MUSIC MATTERS

A New Philosophy of Music Education

BY DAVID J. ELLIOTT REVIEWED BY DELORES GAUTHIER AND JOHN LYCHNER

Music educators need to establish a philosophical foundation upon which to base the nature and value of music education. According to the New Webster's Dictionary, the word "philosophy" may be defined as "systemized principles of any subject or branch of knowledge." Systematized principles, whether garnered from a single author or multiple authors, form the foundation that guides music educators in developing a personal approach to the profession. In his book Music Matters: A New Philosophy of Music Education (1995), published by Oxford University Press, David J. Elliott presents a thoughtful and somewhat opinionated philosophy for the music education profession to contemplate.

The text unfolds in the form of a

Delores Gauthier is associate professor at the School of Music, Western Michigan University, Kalamazoo, Michigan. John Lychner, also at Western Michigan University, is assistant professor at the School of Music.

classical, expanded essay with an introduction followed by a discussion of Elliott's philosophical views. The conclusion is a recommendation for the implementation of his views and is where his philosophical tenets are mingled with curricular issues. The outline is similar in design to Bennett Reimer's A Philosophy of Music Education (1989), though that is all Elliot might consider similar.

In the introductory chapters, Elliott provides the kind of information that may be encountered in a basic philosophy course. He introduces topics and examples that lead the reader to an understanding of the need for philosophical discourse. In addition, he encourages a balance of systematic criticism and systematic understanding in order to develop an open-minded approach when considering the views of others. For Elliott, philosophy and music education relate on three levels: personal, public, and professional. The first two components represent the work of the practitioner and those supporting or defending music programs.

Philosophy Of Music Education

David James Elliott, Professor of Music and Music Education David J Elliott

Philosophy Of Music Education:

A Philosophy of Music Education Bennett Reimer,1970 A Philosophy of Music Education Bennett Reimer,2022-11-01 Bennett Reimer s A Philosophy of Music Education asserts that the nature and value of music education are determined primarily by the nature and value of music Originally published in 1970 with the third edition originally published in 2003 this text relates findings in the field of aesthetics to their implications for the practice of music education thus emphasizing practical applications that students and future educators can employ in their teaching and learning It addresses an increasingly diverse world in which music is viewed not as a singular practice but as a multitude of related practices Reimer believes that music has characteristics that make it recognizably and distinctively a practice or an art that these characteristics can be identified to a reasonable and useful degree but no doubt never definitively that music is of value to humans and their communities in a variety of ways related to these characteristics and that the primary mission of music education is to make musical values widely and deeply available Each chapter includes case studies Riffs and questions for discussion exploration Etudes that enhance student learning This reprint edition includes a new introduction by Peter R Webster that sets Reimer s work in the context of the development of music education pedagogy and illuminates why this remains an important text for today s students An excellent introductory text for undergraduate or more advanced music education students A Philosophy of Music Education remains the best single introduction to this important and growing field

Music Matters David James Elliott, Marissa Silverman, 2014 Why is music significant in life and education What shall we teach How To whom Where and when The praxial philosophy espoused in Music Matters A Philosophy of Music Education offers an integrated sociocultural artistic participatory and ethics based concept of the natures and values of musics education musicing and listening community music musical understanding musical emotions creativity and more Embodied enactive concepts of action perception and personhood weave through the book s proposals Practical principles for curriculum and instruction emerge from the authors praxial themes A Brief Introduction to A Philosophy of Music and Music Education as Social Praxis Thomas A. Regelski, 2015-12-07 Music and Music Education as Social Praxis is a brief introduction to a praxial theory of music education defined by author It is grounded in an interdisciplinary approach for undergraduate and graduate students in music education Drawing upon scholarship from a range of disciplines including philosophy and sociology the book emphasizes and highlights thinking of music as an active social practice and offers an alternative to existing approaches to music education This text advocates for an alternative approach to teaching music rooted in the social practice of music and will supplement Foundations or Methods courses in the Music Education Remixing the Classroom Randall Everett Allsup, 2016-06-27 In a delightfully self conscious philosophical mash curriculum 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 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 The Oxford Handbook of Philosophy in Music Education Wayne D. Bowman, Ana Lucía Frega, 2012-05-25 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 rigour 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 A Philosophy of Music Education Bennett Reimer, 2012 A Brief Introduction to A Philosophy of themselves Music and Music Education as Social Praxis Thomas A. Regelski, 2015-12-07 Music and Music Education as Social Praxis is a brief introduction to a praxial theory of music education defined by author It is grounded in an interdisciplinary approach for undergraduate and graduate students in music education Drawing upon scholarship from a range of disciplines including philosophy and sociology the book emphasizes and highlights thinking of music as an active social practice and offers an alternative to existing approaches to music education This text advocates for an alternative approach to teaching music rooted in the social practice of music and will supplement Foundations or Methods courses in the Music Education curriculum Philosophy of Music Education Challenged: Heideggerian Inspirations Frederik Pio, Øivind Varkøy, 2014-10-20 This volume offers key insights into the crisis of legitimization that music as a subject of arts education seems to be in Music as an educational subject is under intense pressure both economically due to the reduction of education budgets as well as due to a loss of status with policy makers The contributions in this book illuminate Martin Heidegger's thinking as a highly cogent theoretical framework for understanding the nature and depth of this crisis The contributors explore from various angles the relationship between the pressure on music education and the foundations of our technical and rationalized modern society and lead the way on the indispensable first steps towards reconnecting the cultural practices of education with music and its valuable contributions to personal development **A Philosophy of Music Education** Elizabeth Public Schools (Elizabeth, N.J.),1971* 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 Freqa 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

A philosophy of music education Bennett Reimer, 1970

Music Matters David James Elliott, Professor of Music and Music Education David J Elliott, 1995 The author constructs a new concept of music education one designed to stimulate guide and support the efforts of pre service and practicing music teachers as they tackle the many theoretical and practical issues involved in music education He provides rigorous reflections on the why what and how of music teaching and learning that serve as catalysts for critical thinking and individual philosophy building Toward a Philosophy of Music Education Jeanette Bajorek, 1969 The Philosophy of Music **Education** David Lines, Philosophy of Education Society of Australasia, 2005 **Philosophy of Music Education Review** Transforming Music Education Estelle R. Jorgensen, 2003 Examines the reasons why music education should be transformed and suggests alternative educational modles and strategies Philosopher, Teacher, Musician Estelle Ruth The Oxford Handbook of Asian Philosophies in Music Education C. Victor Fung, Professor of Music Jorgensen, 1991 Education C Victor Fung, Associate Professor of Music Leonard Tan, Leonard Tan, 2024-07-19 This volume focuses on the collective wisdom of Asian philosophies and their implications for music education All twenty chapters are written by highly regarded philosophers and music educators steeped in various Asian traditions These chapters will include an explanation of a prominent philosophical tradition evidence in a contemporary music teaching and learning settings including its inception and historical development along with an explanation of how the philosophical tradition works in contemporary music education and suggestions for potential directions in the near and distant future. The book is organized into five sections Section I is based on Chinese philosophical traditions which have the longest history and are some of the most influential across Asia and beyond Chapters in Section II present a snapshot of Japanese and Korean views beginning with the musical practices in the Joseon Period 1392 1910 that are still being practiced in South Korea today to Western influences in 19th century Japan A collection of philosophical traditions from South and Southeast Asia are contained in Section III ranging from the insights of King Bhumibol Adulyadej King Rama IX of Thailand an accomplished jazz musician to the Balinese notion of taksu a form of supreme energy and divine power crucial for compelling performances in the performing arts We venture into the Islamic and the Middle Eastern world in Section IV where the dance practices of the Hadhrami Arabs in the Malay Archipelago to traditional sharah music are contextualized within Islamic philosophy This section also describes the philosophical ideas of the 12th century Persian philosopher and founder of the Illuminationist Ishraq philosophy Shihab al Din al Suhrawardi arguing that his ideas have much to recommend music education as this approach requires students to listen in deeper ways absorb more abundantly and move beyond arts education to encompass the education of the whole person Section V concludes with a metaphorical view on a New Silk Road in music education in the 21st century where ideas

are traded for mutual benefit and the development multicultural philosophies of music education While there are numerous publications on the philosophy of music education rooted in the Western philosophical traditions of ancient Greece the Asian philosophical voice is virtually silent outside of Asia and this volume aims to begin the long process of redressing this imbalance This volume will open readers to the richness of Asian philosophical sources and hopefully stimulate dialogues that could generate new insights and directions for further development cross pollination and application of some of the world s earliest philosophical traditions

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