

**ARTICLES
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**NATURE, SOURCE, MEASUREMENT, AND EVALUATION
OF MUSIC APTITUDES***

Edwin E. Gordon

University of South Carolina, USA

Summary. The article points at the differences between music achievements and music aptitudes claiming that music achievements are intellectual, while music aptitudes are spontaneous and occur in the entire body. The author also shows the importance of testing the music aptitude and presents tests useful for this purpose (e.g. PMMA, IMMA, MAP and AMMA). He says that music aptitude tests may be used to identify students with high overall music aptitude, but they may also be administered to focus on tonal and rhythm aptitudes.

We are born with equal rights under the law, but that is not to say we are born equal. Every unborn child has the potential to become a child, but once born, differences among children become readily apparent. One such difference lies among children in their potential to learn and understand music. Nonetheless, they share the same right to achieve whatever they are capable of in music.

More than two thousand years ago, Plato said there is nothing more devastating and unequal than equal treatment of students with unequal aptitudes. More recently, Felix Emanuel Schelling (1858-1945), American educator and scholar, had this to say: "True education makes for inequality: the inequality of individuality, the inequality of success; the glorious inequality of talent, of genius; for inequality, not mediocrity, individual superiority, not standardization, is the measure of the progress of the world".

* Adapted from Edwin E. Gordon, *Learning Sequences in Music: A Contemporary Music Learning Theory*. Chicago: GIA Publications, 2007.

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Nature Description Measurement And Evaluation Of Music Aptitudes

Richard Parncutt, Gary McPherson



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The Nature, Description, Measurement and Evaluation of Music Aptitudes Edwin Gordon, 1987 This book provides the reader with a comprehensive understanding of music aptitude by providing a systematic discussion of the nature description measurement and evaluation of music aptitude

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The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 1 Timothy S. Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2 Timothy Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education

assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

Whittled Wordscapes Edwin E. Gordon, 2008 **The Psychology of Creative Performance and Expertise** Kathryn Friedlander, 2024-08-22 This much needed book introduces readers to the related fields of expertise creativity and performance exploring our understanding of the factors contributing to greatness in creative domains Bringing together research from the fields of creativity and expertise it provides fresh insights for newcomers and seasoned scholars alike with its approachable guide to the multidimensional complexities of expertise development It transcends traditionally studied fields such as chess sports and music instead exploring the intersection of expertise with creativity and the performing arts Dedicated applied chapters cover eight fields including mind games music dance creative writing acting art and STEM The book also examines the facilitators of creative performance including aesthetic sensitivity creativity and mental imagery as well as the obstacles to performance such as burnout procrastination and gender related challenges The book concludes by engaging with pressing issues facing expertise including the impact of AI Student friendly pedagogy is featured throughout including Spotlight on Check it out and Consider this boxes to position material within context and engage students learning Whether revealing how an actor brings their part to life how writers conjure up their storylines and vibrant characters or what lies behind scientific invention The Psychology of Creative Performance and Expertise offers a fascinating insight into the multifaceted journey towards achieving creative excellence This is a valuable resource for final year undergraduate and postgraduate students and scholars across a range of disciplines including expertise or skill acquisition the psychology of performance and creativity **The New Handbook of Research on Music Teaching and Learning** Richard Colwell, Carol Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory

curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars MENC Handbook of Musical Cognition and Development Richard Colwell,2006-02-23 This text provides the theoretical and practical techniques that explain meaning and understanding in music It gives coverage of such topics as the development of skills in music performance research on communicating music expressiveness and more The Oxford Handbook of Sound and Imagination, Volume 2 Mark Grimshaw-Aagaard,Mads Walther-Hansen,Martin Knakkegaard,2019-07-26 Whether social cultural or individual the act of imagination always derives from a pre existing context For example we can conjure an alien s scream from previously heard wildlife recordings or mentally rehearse a piece of music while waiting for a train This process is no less true for the role of imagination in sonic events and artifacts Many existing works on sonic imagination tend to discuss musical imagination through terms like compositional creativity or performance technique In this two volume Handbook contributors shift the focus of imagination away from the visual by addressing the topic of sonic imagination and expanding the field beyond musical compositional creativity and performance technique into other aural arenas where the imagination holds similar power Topics covered include auditory imagery and the neurology of sonic imagination aural hallucination and illusion use of metaphor in the recording studio the projection of acoustic imagination in architectural design and the design of sound artifacts for cinema and computer games **The Oxford Handbook of Sound and Imagination** Mark Grimshaw,Mark Grimshaw-Aagaard,Mads Hansen,Martin Knakkegaard,2019 In this two volume Handbook contributors address the tendency to discuss musical imagination through terms like compositional creativity or performance technique correcting the current bias towards visual imagination to instead highlight the many forms of sonic and musical imagination **Early Gifts** Paula Olszewski-Kubilius,Lisa Limburg-Weber,Steven Pfeiffer,2003 Most parents suspect at one time or another that their child is showing signs of above average ability in some area But determining what to do next can be difficult This practical resource offers solid advice and guidance for parents of gifted children including suggestions for both school and home environments Educational Resource *Assessment in Music Education* Timothy S. Brophy,2008 *The Practice of Assessment in Music Education* Frank Abrahams,2010 **Converting STEM into STEAM Programs** Arthur J. Stewart,Michael P. Mueller,Deborah J. Tippins,2020-02-27 This book examines the push and pull of factors contributing to and constraining conversion of STEM science technology engineering and math education programs into STEAM science technology engineering math and arts education programs The chapters in this book offer thought provoking examples theory and suggestions about the advantages methods and challenges involved in making STEM to STEAM conversions at levels ranging from K12 through graduate university programs A large driving force for STEM to

STEAM conversions is the emerging awareness that the scientific workforce finds itself less than ideally prepared when engaging with so called wicked problems the complex suite of emerging multifaceted issues such as global climate change social injustice and pandemic diseases Dealing with these issues requires cross disciplinary expertise and the ability to insert technical and scientific understanding effectively into areas of public planning and policy The different models and possibilities for STEAM as the next phase of the STEM revolution laid out in this book will promote research and further our understanding of STEAM as a forward thinking approach to education Gillian Roehrig STEM Education University of Minnesota USA The ideal teacher sees opportunities for integrating ideas from multiple disciplines into every lesson This book offers many worthwhile suggestions on how to do that deliberately and systematically George DeBoer Project 2061 of the American Association for the Advancement of Science USA For the last several years calls for expanding STEM education have grown but so too have concerns about technocratic approaches to STEM This volume challenges the community to consider broader views on STEM by focusing on the place of arts education within this movement The chapters offer much needed new perspectives on the re integration of the arts and sciences Troy Sadler School of Education University of North Carolina USA International Handbook of Giftedness and Talent K. A. Heller, F. J. Möns, R. Subotnik, Robert J.

Sternberg, 2000-12-18 The first edition of this popular reference work was published in 1993 and received critical acclaim for its achievement in bringing together international perspectives on research and development in giftedness and talent Scholars welcomed it as the first comprehensive volume in the field and it has proved to be an indispensable resource to researchers Since the first edition the scholarly field of giftedness and talent studies has expanded and developed welcoming contributions from researchers in related disciplines Several theoretical frameworks outlined in the first edition have now been empirically tested and a number of new trends have emerged The Second Edition of the International Handbook of Giftedness and Talent provides an invaluable research tool to academics researchers and students interested in the field of giftedness and talent The contributors are renowned in the field and the broad range of topics on giftedness that have been studied in the past century right up to the late 1990s are represented in this volume It is truly international in scope bringing together leading scholars and teachers from all around the world This new edition has been fully updated and rewritten and includes 22 completely new chapters It provides a comprehensive review and critical synthesis of significant theory a unique cross national perspective with contributions from over 100 distinguished authors covering 24 nations significant contributions from scholars working in related fields an increased focus on empirically supported scholarship and is arranged for quick and easy reference with comprehensive subject and author indexes *Buffalo Music Learning Theory* Edwin Gordon, 2006 Gordon explains how to incorporate his music learning theory in a middle school high school college or university setting **Proceedings of the 2022 6th International Seminar on Education, Management and Social Sciences (ISEMSS 2022)** Ghaffar Ali, Mehmet Cüneyt Birkök, Intakhab Alam Khan, 2023-09-16 This is an open access book

The aim of 2022 6th International Seminar on Education Management and Social Sciences ISEMSS 2022 is to bring together innovative academics and industrial experts in the field of Education Management and Social Sciences to a common forum. The primary goal of the conference is to promote research and developmental activities in Education Management and Social Sciences and another goal is to promote scientific information interchange between researchers, developers, students and practitioners working all around the world. The conference will be held every year to make it an ideal platform for people to share views and experiences in Education Management and Social Sciences and related areas.

The Science and Psychology of Music Performance Richard Parncutt, Gary McPherson, 2002-04-18. What type of practice makes a musician perfect? What sort of child is most likely to succeed on a musical instrument? What practice strategies yield the fastest improvement in skills such as sight reading, memorization and intonation? Scientific and psychological research can offer answers to these and other questions that musicians face every day. In *The Science and Psychology of Music Performance*, Richard Parncutt and Gary McPherson assemble relevant current research findings and make them accessible to musicians and music educators. This book describes new approaches to teaching music, learning music and making music at all educational and skill levels. Each chapter represents the collaboration between a music researcher (usually a music psychologist) and a performer or music educator. This combination of expertise results in excellent practical advice. Readers will learn, for example, that they are in the majority (57%) if they experience rapid heartbeat before performances; the chapter devoted to performance anxiety will help them decide whether beta blocker medication, hypnotherapy or the Alexander Technique of relaxation might alleviate their stage fright. Another chapter outlines a step by step method for introducing children to musical notation, firmly based on research in cognitive development. Altogether the 21 chapters cover the personal, environmental and acoustical influences that shape the learning and performance of music.

Intermediate measures of music audiation Edwin Gordon, 1986.

Engaging Musical Practices Suzanne L. Burton, Alison Reynolds, 2018-04-26. Whether you are a pre-service newly hired or veteran elementary general music teacher, *Engaging Musical Practices: A Sourcebook on Elementary General Music* offers a fresh perspective on topics that cut across all interactions with K-5th grade music learners. Chapter authors share their expertise and provide strategies, ideas and resources to immediately apply their topics, guiding focus on inclusive, social, active and musically engaging elementary general music practices.

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