

The Oxford Handbook of SOCIAL JUSTICE IN MUSIC EDUCATION

Hildegard Froehlich, Gareth Smith

The ^AOxford Handbook of Social Justice in Music Education Cathy Benedict, Patrick Schmidt, Gary Spruce, Paul Woodford, 2015-11-27 The Oxford Handbook of Social Justice in Music Education provides a comprehensive overview and scholarly analyses of challenges relating to social justice in musical and educational practice worldwide and provides practical suggestions that should result in more equitable and humane learning opportunities for students of all ages The Oxford Handbook of Social Justice in Music Education Cathy Benedict, Patrick K. Schmidt, Gary Spruce, Paul Woodford, 2015 This handbook seeks to present a wide ranging and comprehensive survey of social justice in music education Contributors from around the world interrogate the complex multidimensional and often contested nature of social justice and music education from a variety of philosophical political social and cultural perspectives Although many chapters take as their starting point an analysis of how dominant political educational and musical ideologies serve to construct and sustain inequities and undemocratic practices authors also identify practices that seek to promote socially just pedagogy and The Oxford Handbook of Social Justice in Music Education Cathy Benedict, Patrick approaches to music education Schmidt, Gary Spruce, Paul Woodford, 2015-10-30 Music education has historically had a tense relationship with social justice One the one hand educators concerned with music practices have long preoccupied themselves with ideas of open participation and the potentially transformative capacity that musical interaction fosters On the other hand they have often done so while promoting and privileging a particular set of musical practices traditions and forms of musical knowledge which has in turn alienated and even excluded many children from music education opportunities. The Oxford Handbook of Social Justice in Music Education provides a comprehensive overview and scholarly analyses of the major themes and issues relating to social justice in musical and educational practice worldwide The first section of the handbook conceptualizes social justice while framing its pursuit within broader contexts and concerns Authors in the succeeding sections of the handbook fill out what social justice entails for music teaching and learning in the home school university and wider community as they grapple with cycles of injustice that might be perpetuated by music pedagogy. The concluding section of the handbook offers specific practical examples of social justice in action through a variety of educational and social projects and pedagogical practices that will inspire and guide those wishing to confront and attempt to ameliorate musical or other inequity and injustice Consisting of 42 chapters by authors from across the globe the handbook will be of interest to anyone who wishes to better understand what social justice is and why its pursuit in and through music education matters The ^AOxford Handbook of Children's Rights Law Jonathan Todres, Shani M. King, 2020-02-19 This book is a foundational interdisciplinary volume on children's rights that is relevant to scholars practitioners and students with an interest in children's rights human rights family law and related topics With contributions from leading experts in the field of children's rights this book provides both in depth analysis of children's rights as a discipline and maps the critical issues for advancing

children's rights today and in the future The ^AOxford Handbook of Community Music Brydie-Leigh Bartleet,Lee Higgins, 2018-02-01 This Handbook charts the new and emerging contexts practices pedagogies and research approaches which will define the field of community music in coming decades The Oxford Handbook of Feminism and Music Education Marissa Silverman, Professor of Music and Coordinator of Music Education Marissa Silverman, Associate Professor of Music Education Faculty of Music University of Toronto Associate Dean Nasim Niknafs, Nasim Niknafs, 2025 The Oxford Handbook of Feminism and Music Education brings together a wide range of international philosophical and qualitative scholars practicing music teachers educators policymakers and community musicians to conceptualize analyze and critique the multifaceted practices and problems in music education through feminist perspectives Social Justice Cathy Benedict, 2021 In this book author Cathy Benedict challenges and reframes traditional ways of addressing many of the topics we have come to think of as social justice Offering practical suggestions for helping both teachers and students think philosophically and thus critically about the world around them each chapter engages with important themes through music making and learning as it presents scenarios examples of dialogue with students unit ideas and lesson plans geared toward elementary students ages 6 14 Taken for granted subjects often considered beyond the understanding of elementary students such as friendship racism poverty religion and class are addressed and interrogated in such a way that honours the voice and critical thinking of the elementary student Suggestions are given that help both teachers and students to pause reflect and redirect dialogue with questions that uncover bias misinformation and misunderstandings that too often stand in the way of coming to know and embracing difference Guiding questions which anchor many curricular mandates are used throughout in order to scaffold critical and reflective thinking beginning in the earliest grades of elementary music education Where does social justice reside Whose voice is being heard and whose is being silenced How do we come to think of and construct poverty How is it that musics become used the way they are used What happens to songs initially intended for socially driven purposes when their significance is undermined These questions and more are explored encouraging music teachers to embrace a path toward socially just engagements at the elementary and middle school levels The Routledge Handbook to Sociology of Music Education Ruth Wright, Geir Johansen, Panagiotis A. Kanellopoulos, Patrick Schmidt, 2021-03-29 The Routledge Handbook to Sociology of Music Education is a comprehensive authoritative and state of the art review of current research in the field The opening introduction orients the reader to the field highlights recent developments and draws together concepts and research methods to be covered The chapters that follow are written by respected experienced experts on key issues in their area of specialisation From separate beginnings in the United States Europe and the United Kingdom in the mid twentieth century the field of the sociology of music education has and continues to experience rapid and global development It could be argued that this Handbook marks its coming of age The Handbook is dedicated to the exclusive and explicit application of sociological constructs and theories

to issues such as globalisation immigration post colonialism inter generational musicking socialisation inclusion exclusion hegemony symbolic violence and popular culture Contexts range from formal compulsory schooling to non formal communal environments to informal music making and listening The Handbook is aimed at graduate students researchers and professionals but will also be a useful text for undergraduate students in music education and cultural studies

Mentoring Music Teachers in the Secondary School Motje Wolf, Nikki Booth, Sarah Younie, 2025-09-26 Mentoring Music Teachers in the Secondary School helps mentors of trainee and newly qualified music teachers in both developing their own mentoring skills and providing the essential guidance their beginning teachers need as they navigate the roller coaster of the first years of teaching Offering tried and tested strategies based on research and evidence this book covers the knowledge skills understanding and practical tools every mentor needs This book is a vital source of support and inspiration for mentors involved in developing the next generation of outstanding music education teachers Key topics explained include What is meant by mentoring What a mentor does Supporting specific aspects of beginning music teachers knowledge skills and understanding Moving beginning music teachers on in their professional practice Filled with key tools for the mentor s individual development this essential text offers an accessible guide to mentoring early career music education teachers with ready to use strategies that support and inspire both mentors and beginning teachers alike Sociology for Music Teachers Hildegard Froehlich, Gareth Smith, 2017-04-21 Sociology for Music Teachers Practical Applications Second Edition outlines the basic concepts relevant to understanding music teaching and learning from a sociological perspective It demonstrates the relationship of music to education schooling and society and examines the consequences for making instructional choices in teaching methods and repertoire selection. The authors look at major theories and concepts relevant to music education texts in the sociology of music and thoughts of selected ethnomusicologists and sociologists. The new edition takes a more global approach than was the case in the first edition and includes the application of sociological theory to contexts beyond the classroom The Second Edition Presents major theories in ethnomusicology both traditional and contemporary Takes a global approach by presenting a variety of teaching practices beyond those found in the United States Emphasizes music education in a traditional classroom setting but also applies specific constructs to studio teaching situations in conservatories with private lessons and community music Provides recommendations for teaching practices by addressing popular music in school music curricula suggests inclusionary projects that explore musical styles and repertoire of the past and present and connects school to community music practices of varying kinds Contains an increased number of suggestions for projects and discussions among the students using the book The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education David James Elliott, Marissa Silverman, Gary McPherson, 2019 The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education offers critical perspectives on a wide range of conceptual and practical issues in music education assessment and evaluation as these apply to music education in schools and community settings

Points of Disruption in the Music Education Curriculum, Volume 1 Marshall Haning, Jocelyn A. Stevens, Brian N. Weidner, 2024-05-15 For decades scholars in the field of music education have recognized the need for growth and change in our approach to teaching music yet despite these calls for change the music education curriculum today remains remarkably similar to that of a century ago Points of Disruption in the Music Education Curriculum Volume 1 Systemic Changes is one of two volumes that bring together applied suggestions analyses and best practices for disrupting cycles of replication in the curriculum of K 12 and collegiate music education programs in the United States and beyond considering disruption as a force for positive change Identifying specific strategies for interrupting or reimagining traditional practices the contributors provide music teachers and music educators with a variety of potential practical approaches to creating changes that foster a better musical education at all levels of the curriculum This first volume focuses on systemic changes including topics like professional development hiring practices ableism and universal design rhizomatic learning and how to implement disruption across the music education profession Each chapter contains specific action steps and suggestions for implementation Bringing together five thought provoking chapters this concise volume offers a diverse set of concrete strategies that will be useful to a wide range of music education stakeholders including teachers administrators and curriculum designers

Sociological Thinking in Music Education Carol Frierson-Campbell, Clare Hall, Sean Robert Powell, Guillermo Rosabal-Coto, 2022-01-14 Sociological Thinking in Music Education presents new ideas about music teaching and learning as important social political economic ecological and cultural ways of being with an overarching aim to move beyond mere descriptions of what is by analyzing how social inequalities and inequities conflict and control and power can be understood in and through music teaching and learning at both individual and collective levels Values and Music Education Estelle R. Jorgensen, 2021-11-09 What values should form the foundation of music education And once we decide on those values how do we ensure we are acting on them In Values and Music Education esteemed author Estelle R Jorgensen explores how values apply to the practice of music education We may declare values but they can be hard to see in action Jorgensen examines nine quartets of related values and offers readers a roadmap for thinking constructively and critically about the values they hold In doing so she takes a broad view of both music and education while drawing on a wide sweep of multidisciplinary literature Not only does Jorgensen demonstrate an analytical and dialectical philosophical approach to examining values but she also seeks to show how theoretical and practical issues are interconnected An important addition to the field of music education Values and Music Education highlights values that have been forgotten or marginalized underscores those that seem perennial and illustrates how values can be double edged swords Music Learning and Teaching in Infancy, Childhood, and Adolescence Gary McPherson, Graham Welch, 2018-04-26 Music Learning and Teaching in Infancy Childhood and Adolescence explores a comprehensive array of key issues concepts and debates related to music learning and teaching in three phases of a child's development It provides a broad framework for understanding the distinct

needs and perspectives of infants children and adolescents as they relate to music The Oxford Handbook of Special Music Education and Music Therapy Kimberly A. McCord, Cynthia Colwell, Deborah VanderLinde, 2025 School music teachers have always taught students with dis abilities in their classes and ensembles and occasionally school music therapists and teachers will collaborate More often than not music educators are unaware that their students are receiving music therapy This handbook addresses this issue in both research and practice by bringing together the complementary fields of Music Therapy and Special Music Education the latter still a relatively new field but growing in research output and interest With a focus on school music education early childhood through grade 12 the twenty six chapters in this handbook offer a range of discussions by leaders in the fields of music education and music therapy on topics such as theoretical models of disability ablism in music therapy intercultural music learning in special education Universal Design for Learning music therapy for the whole school community and more Many chapters provide descriptions of successful programs in music therapy and special music education around the world Taken as a whole The Oxford Handbook of Special Music Education and Music Therapy is a collaboration between the two fields for the benefit of children of all ages their teachers and their music therapists 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 Rethinking 21st Century Diversity in Teacher Preparation, K-12 Education, and School Policy Suniti Teacher Education Sharma, Althier M. Lazar, 2019-01-14 This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U S global movements and changes in the world political order that have long lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity

in teaching and learning The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives theoretical approaches and research methodologies for educational inquiry responsive to diversity Driven by changes in classroom diversity this book offers educators researchers and policy makers a language for articulating complex differences in educational reform policy and practice Music Education for Social Change Iuliet Hess, 2019-05-22 Music Education for Social Change Constructing an Activist Music Education develops an activist music education rooted in principles of social justice and anti oppression Based on the interviews of 20 activist musicians across the United States and Canada the book explores the common themes perceptions and philosophies among them positioning these activist musicians as catalysts for change in music education while raising the question amidst racism and violence targeted at people who embody difference how can music education contribute to changing the social climate Music has long played a role in activism and resistance By drawing upon this rich tradition educators can position activist music education as part of a long term response to events as a crucial initiative to respond to ongoing oppression and as an opportunity for youth to develop collective expressive and critical thinking skills This emergent activist music education like activism pushing toward social change focuses on bringing people together expressing experiences and identifying and challenging oppressions Grounded in practice with examples integrated throughout the text Music Education for Social Change is an imperative and urgent consideration of what may be possible through music and music education Oxford Handbook of Music Making and Leisure Roger Mantie, Gareth Dylan Smith, 2017 The Oxford Handbook of Music Making and Leisure presents myriad ways for reconsidering and refocusing attention back on the rich exciting and emotionally charged ways in which people of all ages make time for making music Looking beyond the obvious this handbook asks readers to consider anew What might we see when we think of music making as leisure

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