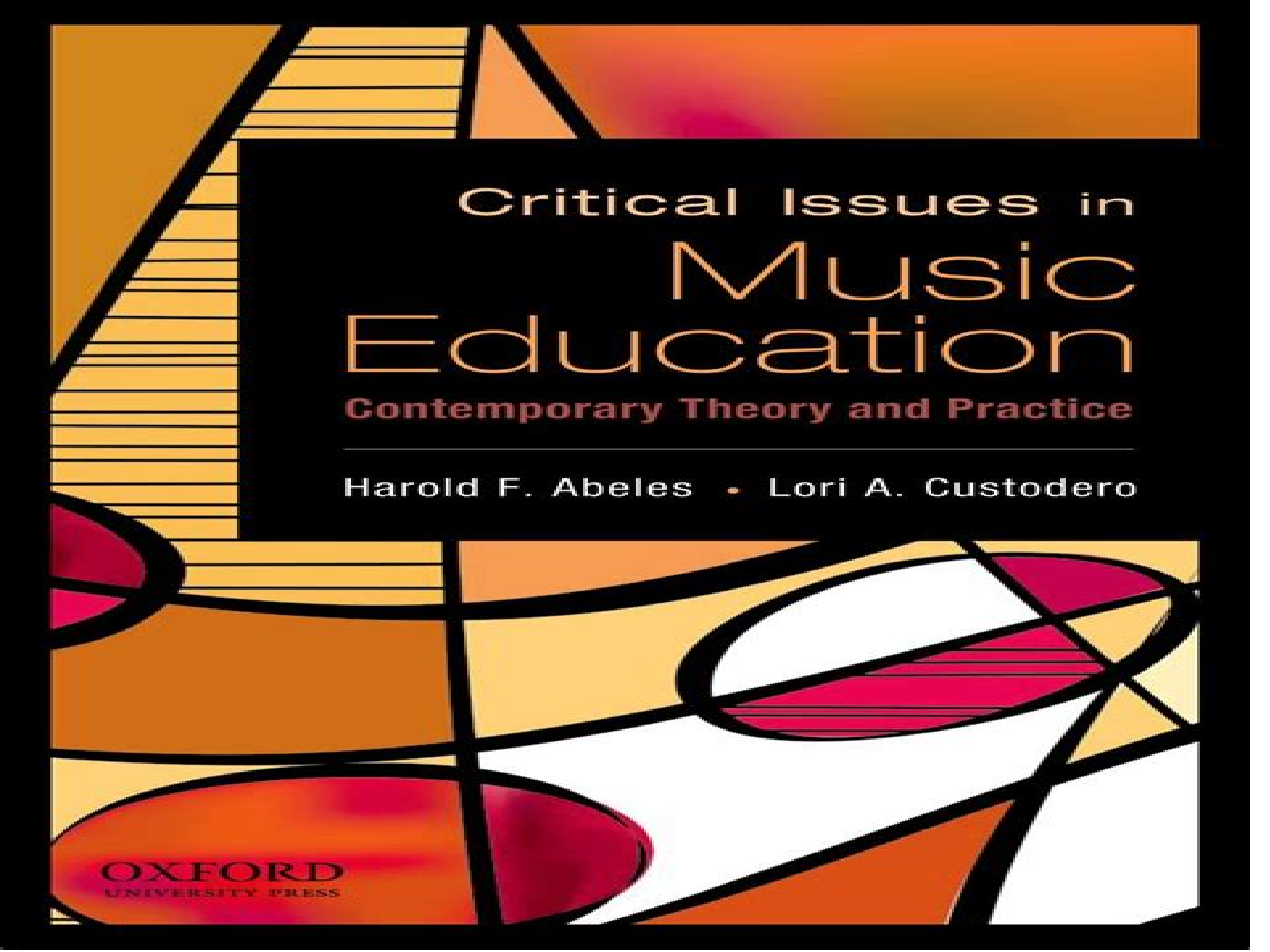




Critical Issues in Music Education

Contemporary Theory and Practice

Harold F. Abeles • Lori A. Custodero

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Critical Issues In Music Education

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Critical Issues In Music Education:

Critical Issues in Music Education Harold F. Abeles, 2010 *Critical Issues in Music Education* Contemporary Theory and Practice examines the rich and challenging complexities of music teaching and learning from a variety of perspectives. With individual expertise in fields including assessment, philosophical foundations, technology, mentoring, critical theory, and musical development, the contributing authors are graduates or faculty at the highly regarded Teachers College of Columbia University. In this text, they link current educational theory to pedagogical inquiry of current educational practice, calling for teachers to critically reflect on such professional activities as lesson planning, curriculum design, repertoire choice, and student evaluation. Designed for upper-level undergraduate and introductory graduate courses, *Critical Issues in Music Education* provides beginning music educators with comprehensive grounding in research-based practice. It also gives more experienced teachers new lenses to help them innovate, interpret, and lead in their profession. **FEATURES** Links theory to teaching practice through a variety of perspectives. Traces the historical, philosophical, and social underpinnings of current beliefs, theories, and practices. Suggests reflective tools and professional development strategies for music teachers. Includes discussion starters, project ideas, and suggested readings at the end of each chapter. [Critical Essays in Music Education](#)

Marvelene C. Moore, 2017-07-05 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. **Debates in Music Teaching**

Chris Philpott, Gary Spruce, 2025-08-01 *Debates in Music Teaching* encourages both graduate and postgraduate students and practising teachers to engage with contemporary issues and developments in music education. It introduces 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. Bringing together leading international experts, the chapters consider key issues in music education alongside reflective questions to help shape research and writing. This second edition has been fully updated to reflect the latest debates in the field, including the justification for music in the school curriculum, music education and cognitive psychology, the nature of musical knowledge, addressing decolonisation, partnerships in music education, the nature of musical development, social justice and music education, the place of diverse musical genres and traditions in the music curriculum, pedagogies of composing, environmentally sustainable practices for teaching music with technology, the professional journeys and identity of

music teachers Written to help readers to form their own personal philosophy of music education and stimulate critical and creative thinking Debates in Music Teaching is essential reading for all student and practising music teachers **The Oxford Handbook of Social Justice in Music Education** Cathy Benedict,Patrick K. Schmidt,Gary Spruce,Paul Woodford,2015 The Oxford Handbook of Social Justice in Music Education provides a comprehensive overview and scholarly analyses of challenges relating to social justice in musical and educational practice worldwide and provides practical suggestions that should result in more equitable and humane learning opportunities for students of all ages **Critical Perspectives in Canadian Music Education** Carol A. Beynon,Kari K. Veblen,2012-09-01 Music education in Canada is a vast enterprise that encompasses teaching and learning in thousands of public and private schools community groups and colleges and universities It involves participants from infancy to the elderly in formal and informal settings Nevertheless as post secondary faculties of music and programs are growing significantly academic books and materials grounded in a Canadian perspective are scarce This book attempts to fill that need by offering a collection of essays that look critically at various global issues in music education from a Canadian perspective Topics range from a discussion of the roots of music education in Canada and analysis of music education practices across the country to perspectives on popular music distance education technology gender globalization Indigenous traditions and community music in music education Foreword by composer R Murray Schafer The Bloomsbury Handbook of Popular Music Education Zack Moir,Bryan Powell,Gareth Dylan Smith,2019-04-04 The Bloomsbury Handbook of Popular Music Education draws together current thinking and practice on popular music education from empirical ethnographic sociological and philosophical perspectives Through a series of unique chapters from authors working at the forefront of music education this book explores the ways in which an international group of music educators each approach popular music education Chapters discuss pedagogies from across the spectrum of formal to informal learning including outside and other perspectives that provide insight into the myriad ways in which popular music education is developed and implemented The book is organized into the following sections Conceptualizing Popular Music Education Musical Creative and Professional Development Originating Popular Music Popular Music Education in Schools Identity Meaning and Value in Popular Music Education Formal Education Creativities and Assessment Contributions from academics teachers and practitioners make this an innovative and exciting volume for students teachers researchers and professors in popular music studies and music education *The ^AOxford Handbook of Philosophy in Music Education* Wayne Bowman,Ana Lucia Frega,2012-06-01 In The Oxford Handbook of Philosophy in Music Education editors Wayne D Bowman and Ana Luc a Frega have drawn together a variety of philosophical perspectives from a global who s who of scholars Rather than relegating philosophical inquiry to moot questions and abstract situations the contributors to this volume address everyday concerns faced by music educators everywhere Emphasizing clarify fairness rigor and utility above all The Oxford Handbook of Philosophy in Music Education challenges music educators around the

world to make their own decisions and ultimately contribute to the conversation themselves

The Oxford Handbook of Feminism and Music Education Marissa Silverman, Professor of Music and Coordinator of Music Education Marissa Silverman, Associate Professor of Music Education Faculty of Music University of Toronto Associate Dean Nasim Niknafs, Nasim Niknafs, 2025 The Oxford Handbook of Feminism and Music Education brings together a wide range of international philosophical and qualitative scholars practicing music teachers educators policymakers and community musicians to conceptualize analyze and critique the multifaceted practices and problems in music education through feminist perspectives

Research Anthology on Music Education in the Digital Era Management Association, Information Resources, 2022-02-11 Music is a vital piece of life that not only allows individuals a chance to express themselves but also an opportunity for people and communities to come together Music has evolved in recent years as society turns toward a digital era where content can be shared across the world at a rapid pace Music education and how it is spread has a number of possibilities and opportunities in this new era as it has never been easier for people to access music and learn Further study on the best practices of utilizing the digital age for music education is required to ensure its success The Research Anthology on Music Education in the Digital Era discusses best practices and challenges in music education and considers how music has evolved throughout the years as society increasingly turns its attention to online learning This comprehensive reference source also explores the implementation of music for learning in traditional classrooms Covering a range of topics such as music integration personalized education music teacher training and music composition this reference work is ideal for scholars researchers practitioners academicians administrators instructors and students

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

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