

# 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

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.

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# Philosophy Of Music Education

**Bennett Reimer**



## **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, and 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 music's education, music-making, 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 the 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.

*Remixing the Classroom* Randall Everett Allsup, 2016-06-27. In a delightfully self-conscious philosophical mash-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 themselves [A Philosophy of Music Education](#) Bennett Reimer, 2012 **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 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\* **A philosophy of music education** Bennett Reimer, 1970

**Curriculum Philosophy and Theory for Music Education Praxis** Thomas A. Regelski, 2021-09-17 Curriculum decisions are the foundation of education They determine the knowledge understandings skills attitudes and values deemed necessary for today's students Beyond musical competencies a curriculum is therefore the most important responsibility

facing music educators one that goes well beyond the skills of simply delivering an individual lesson and accounts for beneficial outcomes for individual students graduates and ultimately the world of musicing Oddly however curriculum theory and design for music education have been left to the sidelines in undergraduate music education And it is usually no more on the radar of in service teachers despite the fact that the U S politics governing school curriculum are constantly in public view e g U S No child left behind Common Core Curriculum Philosophy and Theory for Music Education Praxis remedies this with a practical overview of curriculum basics and their implications for music education Mindful of traditional philosophical roots of curriculum foundations that still impact contemporary strategy author Thomas A Regelski offers a model curriculum based on recent praxis theory in which musical and educational benefits are evident to students administrators and taxpayers who ultimately fund music programs

*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 , 2013

**Philosopher, Teacher, Musician** Estelle Ruth Jorgensen, 1991

Transforming Music Education Estelle R. Jorgensen, 2003 Examines the reasons why music education should be transformed and suggests alternative educational modles and strategies

**A Concise Survey of Music Philosophy** Donald A. Hodges, 2016-10-04 A Concise Survey of Music Philosophy helps music students choose a philosophy that will guide them throughout their careers The book is divided into three sections central issues that any music philosophy ought to consider e g beauty emotion and aesthetics secondly significant philosophical positions exploring what major thinkers have had to say on the subject and finally opportunities for students to consider the ramifications of these ideas for themselves Throughout the book students are encouraged to make choices that will inform a philosophy of music and music education with which they are most comfortable to align Frequently music philosophy courses are taught in such a way that the teacher as well as the textbook used promotes a particular viewpoint A Concise Survey of Music Philosophy presents the most current prevalent philosophies for consideration Students think through different issues and consider practical applications There are numerous musical examples each with links from the author s home website to online video performances Examples are largely from the Western classical canon but also jazz popular and world music styles In the last two chapters students apply their views to practical situations and learn the differences between philosophy and advocacy Hodges has written an excellent resource for those wanting a short but meaningful introduction to the major concepts in music philosophy Applicable to a number of courses in the music curriculum this much needed book is both accessible and flexible

containing musical examples tables and diagrams and additional readings that make it particularly useful for a student s  
general introduction to the topic I especially like the emphasis on the personal development of a philosophical position which  
makes the material especially meaningful for the student of music Peter R Webster Scholar in Residence Thornton School of  
Music University of Southern California USA      **A Philosophy of Music Education** B. Y. Oliver,1944

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