

Teaching Music Globally

Teaching Music Globally Teaching Music Globally The Art of Teaching Music The Oxford Handbook of Social Justice in Music Education Teaching General Music Perspectives on Music, Education, and Diversity Cultivating Epistemic Justice in Music Education Bulletin of the Council for Research in Music Education The American Music Teacher Global Education Music and Dance Traditions of Ghana Music in America Tunes and Grooves for Music Education Children's Music Making in the Gambia Music in Ireland Teaching Music Through Performance in Orchestra Music in West Africa Toward a Global Community Readings in Ethnomusicology Global Rhythm Patricia Shehan Campbell Patricia Shehan Campbell Estelle R. Jorgensen Cathy Benedict Carlos R. Abril David G. Hebert Juliet Hess Council for Research in Music Education Kenneth A. Tye Paschal Yao Younge Adelaida Reyes Patricia Shehan Campbell Lisa Huisman Koops Dorothea E. Hast Michael Allen Ruth M. Stone Marie McCarthy Mitchel Strumpf

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not sold separately

pack includes 2 books and one cd

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

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

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 kodály 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

this book is a festschrift in celebration of patricia shehan campbell s impact for more than six decades as an eminent teacher educator musician and researcher in the fields of music education and ethnomusicology campbell s oeuvre of scholarly work is wide ranging spanning practical resources for music teachers to facilitate the teaching and learning of different musical cultures of the world to diverse perspectives on the musical cultures of children to the emblematic approach of world music pedagogy fleshed out in the global music series with oxford university press the routledge world music pedagogy series and her educational work with smithsonian folkways recordings alongside her extensive work with ethnomusicologists and community musicians and scholars across the world notable scholars from the fields of music education ethnomusicology and community music including campbell s doctoral graduates and colleagues from across recent decades are contributors in this festschrift to reflect upon her scholarly work and critically dialogue on several topics perceptions of diversity in school music and children s musical cultures applied ethnomusicology music education and its relation with the multicultural and social justice pedagogical approaches towards cultural diversity in music and bridging communities and culture bearers

cultivating epistemic justice in music education helps music educators understand how to support minoritized populations in their capacities as knowers the

book puts forward important considerations for ways to better serve individuals across multiple minoritized identity categories including racialized gender expansive trans disabled neurodivergent lgbq individuals and groups and people experiencing poverty being understood and validated as a knower is crucial to education some harms that occur in music education are distinctly epistemic they specifically relate to how a person is understood as a knower and the resources to which they have access to make meaning of their experiences this book considers music education through a discursive framework of epistemic injustice to foreground issues related to credibility authority situatedness silencing prejudice and exploitation recognizing the need to critique epistemic injustices in music education hess names and addresses these harms to encourage a move toward epistemic justice offering considerations for a range of identities and supported by vignettes and practical examples the book is the ideal resource for music education researchers music teacher educators practicing teachers and graduate music education students interested in better serving minoritized populations

viewed as a social movement for change the global education movement calls for the infusion of a global perspective into all curriculum areas two assumptions of global education include the view of the individual school as the optimal unit for change efforts and the importance of local teacher and school action for lasting school improvement this yearbook defines global education explains its importance describes its implementation and demonstrates its uses for school improvement the first part examines the context of schooling in which a global perspective can be developed and the second part is directed toward issues of practice in chapter 1 lee f anderson develops an argument for global studies in the schools barbara benham tyne delineates the problems inherent in changing school curriculum in chapter 2 the last chapter of this section by steven l lamy presents a framework for understanding extremist ultraconservative attacks on global education in the next chapter james becker links global education to citizenship education jane a boston discusses educational leadership in global education in chapter 5 ida urso examines the role of teachers in chapter 6 and uses qualitative data to show how global education can promote cross cultural understanding and be a renewing force for teachers in chapter 7 jan l tucker explores the complex problem of creating educational collaborations between schools and universities charlotte c anderson documents many ways in which global education involves schools and students with their communities in chapter 8 in chapter 9 toni fuss kirkwood uses personal experience to show how and why global education has become a successful vehicle for school improvement the conclusion by kenneth a tyne explores themes gathered in a center for human interdependence cih field study of bringing a global perspective to school curricula chapters include references lmi

the dance and musical traditions of ghana s four main ethnic groups are covered comprehensively general concepts of music dance and performance cultural perspectives performance and form and structure of musical types and dance drumming ceremonies historical geographical cultural and social backgrounds of the groups are included provides curriculum development teaching methods photographs maps and musical scores provided by publisher

music in america is one of several case study volumes that can be used along with thinking musically the core book in the global music series thinking musically incorporates music from many diverse cultures and establishes the framework for exploring the practice of music around the world it sets the stage for an array of case study volumes each of which focuses on a single area of the world each case study uses the contemporary musical situation as a point of departure covering historical information and traditions as they relate to the present america's music is a perennial work in progress music in america looks at both the roots of american musical identity and its many manifestations seeking to answer the complex question what does american music sound like focusing on three themes identity diversity and unity it explores where america's music comes from who makes it and for what purpose rather than chronologically tracing america's musical history author adelaida reyes considers how musical culture is shaped by space and time by geography and history by social economic and political factors and by people who use music to express themselves within a community introducing the diversity that dominates the contemporary american musical landscape reyes draws on a dazzling range of musical styles from ethnic and popular music idioms to contemporary art music to highlight the ways in which sounds from various cultural origins come to share a national identity packaged with a 65 minute cd containing examples of the music discussed in the book music in america features guided listening and hands on activities that allow readers to become active participants in the music

for one semester quarter course in music education methods classroom instrument methods musicianship and multicultural music education world music education written to provide teachers a rich selection of tunes including songs melodies and melodic themes and grooves or rhythms for use in both elementary and secondary classrooms this text offers music from a variety of sources including folk traditional music world music latin music and art classical themes each of the more than 200 songs melodies and rhythms is prefaced with descriptions of its cultural origins function and meaning along with suggestions for applications in the classroom

music in ireland is one of several case study volumes that can be used along with thinking musically the core book in the global music series thinking musically incorporates music from many diverse cultures and establishes the framework for exploring the practice of music around the world it sets the stage for an array of case study volumes each of which focuses on a single area of the world each case study uses the contemporary musical situation as a point of departure covering historical information and traditions as they relate to the present visit oup.com/us/globalmusic for a list of case studies in the global music series the website also includes instructional materials to accompany each study music in ireland provides an engaging and focused introduction to irish traditional music types of singing instrumental music and dance that reflect the social values and political messages central to irish identity this music thrives today not only in ireland but also in areas throughout north america europe australia and asia vividly evoking irish sounds instruments and dance steps music in ireland provides a springboard for the discussion of cultural and historical issues of identity community nationalism emigration transmission and gender

using the informal instrumental and singing session as a focalpoint dorothea e hast and stanley scott take readers into contemporary performance environments and explore many facets of the tradition from the craic good natured fun to performance style repertoire and instrumentation incorporating first person accounts of performances and interviews with performers and folklorists the authors emphasize the significant roles that people play in music making and illuminate national and international musical trends they also address commercialism globalization and cross cultural collaboration issues that have become increasingly important as more irish artists enter the global marketplace through recordings tours and large scale productions like riverdance packaged with a 70 minute cd containing examples of the music discussed in the book music in ireland features guided listening and hands on activities that allow readers to gain experience in irish culture by becoming active participants in the music

continues the series with advice from top tier educators as well as analysis of 80 of the most significant orchestra and string orchestra works in print

this book introduces the musical traditions of west africa and discusses the diversity motifs and structure of west african music within the larger patterns of the region s culture

toward a global community the international society for music education 1953 2003

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