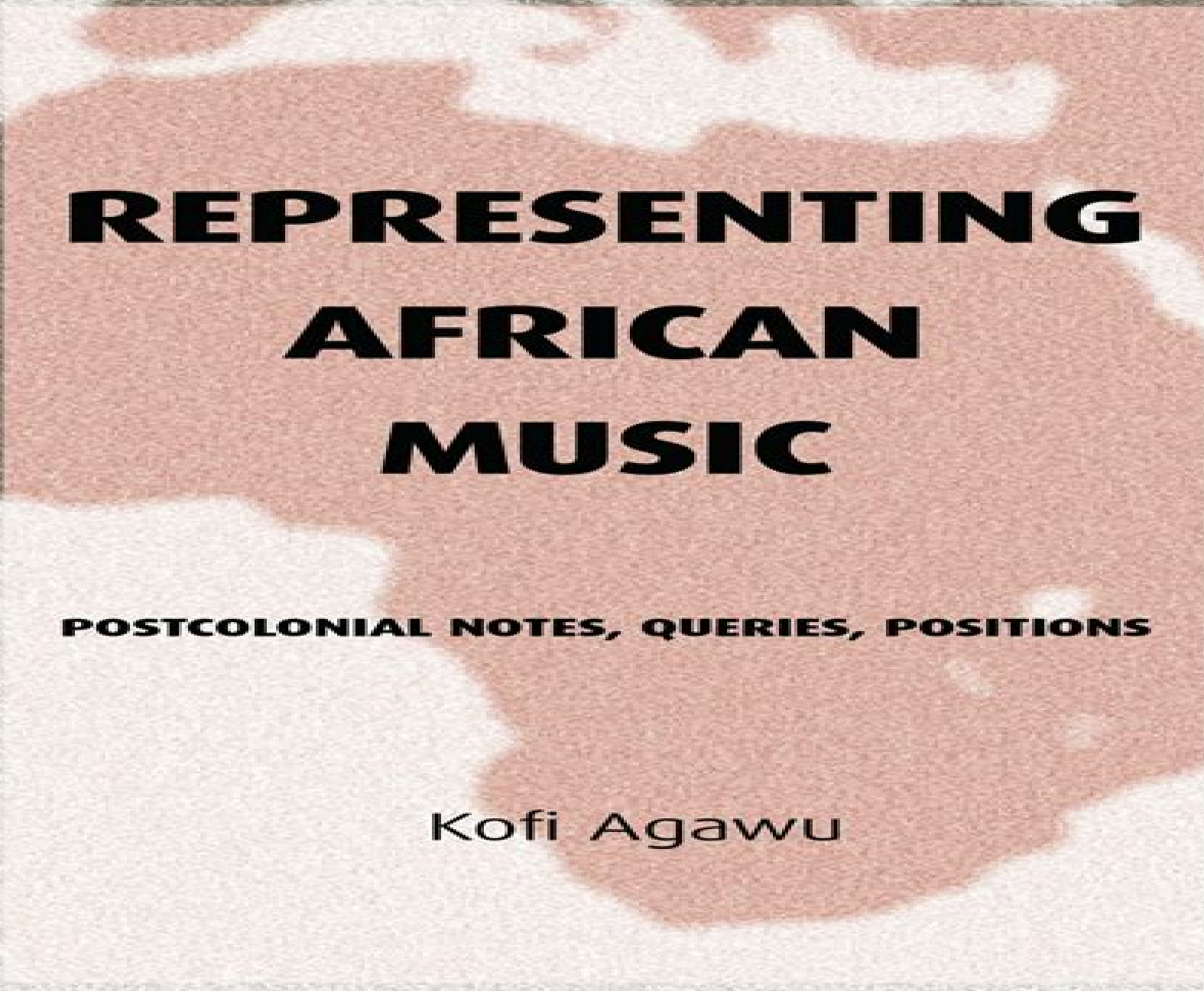




REPRESENTING AFRICAN MUSIC

POSTCOLONIAL NOTES, QUERIES, POSITIONS

Kofi Agawu

Representing African Music Postcolonial Notes Queries Positions

Victor Kofi Agawu



Representing African Music Postcolonial Notes Queries Positions:

Representing African Music Victor Kofi Agawu, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company *Centering on African Practice in Musical Arts Education* Minette Mans, 2006 This collection brings together many African voices expressing their ideas and conceptions of musical practice and arts education in Africa With essays from established scholars in the field as well as young researchers and educators and topics ranging from philosophical arguments and ethno musicology to practical classroom ideas this book will stimulate academic discourse At the same time practical ideas and information will assist teachers and students in Africa and elsewhere bringing fresh musical perspectives on instrument playing singing children s literature and play *Music, Performance and African Identities* Toyin Falola, Tyler Fleming, 2012-03-15 Cutting across countries genres and time periods this volume explores topics ranging from hip hop s influence on Maasai identity in current day Tanzania to jazz in Bulawayo during the interwar years using music to tell a larger story about the cultures and societies of Africa **The Dark Tree** Steven L. Isoardi, 2023-08-07 In the early 1960s pianist Horace Tapscott gave up a successful career in Lionel Hampton s band and returned to his home in Los Angeles to found the Pan Afrikan Peoples Arkestra a community arts group that focused on providing community oriented jazz and jazz training Over the course of almost forty years the Arkestra together with the related Union of God s Musicians and Artists Ascension collective was at the forefront of the vital community based arts movement in Black Los Angeles Some three hundred artists musicians vocalists poets playwrights painters sculptors and graphic artists passed through these organizations many ultimately remaining within the community and others moving on to achieve international fame In *The Dark Tree* Steven L Isoardi draws on one hundred in depth interviews with the Arkestra s participants to tell the history of the important and largely overlooked community arts movement of Black Los Angeles This revised and updated edition brings the story of the Arkestra up to date as its ethos and aesthetic remain vital forces in jazz and popular music to this day **International Handbook of Research in Arts Education** Liora Bresler, 2007-03-05 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 **Ethnomusicology in East Africa** Sylvia A. Nannyonga-Tamusuza, Thomas Solomon, 2012 *Ethnomusicology in East Africa* brings together thinkers and artists from Uganda East Africa and further afield to discuss an area of vital importance to Africans as a people The book presents selected papers from the First International Symposium on Ethnomusicology in Uganda held at Makerere University in Kampala on 23 25 November 2009 and represents an important

step in the continued professionalisation of ethnomusicology in Uganda It presents new work by Uganda based researchers from students to academic staff and solidly places that work within the international scholarly ethnomusicological conversation Cover **Navigating Stylistic Boundaries in the Music History Classroom** Esther M.

Morgan-Ellis,2024-04-30 At a time of transformation in the music history classroom and amid increasing calls to teach a global music history Navigating Stylistic Boundaries in the Music History Classroom adds nuance to the teaching of varied musical traditions by examining the places where they intersect and the issues of musical exchange and appropriation that these intersections raise Troubling traditional boundaries of genre and style this collection of essays helps instructors to denaturalize the framework of Western art music and invite students to engage with other traditions vernacular popular and non Western on their own terms The book draws together contributions by a wide range of active scholars and educators to investigate the teaching of music history around cases of stylistic borders exploring the places where different practices of music and values intersect Each chapter in this collection considers a specific case in which an artist or community engages in what might be termed musical crossover exchange or appropriation and delves deeper into these concepts to explore questions of how musical meaning changes in moving across worlds of practice Addressing works that are already widely taught but presenting new ways to understand and interpret them this volume enables instructors to enrich the perspectives on music history that they present and to take on the challenge of teaching a more global music history without flattening the differences between traditions **Theory and Method in Historical Ethnomusicology** Jonathan McCollum,David G.

Hebert,2014-09-11 Historical ethnomusicology is increasingly acknowledged as a significant emerging subfield of ethnomusicology due to the fact that historical research requires a different set of theories and methods than studies of contemporary practices and many historiographic techniques are rapidly transforming as a result of new technologies In 2005 Bruno Nettl observed that the term historical ethnomusicology has begun to appear in programs of conferences and in publications Nettl 2005 274 and as recently as 2012 scholars similarly noted an increasing concern with the writing of musical histories in ethnomusicology Ruskin and Rice 2012 318 Relevant positions recently advanced by other authors include that historical musicologists are all ethnomusicologists now and that all ethnomusicology is historical Stobart 2008 yet we sense that such arguments while useful and theoretically correct may ultimately distract from careful consideration of the kinds of contemporary theories and rigorous methods uniquely suited to historical inquiry in the field of music In Theory and Method in Historical Ethnomusicology editors Jonathan McCollum and David Hebert along with contributors Judah Cohen Chris Goertzen Keith Howard Ann Lucas Daniel Neuman and Diane Thram systematically demonstrate various ways that new approaches to historiography and the related application of new technologies impact the work of ethnomusicologists who seek to meaningfully represent music traditions across barriers of both time and space Contributors specializing in historical musics of Armenia Iran India Japan southern Africa American Jews and southern fiddling traditions

of the United States describe the opening of new theoretical approaches and methodologies for research on global music history In the Foreword Keith Howard offers his perspective on historical ethnomusicology and the importance of reconsidering theories and methods applicable to this field for the enhancement of musical understandings in the present and future

Intercultural Communication and Creative Practice Laura Lengel, 2004-09-30 Lengel takes the reader on a journey from India and Romania where women preserve cultural rituals through mourning songs to South Africa where the body is a site of struggle for meaning and power in contemporary dance This volume examines the interrelationship of cultural and national identity ethnicity gender performance and lived experience It offers an understanding of how music and dance function within the lives of its performers and audiences and how they embody meaning carry social value and act as a vehicle for intercultural communication This book analyzes the communicative impact of women's cultural products and creative practice and creates links across disciplines such as communication cultural studies and performance studies Contributors have lived researched and performed in the United States Australia Belize Barbados Canada China England India the Pacific Romania and Yemen Their chapters address women's creative performance as a means of political and ideological expression

College Music Curricula for a New Century Robin D. Moore, 2017-04-03 Critiques and calls for reform have existed for decades within music education but few publications have offered concrete suggestions as to how things might be done differently Motivated by a desire to do just that College Music Curricula for a New Century considers what a more inclusive dynamic and socially engaged curriculum of musical study might look like in universities Editor Robin Moore creates a dialogue among faculty administrators and students about what the future of college music instruction should be and how teachers institutions and organizations can transition to new paradigms Including contributions from leading figures in ethnomusicology music education theory composition professional performance and administration College Music Curricula for a New Century addresses college level curriculum reform focusing primarily on performance and music education degrees and offer ideas and examples for a more inclusive dynamic and socially engaged curriculum of applied musical study This book will appeal to thoughtful faculty looking for direction on how to enact reform to graduate students with investment in shaping future music curricula and to administrators who know change is on the horizon and seek wisdom and practical advice for implementing change College Music Curricula for a New Century reaches far beyond any musical subdiscipline and addresses issues pertinent to all areas of music study

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