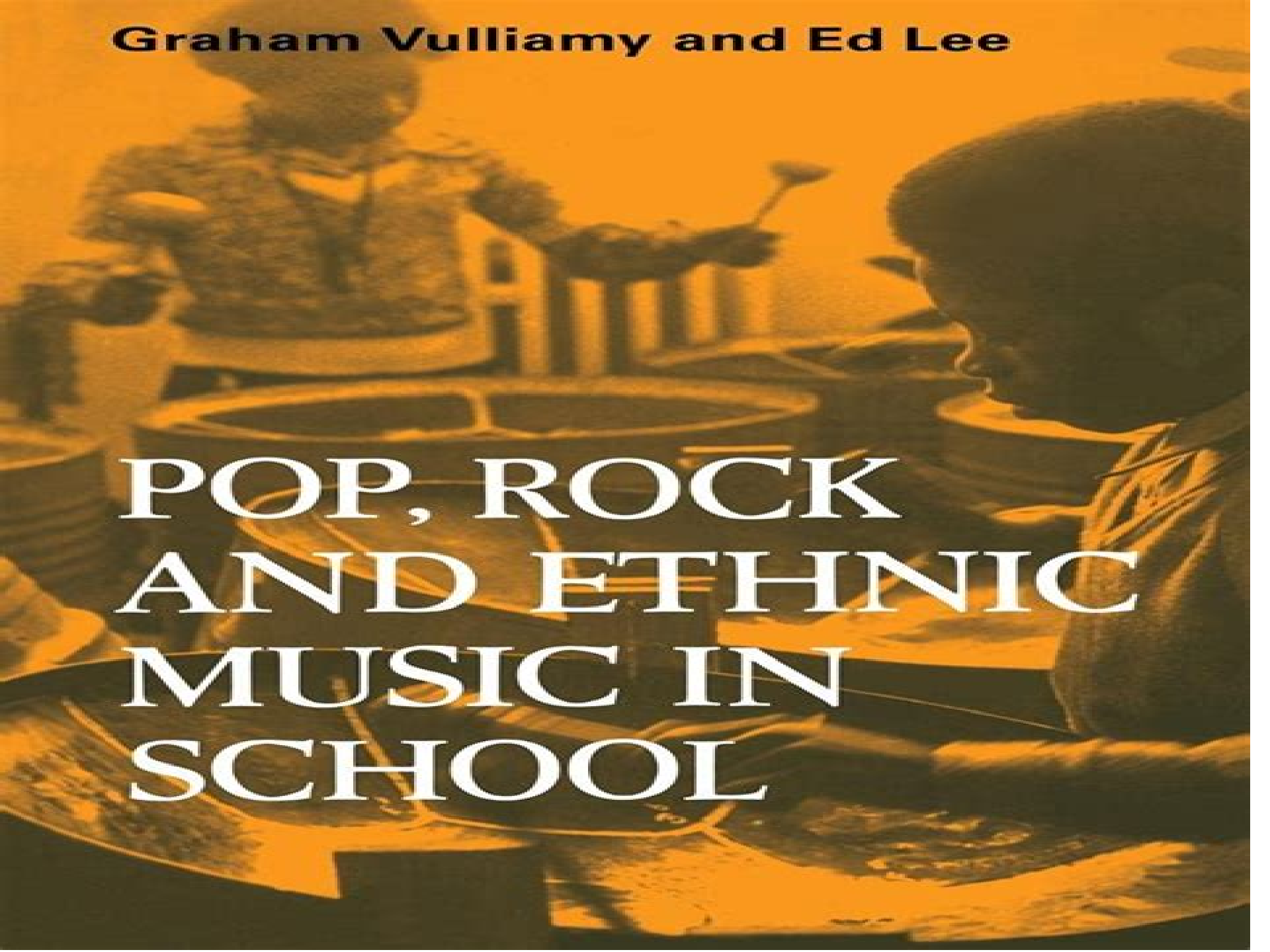


**Graham Vulliamy and Ed Lee**

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# POP, ROCK AND ETHNIC MUSIC IN SCHOOL



# Pop Rock And Ethnic Music In Schools

**John Finney**





## **Pop Rock And Ethnic Music In Schools:**

**Pop, Rock and Ethnic Music in School** Graham Vulliamy, Ed Lee, 1982-03-25      **Music in Education** Malcolm Carlton, 2014-01-21 First published in 1987 This book is for parents teachers and others involved in the education of children It aims to provide in easily understood language a guide to music in education it includes some historical detail but is mostly concerned with what actually occurs or ought to occur in the class 2 room in both primary and secondary schools      **Music Education as Critical Theory and Practice** Lucy Green, 2017-07-05 This collection of previously published articles chapters and keynotes traces both the theoretical contribution of Lucy Green to the emergent field of the sociology of music education and her radical hands on practical work in classrooms and instrumental studios The selection contains a mixture of material from essays that have appeared in major journals and books to some harder to find publications It spans issues from musical meaning ideology identity and gender in relation to music education to changes and challenges in music curricula and pedagogy and includes Green s highly influential work on bringing informal learning into formal music education settings A newly written introduction considers the relationship between theory and practice and situates each essay in relation to some of the major influences within and beyond the field of music education which affected Green s own intellectual journey from the 1970s to the present day      *A Century of Change in Music Education* Stephanie Pitts, 2019-01-04 Published in 2000 Education in our schools is a constant feature of media headlines often blamed for many of society s ills Perceived throughout the ages as civilizing force music has a fundamental role to play in education yet the last twenty years have seen a consistent erosion of the time and money made available to music teachers in our schools This book is a timely reminder of how we have arrived at the current debates and challenges of music education Stephanie Pitts charts the history of music teaching in British secondary schools over the course of the twentieth century Each chapter looks at a significant period of music education history in which the ideas and practices of a generation were established and refined The main educational publications of each decade are examined from the early by MacPherson Somervell and Yorke Trotter to the more recent thinking of Paynter and Swanwick The shifting perceptions of music in the school curriculum are nowhere better highlighted than in the changing focus on children s engagement with music from the musical appreciation lessons of the 1920 s and 1930 s to the post war concentration on performance and the 1970 s emphasis on improvisation and composition There and many other trends are discussed in the book allowing today s music educators to see their own practice in its historical context      *The Popular Music Teaching Handbook* B. Lee Cooper, Rebecca A. Condon, 2004-04-30 The function of print resources as instructional guides and descriptors of popular music pedagogy are addressed in this concise volume Increasingly public school teachers and college level faculty members are introducing and utilizing music related educational approaches in their classrooms This book lists reports dealing with popular music resources as classroom teaching materials and will stimulate further thought among students and teachers It focuses on the growing spectrum of



published scholarship available to instructors in specific teaching fields art geography social studies urban studies and so on as well as on the multitude of general resources including biographical directories and encyclopedias of artist profiles Building on two recent publications Teaching with Popular Music Resources A Bibliography of Interdisciplinary Instructional Approaches Popular Music and Society XXII no 2 Summer 1998 and American Culture Interpreted through Popular Music Interdisciplinary Teaching Approaches Bowling Green State University Popular Press 2000 this volume focuses on the growing spectrum of published scholarship that is available to instructors in specific teaching fields art geography social studies urban studies and so on as well as on the multitude of general resources including biographical directories and encyclopedias of artist profiles **The Bloomsbury Handbook of Popular Music and Social Class** Ian

Peddie,2020-02-06 The Bloomsbury Handbook of Popular Music and Social Class is the first extensive analysis of the most important themes and concepts in this field Encompassing contemporary research in ethnomusicology sociology cultural studies history and race studies the volume explores the intersections between music and class and how the meanings of class are asserted and denied confused and clarified through music With chapters on key genres traditions and subcultures as well as fresh and engaging directions for future scholarship the volume considers how music has thought about and articulated social class It consists entirely of original contributions written by internationally renowned scholars and provides an essential reference point for scholars interested in the relationship between popular music and social class **Music, Mind and Education** Keith Swanwick,2003-09-02 Keith Swanwick explores the psychological and sociological dimensions of musical experience and the implications of these for children s development and music education in schools and colleges Music is seen with the other arts as contributing to the growth of mind with deep psychological roots in play Swanwick examines the ways in which children make their own music and confirms that there is an observable sequence of development His insights into musical experience help to draw together and interpret fragmented psychological work that has been done in the field and make it possible to plan music education in schools colleges and studios in a more purposeful way His analysis of the nature of musical experience and music education has consequences both for curriculum development and the assessment of students work with special reference given to the National Curriculum and GCSE

**21st Century Music Education: Informal Learning and Non-Formal Teaching** Ruth Wright,2016 *The Sage Handbook of School Music Education* José Luis Aróstegui,Catharina Christophersen,Jeananne Nichols,Koji Matsunobu,2024-09-27 The Sage Handbook of School Music Education stands as an essential guide for navigating the evolving educational landscape in the wake of the 2008 financial crisis and the transformative impact of the COVID 19 pandemic The handbook addresses philosophical foundations social justice challenges the envisioning of a transformative curriculum and critical issues in music teacher education Written by a diverse team of leading scholars this handbook offers a truly global perspective with contributors from Africa Asia Australasia Europe and North and South America The handbook



engages with the profound interplay of economic political and social forces that shape educational policies Scholars within this collaborative work delve into what it means to educate in a world undergoing significant changes This entails an exploration of emerging educational approaches considerations for societal implications and the interconnectedness of school music education with broader curricular and global contexts As a cohesive resource The Sage Handbook of School Music Education not only addresses the challenges faced by educators but also envisions the transformative potential of music education in fostering creativity inclusivity and adaptability This handbook serves as a compass for students practitioners and scholars in the field and all those passionate about navigating the complexities of redefining music education for a new era Part 1 Foundations Part 2 Struggling for Social Justice Through Music Education Part 3 Curriculum Development Part 4 Teacher Education

*Music, Informal Learning and the School: A New Classroom Pedagogy* Professor Lucy Green, 2013-01-28 This pioneering book reveals how the music classroom can draw upon the world of popular musicians informal learning practices so as to recognize and foster a range of musical skills and knowledge that have long been overlooked within music education It investigates how far informal learning practices are possible and desirable in a classroom context how they can affect young teenagers musical skill and knowledge acquisition

*Music, Gender, Education* Lucy Green, 1997-03-28 This book focuses on the role of education in relation to music and gender Invoking a concept of musical patriarchy and a theory of the social construction musical meanings Lucy Green shows how women's musical practices and gendered musical meanings have been reproduced hand in hand through history Covering a wide range of music including classical jazz and popular styles Dr Green uses ethnographic methods to convey the everyday interactions and experiences of girls boys and their teachers She views the contemporary school music classroom as a microcosm of the wider society and reveals the participation of music education in the continued production and reproduction of gendered musical practices and meanings

*The Bloomsbury Handbook of Popular Music Education* Zack Moir, Bryan Powell, Gareth Dylan Smith, 2019-04-04 The Bloomsbury Handbook of Popular Music Education draws together current thinking and practice on popular music education from empirical ethnographic sociological and philosophical perspectives Through a series of unique chapters from authors working at the forefront of music education this book explores the ways in which an international group of music educators each approach popular music education Chapters discuss pedagogies from across the spectrum of formal to informal learning including outside and other perspectives that provide insight into the myriad ways in which popular music education is developed and implemented The book is organized into the following sections Conceptualizing Popular Music Education Musical Creative and Professional Development Originating Popular Music Popular Music Education in Schools Identity Meaning and Value in Popular Music Education Formal Education Creativities and Assessment Contributions from academics teachers and practitioners make this an innovative and exciting volume for students teachers researchers and professors in popular music studies and music education

How



Popular Musicians Learn Lucy Green, 2017-03-02 Popular musicians acquire some or all of their skills and knowledge informally outside school or university and with little help from trained instrumental teachers How do they go about this process Despite the fact that popular music has recently entered formal music education we have as yet a limited understanding of the learning practices adopted by its musicians Nor do we know why so many popular musicians in the past turned away from music education or how young popular musicians today are responding to it Drawing on a series of interviews with musicians aged between fifteen and fifty Lucy Green explores the nature of pop musicians informal learning practices attitudes and values the extent to which these altered over the last forty years and the experiences of the musicians in formal music education Through a comparison of the characteristics of informal pop music learning with those of more formal music education the book offers insights into how we might re invigorate the musical involvement of the population Could the creation of a teaching culture that recognizes and rewards aural imitation improvisation and experimentation as well as commitment and passion encourage more people to make music Since the hardback publication of this book in 2001 the author has explored many of its themes through practical work in school classrooms Her follow up book Music Informal Learning and the School A New Classroom Pedagogy 2008 appears in the same Ashgate series ISME Yearbook International Society for Music Education, 1983

**Popular Music Theory and Analysis** Thomas Robinson, 2017-04-21 Popular Music Theory and Analysis A Research and Information Guide uncovers the wealth of scholarly works dealing with the theory and analysis of popular music This annotated bibliography is an exhaustive catalog of music theoretical and musicological works that is searchable by subject genre and song title It will support emerging scholarship and inquiry for future research on popular music

**Creative Chords** Jeff Astley, Timothy Hone, Mark Savage, 2000 This collection of papers provides a synoptic view of the relationship between music theology and Christian learning It includes theological reflections on the nature and power of the musical experience together with psychological philosophical and educational perspectives and draws on practical experience and empirical research Topics covered include Composing performing and listening worship and hymnody classical music and jazz Christian theology and spirituality aesthetics education and learning and the psychology of music Contributors include James MacMillan Martin Haselbock Jeremy Begbie John Sloboda Bill Hall Ian Ground Michael Sadgrove

Cultures Of Popular Music Bennett, Andy, 2001-12-01 Presents a comprehensive cultural social and historical overview of post war popular music genres from rock n roll and psychedelic pop through punk and heavy metal to rap rave and techno

**Music Education in England, 1950-2010** John Finney, 2016-04-22 John Finney examines the child centred progressive tradition to create a fresh way of evaluating ideas and practices that have evolved since 1950 that have shaped the lives of music teachers and their pupils and that have now become disfigured residual and altogether lost in the light of social cultural and political change The book is a critique of the present situation with an intention to expose the dangers in our current pursuit of future gains that are thought to serve the making and sustaining of the social order The



project draws in major debates of the period along with their protagonists counter pointed by the voices of teachers and pupils At the same time the structuring voices of policy and governance become ever louder as we reach the present time Finney presents a compelling analytical account through a series of six episodes each seeking to capture the spirit and fervour characteristic of a particular phase within the period studied In the concluding chapter the narrative developed is reviewed From this the idea of music education as an ethical pursuit is proposed Finney argues that classroom relationships can be thought of as playfully dialogic where teacher and pupil remain curious and where there is serious attention to what is to be taught and why This will always need to be negotiated with the expressed and inferred needs of children working together to find a critical approach to what is being learnt Finney s book provides fresh inspiration for practitioners and new challenges for researchers and as such is a landmark in the field of arts and music education

*A Developing Discourse in Music Education* Keith Swanwick,2015-08-14 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

**Revolutions in Music Education** Leon de Bruin,Jane Southcott,Andrew Sutherland,2022-06-27 The teaching and learning of music around the world have evolved in diverse ways as social industrial and cultural developments have influenced the ways humans understand organize and collectivize music education *Revolutions in Music Education* Historical and Social Explorations chronicles major changes in music education that continue to shape practices in the twenty first century The contributors investigate the organizational pedagogical and strategic approaches to teaching music across the ages The universality of music is manifest in the chapters of this book providing meaning and insight from all geographic socio political and economic contexts



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