is guided by the following overarching questions: What can the research tell us about preparing and developing social studies teachers for an increasingly complex, interconnected, and rapidly changing world? How can we educate social studies teachers to "teach against the grain" (Cochran-Smith, 1991, 2001b), centering their work on social justice, social change, and social responsibility?

In a delightful self-conscious philosophical "mesh-up," Randall Everett Allsup provides alternatives for the traditional master-apprentice teaching model that has characterized music education. By providing examples across the arts and humanities, Allsup promotes a vision of education that is open, changing, and adventurous at heart. He contends that the imperative of growth at the core of all teaching and learning relationships is made richer, though not less certain, when it is fused with a student's self-initiated quest. In this way, the formal study of music turns from an education in teacher-directed craft and moves into much larger and more complicated fields of exploration. Through vivid stories and evocative prose, Randall Everett Allsup advocates for an open, quest-driven teaching model that has repercussions for music education and the humanities more generally. Designed to be used in courses that examine relevant pro-and-con disputes about schools and schooling, by exploring the major opposing viewpoints on the issues, this text encourages education students to think critically and develop their own viewpoints. It includes research and scholarship, discussion suggestions, and bibliographic references.

How Music Education Might Matter

Music Education as Critical Theory and Practice

Teaching Primary Music

Case Studies in Music Education

Critical Issues in Mathematics Education

Critical Issues and Solutions for Achievement

Big Issues and Critical Questions

Teaching and Digital Technologies: Big Issues and Critical Questions helps both pre-service and in-service teachers to critically question and evaluate the reasons for using digital technology in the classroom. Unlike other resources that show how to use specific technologies - and quickly become outdated, this text empowers the reader to understand why they should (or should not) use digital technologies, when it is appropriate (or not), and the implications arising from these decisions. The text directly engages with policy, the Australian Curriculum, pedagogy, learning and wider issues of equity, access, generational stereotypes and professional learning. The contributors to the book are notable figures from across a broad range of Australian universities, giving the text a unique relevance to Australian education while retaining its universal appeal. Teaching and Digital Technologies is an essential contemporary resource for early childhood, primary and secondary pre-service and in-service teachers in both local and international education environments.

Eighteen essays by an expert on arts education demonstrate the usefulness and importance of the arts in sparking students' creativity and thinking skills and offer specific recommendations for restoring and paying for the arts in the public schools. IP.

"Critical Issues in Educational Leadership" is a unique and original collection of essay-like chapters that present a straightforward, objective analysis of different perspectives on the major issues facing educational leadership professionals. This comprehensive text provides multifaceted and balanced analysis of the major conceptual, practical, and potential issues facing all individuals interested in educational leadership. Each chapter presents perspectives derived from years of research and practical experience that address problems of effective educational leadership realistically. Students are challenged to view educational leadership as a mix of theory, process, and contemporary practice that requires continuing systematic analysis and review. Special Features: Comprehensive, critical issues presented in multidimensional, original essays developed by the authors allow students and faculty to engage in a meaningful way. Many problems, concerns, and dilemmas are illustrated in a thought-provoking fashion to stimulate debate and discussion and provide direction for continuing dialogue that will foster professional development. Important topics are presented throughout the book, such as no child left behind, ISSLC standards, data driven decision-making, full service schools, and "shattering the glass ceiling" that represents the range of crucial concerns that school leaders face today. Concrete examples that show how theory translates into practice are included in all chapters. Additional resources for instructors using this text are available in the Educational Leadership area at www.alibongman.com. The resources on the site enhance and extend the richness of "Critical Issues in Educational Leadership" with attractive and effective PowerPoint presentations and a meaningful text bank of questions that are differentiated by levels of mastery. Access to the site is available to adoptors who request an access code from their local representative. Package this text with MyLabSchool--a powerful set of online tools that bring the classroom to life! Visit www.mylabschool.com for more information!

Issues in Music Teaching stimulates critical reflection on a range of topics related to the teaching and learning of music in both the primary and secondary school, including: the place of music in the curriculum the nature of music and music education ICT and music education music education and individual needs continuity and progression in music education The book prompts the reader to be analytical and critical of theory and practice, and to become an autonomous professional and curriculum developer.

Raíces Y Alas

Teaching General Music

Critical Issues in Education

Toward an Open Philosophy of Music

The Critical Issues

Music Education for Social Change

An Anthology of Readings

"YouTube in Music Education teaches instructors how to tap into the excitement of internet multimedia with students by creating, posting, and promoting videos on the world's most popular media service. Written by proven experts in the field of music education and technology, with a combined 60 years of classroom and instrumental experience, this book explains how to record and edit videos, add effects, and upload content. You'll learn everything from basic video production tools to advanced applications you can use in classroom and rehearsal settings." --Résumé de l'auteur.

This book surveys emerging music and education landscapes to present a sampling of the promising practices of music teacher education that may serve as new models for the 21st century. Contributors explore the delicate balance between curriculum and pedagogy, the power structures that influence music education at all levels, the role of contemporary musical practices in teacher education, and the communication challenges that surround institutional change. Models of programs that feature in-school, out-of-school and beyond school contexts, lifespan learning perspectives, active juxtapositions of formal and informal approaches to teaching and learning, student-driven project-based fieldwork, and the purposeful employment of technology and digital media as platforms for authentic music engagement within a contemporary participatory culture are all offered as springboards for innovative practice.

Creative and Critical Projects in Classroom Music is both a celebration and extension of John Paynter and Peter Aston's groundbreaking work on creative classroom music, Sound and Silence, first published in 1970. Building on the central themes of the original work – the child as artist, the role of musical imagination and creativity, and the process of making music – the authors and contributors provide a contemporary response to the spirit and style of Sound and Silence. They offer reflections on the ideas and convictions underpinning Paynter and Aston's work in light of scholarship developed during the intervening years. This critical work is accompanied by 16 creative classroom projects designed and enacted by contemporary practitioners, raising questions about the nature and function of music in education and society. In summary, this book aims to: Celebrate seminal work on musical creativity in the classroom. Promote the integration of practical, critical and analytical writing and thinking around this key theme for music education. Contribute to initiating the next 50 years of thought in relation to music creativity in the classroom. Offering a unique combination of critical scholarship and practical application, and published on the occasion of the 50th anniversary of Sound and Silence, themes from Paynter and Aston's work are here given fresh context that aims to inspire a new generation of innovative classroom practice and to challenge current ways of thinking about the music classroom.

This joint undertaking of the Hoover Institution and the Pacific Research Institute for Public Policy presents a collection of the most insightful, hard-hitting, and provocative recent articles on education reform. With unflinching candor, the expert contributors address the basic nature of our education problems, provide a clear understanding of why schools and students are underperforming, and propose reasonable and effective alternatives. The articles cover the full spectrum of education reform, including The nature and pitfalls of "progressive" education—and a more traditional, empirically supported alternative strategy Improving teachers—why teachers are ineffective, why it's so hard to fire bad teachers, how teachers should be tested and evaluated, and more The federal government's role in education—and how Title I's \$118 billion has failed to close the gap Student responsibility and character education—why no school reform can succeed unless students learn to adopt the values, views, and virtues that foster good character The educationally disadvantaged—the failures of bilingual education, the scandal of special ed, why

Ritalin rules the classroom, and why we must reform the Individuals with Disabilities Education Act

Critical Essays in Music Education

Critical Education as Craft

Music, Education, and Religion

Critical Issues in Special Education

Critical Issues and Current Perspectives

Fifty Years of Sound and Silence

Music, Education, and Multiculturalism

Critical Issues in Music EducationContemporary Theory and PracticeOxford University Press, USA

This book outlines how teachers, music / arts therapists and teacher trainers have engaged in participatory action research to facilitate regular group music listening and improvisational music making with children and young people in their classrooms, highlighting its impact in addressing issues of mental health and providing social and emotional access to learning. The book includes examples of classroom practice, evidencing how safe, inclusive and interactive music making can stimulate experiences that alter children and young people's moods, enhance their social skills and enable their connectivity with each other and with learning. It describes participatory action research approaches that support inter professional learning between teachers and music / arts therapists. Five narrative accounts of classroom episodes provide a basis for continuing reflection and critical theorising about young people's relational health and sensory engagement. The book explores outcomes from non-verbal dialogic interaction and attachment focussed practices. It advocates new forms of rights respecting professionalism. Providing new frameworks with which to enhance the wellbeing of vulnerable children and young people in classroom settings, the book will be important reading for researchers and students in the fields of inclusive education, music / arts therapy and teacher training. The contents are significant for practitioners looking to support children and young people's recovery and reconnections in the classroom.

An examination of critical issues that links theory and practice from educators at the highly regarded Teachers College. This edited volume is designed primarily as an introductory graduate text or capstone undergraduate text for music education students, providing an in-depth examination of critical issues for early-career music educators. Most undergraduate music teacher education focuses on developing the skillsand understandings necessary to become a practitioner; this text, however, links theory to teaching practice and offers a variety of perspectives to give music teachers the comprehensive grounding they need to become leaders in the field. Rather than focusing on answers to "what to do" questions,Critical Issues in Music Education focuses on "why" questions through examining underpinnings for the field and encouraging teacher inquiry.Each of the eight contributing authors has unique expertise and experience as a practicing music teacher and music teacher educator, yet the authors share a common background - each is either a faculty member or a graduate of Teachers College, Columbia University. Consequently, the text is groundedin current educational theory and practice, informed by the authors' work in the field with both music teachers and P-12 students, and linked by a commitment to progressive education. The authors include discussion starters, project ideas, and suggested readings at the end of each chapter. Offeringcontemporary perspectives on music education, Critical Issues in Music Education provides a foundation for understanding the complexities, challenges, and rewards of music teaching across diverse contexts.

Leadership and Musician Development in Higher Music Education informs, challenges and evaluates the central practices, policies and theories that underpin the preparation of future music leaders and the leadership of music in higher education. In higher education, it is often presumed that preparing for professional work is the responsibility of the individual rather than the institution. This anthology draws on the expertise of music practitioners to present the complexities surrounding this topic, exploring approaches to leadership development while addressing prevalent leadership issues from multiple standpoints. Leadership is an inherent part of being a musician: from the creative act through to collaborative engagement. It is fundamental to creating and sustaining a career in music. To expect musicians to develop these necessary skills "on the job", however, is unreasonable and impractical. What support might be given to those looking to negotiate a career as a musician? In fourteen essays, contributors from around the globe explore this question and more, questions such as: How might leadership be modelled for aspiring musicians? How might students learn to recognise, appraise and extend their leadership development? How might institutional leaders challenge curricular and pedagogical norms? Effective leadership development for musicians is vital to the longevity of the profession - Leadership and Musician Development in Higher Music Education is a likewise vital resource for students, educators and future music leaders alike.

Remixing the Classroom

The Politics of Diversity in Music Education

Reframing Theories and Practices

Policy and the Political Life of Music Education

Transforming Teaching and Learning

The Oxford Handbook of Social Justice in Music Education

International Perspectives for the Future of Learning and Teaching

This pioneering book reveals how the music classroom can draw upon the world of popular musicians' informal learning practices, so as to recognize and foster a range of musical skills and knowledge that have long been overlooked within music education. It investigates how far informal learning practices are possible and desirable in a classroom context: how they can affect young teenagers' musical skill and knowledge acquisition.

General music is informed by a variety of teaching approaches and methods. These pedagogical frameworks guide teachers in planning and implementing instruction. Established approaches to teaching general music must be understood, critically examined, and possibly re-imagined for their potential in school and community music education programs. Teaching General Music brings together the top scholars and practitioners in general music education to create a panoramic view of general music pedagogy and to provide critical lenses through which to view these frameworks. The collection includes an examination of the most prevalent approaches to teaching general music, including Dalcroze, Informal Learning, Interdisciplinary, Kodaly, Music Learning Theory, Orff Schulwerk, Social Constructivism, and World Music Pedagogy. In addition, it provides critical analyses of general music and teaching systems, in light of the ways children around the world experience music in their lives. Rather than promoting or advocating for any single approach to teaching music, this book presents the various approaches in conversation with one another. Highlighting the perceived and documented benefits, limits, challenges, and potentials of each, Teaching General Music offers myriad lenses through which to re-read, re-think, and re-practice these approaches. "

Eugene Provenzo, a nationally recognized scholar in the social and cultural foundations of education, has edited this collection of significant readings relevant to western traditions of education. Focusing on modern and postmodern ideas, Critical Issues in Education: An Anthology of Readings includes selections from scholars of education ranging from John Dewey and William James to important contemporary writers such as bell hooks, Sonia Nieto, and Henry Giroux. Music, Education, and Religion: Intersections and Entanglements explores the critical role that religion can play in formal and informal music education. As in broader educational studies, research in music education has tended to sidestep the religious dimensions of teaching and learning, often reflecting common assumptions of secularity in contemporary schooling in many parts of the world. This book considers the ways in which the forces of religion and belief construct and

complicate the values and practices of music education—including teacher education, curriculum texts, and teaching repertoires. The contributors to this volume embrace a range of perspectives from a variety of disciplines, examining religious, agnostic, skeptical, and atheistic points of view. Music, Education, and Religion is a valuable resource for all music teachers and scholars in related fields, interrogating the sociocultural and epistemological underpinnings of music repertoires and global educational practices.

The Promising Potential and Shortsighted Disregard of the Arts in American Schooling

YouTube in Music Education

Strong Arts. Strong Schools

Addressing Issues of Mental Health in Schools through the Arts

Issues in Music Teaching

Debates in Music Teaching

This volume of essays references traditional and contemporary thought on theory and practice in music education for all age groups, from the very young to the elderly. The material spans a broad range of subject areas from history and philosophy to art and music, and addresses issues such as curriculum, pedagogy, assessment and evaluation, as well as current issues in technology and performance standards. Written by leading researchers and educators from diverse countries and cultures, this selection of previously published articles, research studies and book chapters is representative of the most frequently discussed and debated topics in the profession. This volume, which documents the importance of lifelong learning, is an indispensable reference work for specialists in the field of music education.

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, 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.

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.

This open access book examines the political structures and processes that frame and produce understandings of diversity in and through music education. Recent surges in nationalist, fundamentalist, protectionist and separatist tendencies highlight the imperative for music education to extend beyond nominal policy agendas or wholly celebratory diversity discourses. Bringing together high-level theorisation of the ways in which music education upholds or unsettles understandings of society and empirical analyses of the complex situations that arise when negotiating diversity in practice, the chapters in this volume explore the politics of inquiry in research; examine music teachers' navigations of the shifting political landscapes of society and state; extend conceptualisations of diversity in music education beyond familiar boundaries; and critically consider the implications of diversity for music education leadership. Diversity is thus not approached as a label applied to certain individuals or musical repertoires, but as socially organized difference, produced and manifest in various ways as part of everyday relations and interactions. This compelling collection serves as an invitation to ongoing reflexive inquiry; to deliberate the politics of diversity in a fast-changing and pluralist world; and together work towards more informed and ethically sound understandings of how diversity in music education policy, practice, and research is framed and conditioned both locally and globally.