Aural Awareness Principles And Practice

"This book enumerates the difficulties in implementing technology within the educational curriculum in the context of institutional policy and procedures"--Provided by publisher.

Music, Meaning and Transformation: meaningful music making for life, examines the musical experiences that students find meaningful and the ways in which teachers, parents and community music leaders might provide access to meaningful music education. This is particularly relevant today because school music often fails to provide sustainable access to music making for life, health and wellbeing beyond school. This book seeks to reframe the focus of music education within a pragmatist philosophy and provide a framework that is culturally and chronologically inclusive. The approach involves an intensely personal music teachers' journey that privilege the voices of students and teachers of a music making community and sets these against rigorous long termed qualitative methodologies. Music education is shifting focus away from music as an object and process towards the meaning experienced by the student personally, socially and culturally. This is an important and fundamental issue for the development of philosophy for pre-service and practicing music teachers and community music project leaders. The focus now needs to be upon the 98% who could have music as a significant expressive force in their lives as a means of facilitating social inclusion, for mental health and well being and to have access to the sense of belonging that community music making can bring as a lifelong activity. The book aims to provide a comprehensive guide to music education that leads to a music education for all for life. This book emphasises the maker in context examining: the student as maker, the teacher as builder and designer and the school as village. The relationship between music making, education and health and well being has been and is the subject of many research projects and national and international reviews. Seldom though in these studies has there been any attempt to identify the qualities of successful and sustainable interactions with music making, the qualities of good teaching and good teaching practice. The focus of this book is to provide simple but effective tools for evaluating and testing the meaning evident in a music-making context, identify the modes of engagement and establish the unique expressive music making needs of twenty first century communities. For further information see http://savetodisc.net 'There are countless gems within these pages ... Swanwick seems to write from more experience as a musician and teacher than most others who write for this audience. There is a real sense of his having been there.' - Patricia Shehan Campbell, Professor of Music, University of Washington, USA '... contains the essential and highly valued hallmark of its author: well-articulated philosophy that will surely filter through to practical work in classrooms.'- British Journal of Music Education 'Among the virtues of this thoughtful study is that Swanwick supplies the terminology and the arguments to turn the potentially commonplace into fresh thought.' - Times Educational Supplement This classic text is essential reading for all music educators, including practising and intending teachers in schools and colleges, and instrumental teachers. It is re-released in this special edition with a new preface by the author exploring what's changed since the book was first published, where the field might go from here and why the themes and idea are as relevant now as ever. Teaching Music Musically considers: The nature of music itself, its value and metaphorical significance and the social context of musical understanding The interrelated layers of musical experience and fundamental principles for music educators, whatever the particular context of music teaching The demand for accountability and the development of state guidelines, national curricula or 'standards' Valid and reliable assessment of students' work The relationship between institutionalised music education and the wider community. Illustrated throughout with practical examples, Teaching Music Musically introduces important ideas about music education to all those curious about the role of music in our lives.

Education involving music is a multifaceted and ever-altering challenge. As new media, technologies, and pedagogies are developed, academics and practitioners must make sure that they are aware of current trends and where they might lead. This book features studies on the future of music education from emerging scholars in the field. These studies are then supplemented by commentaries from established leaders of the music education community. Music Education covers topics such as music and leisure, new forms of media in music teaching and learning, the role of technology in music learning, popular music tuition in the expansion of curricular offering, and assessment of music education research. As such, it is an excellent reference for scholars and teachers as well as guide to the future of the discipline.

This book is a hands-on investigation of the stages musicians go through as they learn to hear, read, and perform music. It draws on the latest research in music perception and cognition, music theory, and pedagogy, along with centuries of insight from music theorists, composers, and performers. The first part explores the development of music listening skills, including such broader activities as dictation and transcription, and specific abilities such as meter perception, short-term musical memory, and tonic inference. The second part then examines the skills involved in reading and performing music. It looks at such physical skills as vocal production and eye movements and at such complex integrated tasks as sight-singing transpositions and modulations. Throughout the book the author presents these skills in their musical contexts and emphasizes their roles in the general development of musicality. Aural Skills Acquisition builds important bridges between music theory, cognitive psychology, and pedagogy. It subjects ideas from music theory to the rigors of psychological testing and combines findings from the psychology of learning with ideas and methods of contemporary music theory. It will prove an invaluable guide for music teachers, music theorists, and psychologists interested in music perception and cognition.

Computers in Music Education addresses the question of how computer technologies might best assist music education. For current and preservice music teachers and designed as a development tool, reference resource, and basic teaching text, it addresses pedagogical issues and the use of computers to aid production and presentation of students' musical works. Written by a music educator and digital media specialist, it cuts through the jargon to present a concise, easy-to-digest overview of the field, covering: notation software MIDI sound creation downloading music posting personal MP3s for mass distribution. While there are many more technical books, few offer a comprehensive, understandable overview of the field. Computers in Music Education is an important text for the growing number of courses in this area.

Aural AwarenessPrinciples and PracticeOxford University Press on Demand

This is a compact and comprehensive overview of the many teaching methods, strategies, materials, and assessments available for choral sight-singing instruction. It takes the mystery out of teaching music reading. Topics covered include practical strategies for teaching and assessment.

Traditional aural training is heavily biased towards the perception and identification of pitch and rhythm. This book argues that much of this area of the subject can best be worked on alone. It demonstrates how every student can make some encouraging progess in these aspects of music.

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.

In higher music education, learning in social settings (orchestras, choirs, bands, chamber music and so on) is prevalent, yet

understanding of such learning rests heavily on the transmission of knowledge and skill from master to apprentice. This narrow view of learning trajectories pervades in both one-to-one and one-to-many contexts. This is surprising given the growing body of knowledge about the power of collaborative learning in general, underpinned by theoretical developments in educational psychology: the social dimensions of learning, situational learning and concepts of communities of learners. Collaborative Learning in Higher Music Education seeks to respond to the challenge of becoming more conscious of the creative and multiple dimensions of social interaction in learning music, in contexts ranging from interdisciplinary projects to one-to-one tuition, and not least in the contemporary context of rapid change in the cultural industries and higher education as a whole. It brings together theoretical papers and case studies of practice. Themes covered include collaborative creativity, communities of practice, peer-learning, co-teaching as co-learning, assessment and curriculum structures. Chapters illuminate reasons for enabling collaborative learning, and provide exemplars of innovative practice and designs for collaborative learning environments in higher music education. A central purpose of the book is to scaffold change, to help in meeting the rapid changes in society and to find constructive stepping stones or signposts for teachers and students.

Aural Education: Reconceptualising Ear Training in Higher Music Learning explores the practice of musical 'aural training' from historical, pedagogical, psychological, musicological, and cultural perspectives, and uses these to draw implications for its pedagogy, particularly within the context of higher music education. The multi-perspective approach adopted by the author affords a broader and deeper understanding of this branch of music education, and of how humans relate to music more generally. The book extracts and examines one by one different parameters that appear central to 'aural training', proceeding in a gradual and well-organised way, while at the same time constantly highlighting the multiple interconnections and organic unity of the many different operations that take place when we interact with music through any music-related activity. The resulting complex profile of the nature of our relationship with music, combined with an exploration of non-Western cultural perspectives, offer fresh insights on issues relating to musical 'aural training'. Emerging implications are proposed in the form of broad pedagogical principles, applicable in a variety of different music educational settings. Andrianopoulou propounds a holistic alternative to 'aural training', which acknowledges the richness of our relationship to music and is rooted in absorbed aural experience. The book is a key contribution to the existing literature on aural education, designed with researchers and educators in mind.

Research indicates that aural skills are vital in developing musical expertise, yet the precise nature of those skills and the emphasis placed upon them in educational contexts merit closer attention and exploration. This book assesses the relevance of aural in a university music degree and as a preparation for the professional career of a classical musician. By way of the discussion of four empirical studies, two main areas are investigated: firstly, the relationship between university music students' aural ability and their overall success on a music degree programme, and, secondly, the views of music students and professional musicians about aural and its relevance to their career are analysed. The subject is investigated particularly in the light of the current socio-educational background of the past fifty years, which has greatly influenced the participation of music and the study and development of musicianship. Many related issues are touched upon as part of the research for this project, and these emerge as relevant topics in the discussion of aural. Apart from students' and musicians' views on training and singing, aspects considered include the role of improvisation, memorisation and notation, examinations, absolute pitch and the affinity with language, all of which have a part to play in the debate about the importance of aural.

This book examines the inter-relationship between music learning and teaching, and culture and society: a relationship that is crucial to comprehend in today's classrooms. The author presents case studies from diverse music learning and teaching contexts – including South India and Australia and online learning environments – to compare the modes of transmission teachers use to share their music knowledge and skills. It is imperative to understand the ways in which culture and society can in fact influence music teachers' beliefs and experiences: and in understanding, there is potential to improve intercultural approaches to music education more generally. In increasingly diverse schools, the author highlights the need for culturally appropriate approaches to music planning, assessment and curricula. Thus, music teachers and learners will be able to understand the diversity of music education, and be encouraged to embrace a variety of methods and approaches in their own teaching. This inspiring book will be of interest and value to all those involved in teaching and learning music in various contexts.

Jazz on the Line: Improvisation in Practice presents an ethnographic reflection on improvisation as performance, examining how musicians think and act when negotiating improvisational frameworks. This multidisciplinary discussion—guided by a focus on recordings, composition, authenticity, and venues—explores the musical choices made by performers, emphasizing how these choices can be logically understood within the context of controlled, musical outputs. Throughout the text, the author engages directly with musicians and their varied practices—from canonized dogmas to innovative experimentalism—offering interviews both planned and spontaneous. Musical agency is posited as a tightrope balancing act, signifying the skill and excitement of improvisational performativity and exemplifying the life of a jazzaerialist. With a travel journal approach as a backdrop, Jazz on the Line provides concepts and theories that demystify the creative processes of improvisation.

Teachers the world over are discovering the importance and benefits of incorporating popular culture into the music classroom. The cultural prevalence and the students' familiarity with recorded music, videos, games, and other increasingly accessible multimedia materials help enliven course content and foster interactive learning and participation. Pop-Culture Pedagogy in the Music Classroom: Teaching Tools from American Idol to YouTube provides ideas and techniques for teaching music classes using elements of popular culture that resonate with students' everyday lives. From popular songs and genres to covers, mixes, and mashups; from video games such as Dance Dance Revolution and Guitar Hero to television shows like American Idol, this exciting collection offers pedagogical models for incorporating pop culture and its associated technologies into a wide variety of music courses. Biamonte has collected well-rounded essays that consider a variety of applications. After an introduction, the essays are organized in 3 sections. The first

addresses general tools and technology that can be incorporated into almost any music class: sound-mixing techniques and the benefits of using iPods and YouTube. The middle section uses popular songs, video games, or other aspects of pop culture to demonstrate music-theory topics or to develop ear-training and rhythmic skills. The final section examines the musical, lyrical, or visual content in popular songs, genres, or videos as a point of departure for addressing broader issues and contexts. Each chapter contains notes and a bibliography, and two comprehensive appendixes list popular song examples for teaching harmony, melody, and rhythm. Two indexes cross-reference the material by title and by general subject. While written with college and secondary-school teachers in mind, the methods and materials presented here can be adapted to any educational level.

Music Technology in Education lays out the principles of music technology and how they can be used to enhance musical teaching and learning in primary and secondary education. Previously published as Computers in Music Education, this second edition has been streamlined to focus on the needs of today's music education student. It has been completely updated to reflect mobile technologies, social networks, rich media environments, and other technological advances. Topics include: Basic audio concepts and recording techniques Enhanced music instruction with interactive systems, web-based media platforms, social networking, and musicianship software Administration and management of technology resources Distance education and flexible learning Music Technology in Education provides a strong theoretical and philosophical framework for examining the use of technology in music education while outlining the tools and techniques for implementation in the classroom. Reflective Questions, Teaching Tips, and Suggested Tasks link technology with effective teaching practice. The companion website provides resources for deeper investigation into the topics covered in each chapter, and includes an annotated bibliography, website links, tutorials, and model projects.

While we are used to looking around us, we are less used to listening to what happens around us. And yet, the noises we produce reveal our way of life, and learning to master them is a necessity. This book aims at drawing the reader's attention to the sound of the urban environment. The topic is by its very nature complex, as it involves sounds and noises, urban space and social activities. Using an interdisciplinary approach, it examines a heterogeneous selection of experimentations from the domains of music, art and architecture. Significant case studies of pieces of music, public art works and scientific research in the field of urban planning are analyzed, investigating the methods that have been adopted and the aural processes that have been generated. It then uses the findings to reconstruct the underlying theories and practices and to show what might be drawn from these procedures applied to urban planning. The overall objective is to learn to build and enrich space with sound, arguing that there is a need to reconsider architecture and urban planning beyond building, and to look to the world of the arts and other disciplines. In doing so, the book guides the reader toward a sensorial architecture, and more generally toward consciously creating environmental architecture which is sustainable and connects with art and which diffuses a culture of sound.

"The fact is, you will teach." from the Foreword by Stephen Clapp, Dean Emeritus, The Julliard School. Whether serving on the faculty at a university, maintaining a class of private students, or fulfilling an invitation as guest artist in a master class series, virtually all musicians will teach during their careers. From the Stage to the Studio speaks directly to the performing musician, highlighting the significant advantages of becoming distinguished both as a performer and a pedagogue. Drawing on over sixty years of combined experience, authors Cornelia Watkins and Laurie Scott provide the guidance and information necessary for any musician to translate his or her individual approach into productive and rewarding teacher-student interactions. Premised on the synergistic relationship between teaching and performing, this book provides a structure for clarifying the essential elements of musical artistry, and connects them to such tangible situations as setting up a studio, teaching a master class, interviewing for a job, judging competitions, and recruiting students. From the Stage to the Studio serves as an essential resource for university studio faculty, music pedagogy teachers, college music majors, and professionals looking to add effective teaching to their artistic repertoire.

"This reference is a broad, multi-volume collection of the best recent works published under the umbrella of computer engineering, including perspectives on the fundamental aspects, tools and technologies, methods and design, applications, managerial impact, social/behavioral perspectives, critical issues, and emerging trends in the field"--Provided by publisher.

This book is not another history of the dance in ancient Greece, but wants to lay the groundwork on which such a history should properly be build. The three preliminary studies offered here are, first, an extensive historiography of the subject which seeks to illuminate where we stand at present in reference to the large amount of work done on ancient Greek dance for the past 500 years. Secondly, an exercise in source criticism, embracing both texts and imagery, in order to establish the limits to which we can push any investigation, and thirdly, an attempt at model building to provide an explicit theoretical framework for future research. This is the first time that some of the approaches of the new dance scholarship which has arisen during the past few decades have been systematically applied to the dancing of the ancient world.

Drawing upon a wide range of scholarly enquiry into early music, queer musicology, ethnomusicology, performance practice, music education and technology, Aesthetics and Experience in Music Performance provides a lively forum for the articulation of varied perspectives on the role of music, its interpretation and function in contexts supported by those who practice or experience it. The formal and shorter discussion papers included in this scholarly collection were presented at the National Workshop of the Musicological Society of Australia, held at the University of Queensland, Brisbane in October 2003. The themes of aesthetics and experience are central to this publication and each paper engages in a scholarly dialogue on the technical, expressive and embodied aspects of performance. The papers included in this publication bring together the research of a wide community of scholars (e.g., musicologists, anthropologists, ethnomusicologists and linguists) working in the field of performance studies and collectively reflect the musicological issues being debated in Australia today.

The Routledge Companion to Music, Technology, and Education is a comprehensive resource that draws together burgeoning research on the use of technology in music education around the world. Rather than following a procedural how-to approach, this companion considers technology, musicianship, and pedagogy from a philosophical, theoretical, and empirically-driven perspective, offering an essential overview of current scholarship while providing support for future research. The 37 chapters in this volume consider the major aspects of the use of technology in music education: Part I. Contexts. Examines the historical and philosophical contexts of technology in music. This section addresses themes such as special education, cognition, experimentation, audience engagement, gender, and information and communication technologies. Part II. Real Worlds. Discusses real world scenarios that relate to music, technology, and education. Topics such as computers, composition, performance, and the curriculum are covered here. Part III. Virtual Worlds. Explores the virtual world of

learning through our understanding of media, video games, and online collaboration. Part IV. Developing and Supporting Musicianship. Highlights the framework for providing support and development for teachers, using technology to understand and develop musical understanding. The Routledge Companion to Music, Technology, and Education will appeal to undergraduate and post-graduate students, music educators, teacher training specialists, and music education researchers. It serves as an ideal introduction to the issues surrounding technology in music education.

In the World Library of Educationalists series, international experts compile career-long collections of what they judge to be their finest pieces – extracts from books, key articles, salient research findings, major theoretical and practical contributions – so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. Since the publication of A Basis for Music Education in 1979, Keith Swanwick has continued to be a major influence on the theory and practice of music education. The international appeal of his insights into the fundamentals of music and music education is recognised in invitations from more than twenty countries to give Key Note presentations, conduct workshops, and advise as a consultant. These include such diverse places as Kazakhstan, Colombia, Iceland and Papua New Guinea. During 1998 he was Visiting Professor, University of Washington. In this collection, Swanwick brings together 12 of his key writings to present an overview of the development of his own work and of the field of music education. The text allows the reader to consider Swanwick's approach to music education and how it is characterised by a concern for musical, and to some extent wider artistic, processes, shaped by his experience as a teacher and performing musician in a variety of settings, and also by the influences of philosophers, psychologists and sociologists.

The understanding of music involves the mastery of its various layers of meaning. Sometimes this meaning can be acquired through human insight; at other times, it can be learned. The central concern of Musical Knowledge is the tension between intuitive and analytical ways of making sense of the world. Keith Swanwick examines this relationship on three levels: in considering music as a way of knowing; as the apparent predicament between qualitative and quantitative research paradigms; and as a tension in education. Keith Swanwick guides his reader from a theoretical exploration of musical knowledge, through an examination of ways of researching the musical experience to a concluding section which will be of direct practical help to teachers. He suggests ways in which music education can be a vital transaction, giving examples across a range of music teaching, including school classroom and instrumental studios. The book will be of interest to anyone who makes or responds to music.

The silent attentiveness expected of concert audiences is one of the most distinctive characteristics of modern Western musical culture. This is the first book to examine the concept of attention in the history of musical thought and its foundations in the writings of German musical commentators of the late eighteenth century. Those critics explained numerous technical features of the music of their time as devices for arousing, sustaining or otherwise influencing the attention of a listener, citing in illustration works by Gluck, C. P. E. Bach, Georg Benda and others. Two types of attention were identified: the uninterrupted experience of a single emotional state conveyed by a piece of music as a whole, and the fleeting sense of 'wonder' or 'astonishment' induced by a local event in a piece. The relative validity of these two modes was a topic of heated debate in the German Enlightenment, encompassing issues of musical communication, compositional integrity and listener competence. Matthew Riley examines the significant writers on the topic (Descartes, Leibniz, Wolff, Baumgarten, Rousseau, Meier, Sulzer and Forkel) and provides analytical case studies to illustrate how these perceived modes of attention shaped interpretations of music of the period.

Drawing on decades of teaching experience and the collective wisdom of dozens of the most creative theorists in the country, Michael R. Rogers's diverse survey of music theory?one of the first to comprehensively survey and evaluate the teaching styles, techniques, and materials used in theory courses?is a unique reference and research tool for teachers, theorists, secondary and postsecondary students, and for private study. This revised edition of Teaching Approaches in Music Theory: An Overview of Pedagogical Philosophies features an extensive updated bibliography encompassing the years since the volume was first published in 1984. In a new preface to this edition, Rogers references advancements in the field over the past two decades, from the appearance of the first scholarly journal devoted entirely to aspects of music theory education to the emergence of electronic advances and devices that will provide a supporting, if not central, role in the teaching of music theory in the foreseeable future. With the updated information, the text continues to provide an excellent starting point for the study of music theory pedagogy. Rogers has organized the book very much like a sonata. Part one, ?Background," delineates principal ideas and themes, acquaints readers with the author's views of contemporary musical theory, and includes an orientation to an eclectic range of philosophical thinking on the subject; part two, ?Thinking and Listening," develops these ideas in the specific areas of mindtraining and analysis, including a chapter on ear training; and part three, ?Achieving Teaching Success," recapitulates main points in alternate contexts and surroundings and discusses how they can be applied to teaching and the evaluation of design and curriculum. Teaching Approaches in Music Theory emphasizes thoughtful examination and critique of the underlying and often tacit assumptions behind textbooks, materials, and technologies. Consistently combining general methods with specific examples and both philosophical and practical reasoning, Rogers compares and contrasts pairs of concepts and teaching approaches, some mutually exclusive and some overlapping. The volume is enhanced by extensive suggested reading lists for each chapter.

Providing a distillation of knowledge in the various disciplines of arts education (dance, drama, music, literature and poetry and visual arts), this essential handbook synthesizes existing research literature, reflects on the past, and contributes to shaping the future of the respective and integrated disciplines of arts education. While research can at times seem distant from practice, the Handbook aims to maintain connection with the live practice of art and of education, capturing the vibrancy and best thinking in the field of theory and practice. The Handbook is organized into 13 sections, each focusing on a major area or issue in arts education research.