

The background of the book cover is a collage of hand-drawn musical elements. It includes various musical notes (quarter, eighth, and sixteenth notes) and stems in blue, red, and black ink. There are also hand-drawn treble and bass clefs. On the right side, there is a drawing of a guitar neck with frets and a bridge. The overall style is artistic and creative, reflecting the book's theme of music beyond traditional boundaries.

MUSIC OUTSIDE THE LINES

Ideas for Composing in K-12 Music Classrooms

MAUD HICKEY

Music Outside The Lines Ideas For Composing In K 12 Music Classrooms

Brian P. Shaw



Music Outside The Lines Ideas For Composing In K 12 Music Classrooms:

Music Outside the Lines Maud Hickey, 2012-11-29 *Music Outside the Lines* is an informative and practical resource for all who are invested in making music composition an integral part of curriculum. Author Maud Hickey addresses the practical needs of music educators by offering both a well grounded justification for teaching music composition and also a compendium of useful instructional ideas and classroom activities. Hickey begins with a rationale for teachers to begin composition activities in their own classrooms with a thoughtful argument that demonstrates that all music teachers possess the skills and training needed to take children along the path toward composing satisfying musical compositions even if they themselves have never taken formal composition lessons. She also addresses some of the stickier issues that plague teaching music composition in schools such as assessment notation and technology. Most importantly she introduces a curricular model for teaching composition a model which provides an array of composition activities to try in the music classrooms and studios. These activities encourage musical and creative growth through music composition while they are organized in logical units corresponding to existing teaching modules they also offer jumping off points for music teachers to exercise their own creative thinking and create music composition activities that are customized to their classes and needs. As a whole *Music Outside the Lines* both successfully reasons that music composition should be at the core of school music curriculum and also provides inservice and pre service educators with an essential resource and compendium of practical tips and plans for fulfilling this goal.

Music Outside the Lines Maud Hickey, 2012 This is an informative and practical resource for all who are invested in making music composition an integral part of curriculum. The book addresses the practical needs of music educators by offering both a well grounded justification for teaching music composition and also a compendium of useful instructional ideas and classroom activities.

Music Outside the Lines Maud Hickey, 2012-11-01 *Music Outside the Lines* both successfully reasons that music composition should be at the core of school music curriculum and also provides inservice and pre service educators with an essential resource and compendium of practical tips and plans for fulfilling this goal.

The Routledge Companion to Teaching Music Composition in Schools Kirsty Devaney, Martin Fautley, Joana Grow, Annette Ziegenmeyer, 2023-08-18 *The Routledge Companion to Teaching Music Composition in Schools International Perspectives* offers a comprehensive overview of teaching composing from a wide range of countries around the world. Addressing the current state of composition pedagogy from primary to secondary school levels and beyond the volume explores issues including different curricular and extracurricular settings cultural aspects of composing aesthetics musical creativity the role of technology and assessment. With contributors from over 30 countries this volume encompasses theoretical historical empirical and practical approaches and enables comparisons across different countries and regions. Chapters by experienced educators composers and researchers describe in depth the practices taking place in different international locations. Interspersed with these chapters interludes by the volume editors contextualize and problematize the

teaching and learning of composing music The volume covers a range of contexts including formal and informal those where a national curriculum is mandated or where composing is a matter of choice and a range of types styles and genres of musical learning and music making Providing a wide ranging and detailed review of international approaches to incorporating music composition in teaching and learning this volume will be a useful resource for teachers music education researchers graduate and undergraduate students and all those working with children and young people in composing music

The Oxford Handbook of Music Composition Pedagogy Michele Kaschub,2024 The Oxford Handbook of Music Composition Pedagogy presents an illuminating collection of philosophy research applied practice and international perspectives to highlight the practices of teaching and learning in the field of music composition The Handbook offers various strategies and approaches in composition for teachers music teacher educators and students of music education

The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 2 Timothy Brophy,2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music *The Routledge Companion to Creativities in Music Education* Clint Randles,Pamela Burnard,2022-12-30 Viewing the plurality of creativity in music as being of paramount importance to the field of music education The Routledge Companion to Creativities in Music Education provides a wide ranging survey of practice and research perspectives Bringing together philosophical and applied foundations this volume draws together an array of international contributors including leading and emerging scholars to illuminate the multiple forms creativity can take in the music classroom and how new insights from research can inform pedagogical approaches In over 50 chapters it addresses theory practice research change initiatives community and broadening perspectives A vital resource for music education researchers practitioners and students this volume helps advance the discourse on creativities in music education *The Oxford Handbook of Music Psychology* Susan Hallam,Ian Cross,Michael Thaut,2016 This edition updates the original landmark text and provides a comprehensive review of the latest developments in this fast growing area of research Covering both experimental and theoretical perspectives each of the 11 sections is edited by an internationally recognised authority in the area Jacket **The Oxford Handbook of Social Justice in Music Education** Cathy Benedict,Patrick 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

Promising Practices in 21st Century Music Teacher Education Michele Kaschub, Janice Smith, 2014 This book surveys current music education landscapes and presents promising practices that may serve as models Contributors explore curriculum and pedagogy the power structures that influence education the role of contemporary musical practices in teacher education and the communication challenges that surround institutional change [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 Teacher As Music Producer* Clint Randles, 2022 Never has there been such an exciting time to be a music teacher Band choir and orchestra are ubiquitous in schools and have come to be known as the primary mode that students experience music at the secondary level Similarly elementary school classrooms feature approaches by Orff Kodaly Dalcroze and Music Learning Theory among a host of others But what is next In this enlightening guide author Clint A Randles provides music educators with the practical tools to turn their classrooms into student production studios Addressing everything from a new

conceptualization of the physical classroom space to the cables and other audio equipment no music educator should be without Randles puts creativity technology recording arts songwriting music production and live performance at the center of music classrooms Sourcebook for Research in Music, Third Edition Allen Scott, 2015-06-01 Since it was first published in 1993 the Sourcebook for Research in Music has become an invaluable resource in musical scholarship The balance between depth of content and brevity of format makes it ideal for use as a textbook for students a reference work for faculty and professional musicians and as an aid for librarians The introductory chapter includes a comprehensive list of bibliographical terms with definitions bibliographic terms in German French and Italian and the plan of the Library of Congress and the Dewey Decimal music classification systems Integrating helpful commentary to instruct the reader on the scope and usefulness of specific items this updated and expanded edition accounts for the rapid growth in new editions of standard works in fields such as ethnomusicology performance practice women in music popular music education business and music technology These enhancements to its already extensive bibliographies ensures that the Sourcebook will continue to be an indispensable reference for years to come **Research Anthology on Music Education in the Digital Era** Management Association, Information Resources, 2022-02-11 Music is a vital piece of life that not only allows individuals a chance to express themselves but also an opportunity for people and communities to come together Music has evolved in recent years as society turns toward a digital era where content can be shared across the world at a rapid pace Music education and how it is spread has a number of possibilities and opportunities in this new era as it has never been easier for people to access music and learn Further study on the best practices of utilizing the digital age for music education is required to ensure its success The Research Anthology on Music Education in the Digital Era discusses best practices and challenges in music education and considers how music has evolved throughout the years as society increasingly turns its attention to online learning This comprehensive reference source also explores the implementation of music for learning in traditional classrooms Covering a range of topics such as music integration personalized education music teacher training and music composition this reference work is ideal for scholars researchers practitioners academicians administrators instructors and students **Music Assessment for Better Ensembles** Brian P. Shaw, 2018-09-07 This book is written specifically for band choir and orchestra teachers at all levels to help them use music centered assessment in their teaching Filled with practical advice and examples Better Music Ensembles Through Assessment is a resource for improving performance and helping ensemble music educators deepen and document student learning *Culturally Responsive Choral Music Education* Julia T. Shaw, 2019-08-28 Culturally Responsive Choral Music Education visits the classrooms of three ethnically diverse choral teacher conductors to highlight specific examples of ways that culturally responsive teaching CRT can enrich choral music education Principles of CRT are illustrated in contrasting demographic contexts a choir serving a sizeable immigrant Hispanic population a choir with an African American classroom majority and a choir comprised of students who identify with

eighteen distinct ethnicities. Additionally, portraits of nine ethnically diverse students illuminate how CRT shaped their experiences as members of these choral ensembles. Practical recommendations are offered for developing a culturally responsive classroom environment.

General Music Carlos R. Abril, Brent M. Gault, 2022. *General Music Dimensions of Practice* is a practical guide for music teachers and teaching artists who strive to teach music holistically. The book begins by framing general music as a holistic music education that is comprehensive, meaningful, and relevant to diverse learners in school and community settings. It is followed by chapters that are organized into one of four dimensions of music practice: performing, connecting, creating, and responding. Chapter authors share creative and innovative teaching ideas for both elementary and secondary school students that focus on a wide range of topics including songwriting, composing, improvising, singing, moving, playing, listening, analyzing, contextualizing, and connecting. Each chapter provides a rationale for a given area of music study, establishing its importance and relevance; b) a research or theoretical background to inform and guide practice; and c) a pedagogical model or framework illustrated through lesson ideas, curriculum units, or vignettes. The ideas in this book seek to inspire and guide teachers as they build comprehensive music programs that are informed by students and communities.

Contemporary Research in Music Learning Across the Lifespan Jennifer Bugos, 2016-08-12. This book examines contemporary issues in music teaching and learning throughout the lifespan, illuminating an emerging nexus of trends shaping modern research in music education. In the past, most music learning opportunities and research were focused upon the pre-adult population. Yet music education occurs throughout the lifespan, from birth until death, emerging not only through traditional formal ensembles and courses but increasingly through informal settings as well. This book challenges previous assumptions in music education and offers theoretical perspectives that can guide contemporary research and practice. Exploring music teaching and learning practices through the lens of human development, sections highlight recent research on topics that shape music learning trajectories. Themes uniting the book include human development, assessment strategies, technological applications, professional practices, and cultural understanding. The volume deconstructs and reformulates performance ensembles to foster mutually rewarding collaborations across miles and generations. It develops new measures and strategies for assessment practices for professionals as well as frameworks for guiding students to employ effective strategies for self-assessment. Supplemental critical thinking questions focus the reader on research applications and provide insight into future research topics. This volume, joining established experts and emerging scholars at the forefront of this multifaceted frontier, is essential reading for educators, researchers, and scholars who will make the promises of the 21st century a reality in music education. It will be of interest to a range of fields including music therapy, lifelong learning, adult learning, human development, community music, psychology of music, and research design.

Creating Music Patricia Elaine Riley, 2017-01-08. Children create music in individually unique ways but also using common processes. Each creating process component stated in the United States National Music Standards: imagine, plan, and make, evaluate, and

refine and present NCCAS 2014 is explored in this text using children's creations from China India Ireland Mexico and the United States as examples What can the characteristics of music created by children from five diverse locations teach us about creating music How do the sounds surrounding children in their schools homes and communities affect the music they create and what can be learned from this How do children's similar creating processes inform how we teach music These questions are investigated as the children's music compositions and improvisations are shared and examined As this narrative unfolds readers will become acquainted with the children their original music and what the children say about their music and its creation What we learn from this exploration leads to teaching strategies projects lesson plans and mentoring recommendations that will help music educators benefit from these particular children's creations

The Oxford Handbook of Care in Music Education Karin S. Hendricks, 2023 The Oxford Handbook of Care in Music Education addresses multiple conceptualizations of caring relationships in music education Principal themes of the handbook include philosophical perspectives on care and music education co-creating caring relationships caring for wellbeing and human flourishing and care social activism and critical consciousness The essays highlight the essence of authentic relationships and shared experiences between teachers and learners extending previous conceptions of care to meet the needs of contemporary music learners and the teachers who care for about and with them

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