

1. Record Nr.	UNINA9910416091603321
Autore	Creech Andrea
Titolo	Contexts for Music Learning and Participation : Developing and Sustaining Musical Possible Selves // by Andrea Creech, Maria Varvarigou, Susan Hallam
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2020
ISBN	3-030-48262-6
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (x, 281 pages)
Disciplina	780.71 370
Soggetti	Art education Learning Instruction Child development Lifelong learning Adult education Creativity and Arts Education Learning & Instruction Early Childhood Education Lifelong Learning/Adult Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Introduction -- Chapter 2. Shaping musical possible selves in the Early Years -- Chapter 3. Emergent musical possible selves in primary school -- Chapter 4. Secondary schools and their role to play in musical possible selves -- Chapter 5. The role of further and higher education in shaping musical possible selves -- Chapter 6. Musical possible selves in extra-curricular ensembles and instrumental and vocal tuition -- Chapter 7. Lifelong musical possible selves: Adult music learning and participation -- Chapter 8. Supporting musical possible selves in programmes with social aims -- Chapter 9. The emergence of musical possible selves through musical learning in the home -- Chapter 10. Peer learning and the construction of musical

possible selves -- Chapter 11. Musical possible selves and self-directed music learning across the lifespan -- Chapter 12. Developing musical possible selves through learning with technology and social media.

Sommario/riassunto

Susan Hallam is Professor Emerita at the UCL Institute of Education, UK. Her research interests in music include practising, performing, musical ability, musical understanding and the wider impact of engagement with music. Andrea Creech is Professor of Didactique Instrumentale at the Faculty of Music, Université Laval, Canada, where she holds a Canada Research Chair in music in community. Her current research and teaching focuses on collaborative learning, music for social development, and creative ageing in and through music. Maria Varvarigou is Lecturer in Music at Mary Immaculate College, Ireland. Her research interests focus on playing by ear and informal learning, intergenerational music making and choral conducting education. This book sets out a contemporary perspective on music education, highlighting complex intersections between informal, non-formal and formal practices and contexts. At a time when the boundaries between music learning and participation are increasingly blurred, this volume is distinctive in challenging a 'siloed' approach to understanding the diverse international music education landscape. Instead, the book proposes a multi-layered continuum of practices that can be applied across a range of formal, informal or non-formal concepts to support the development of musical possible selves. It challenges existing conceptions of learning in music education in part by drawing on research in adult learning, but also by considering the contexts in which learning takes place, and the extent to which this learning can be classified as formal, informal or non-formal. .
