

1. Record Nr.	UNINA9910299513503321
Autore	Barton Georgina
Titolo	Music Learning and Teaching in Culturally and Socially Diverse Contexts : Implications for Classroom Practice // by Georgina Barton
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2018
ISBN	3-319-95408-3
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (XIX, 215 p. 32 illus.)
Disciplina	700.71
Soggetti	Art education Teaching Learning Instruction Music Creativity and Arts Education Teaching and Teacher Education Learning & Instruction
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	PART I. Framing the concepts -- Chapter 1. The importance of exploring how culture and society impact on music learning and teaching -- Chapter 2. The relationship between music, culture and society: Meaning in music -- Chapter 3. Music learning and teaching in culturally and socially diverse contexts: Exploring modes of transmission and acquisition -- Chapter 4. Diverse learning and teaching contexts: What methods and modes look like in context -- PART II. Applying the concepts to contexts -- Chapter 5. The music learning and teaching contexts -- Chapter 6. The teachers' own music learning experiences and personal beliefs -- Chapter 7. The teaching methods and modes of communication -- Chapter 8. Socio-cultural influences on music learning and teaching -- PART III. Implications and ways forward for music education -- Chapter 9. Socio-culturally diverse music learning and teaching: Implications and ways forward for classroom practice.

Sommario/riassunto

This book examines the inter-relationship between music learning and teaching, and culture and society: a relationship that is crucial to comprehend in today's classrooms. The author presents case studies from diverse music learning and teaching contexts – including South India and Australia and online learning environments – to compare the modes of transmission teachers use to share their music knowledge and skills. It is imperative to understand the ways in which culture and society can in fact influence music teachers' beliefs and experiences: and in understanding, there is potential to improve intercultural approaches to music education more generally. In increasingly diverse schools, the author highlights the need for culturally appropriate approaches to music planning, assessment and curricula. Thus, music teachers and learners will be able to understand the diversity of music education, and be encouraged to embrace a variety of methods and approaches in their own teaching. This inspiring book will be of interest and value to all those involved in teaching and learning music in various contexts.
