



METADATA

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Abstract

The book explores various dimensions, views, approaches and perspectives in music didactics in theory and practice. It focuses on the teaching of music in all educational contexts and educational levels. It particularly focuses on primary and secondary general education; it also examines didactic issues concerning the teaching of music in music schools, conservatories, philharmonic societies, individual instrumental lessons, choirs, and any context where music is taught. The book consists of eleven chapters that fall into three parts. The first three chapters deal with the pedagogical dimension of music teaching-learning and aims at shaping the pedagogical identity of the music teacher. The next four chapters are dedicated to four music educators of the 20th century and their educational initiatives that contributed to the development of modern music education theory and practice. Those are: the eurythmics introduced by Jacques-Dalcroze, teaching of group singing through Zoltán Kodály's

method, the elemental musical education by Orff-Schulwerk, and learning a musical instrument through Suzuki's approach. The last four chapters are dedicated to four modern music pedagogical pillars that have significantly enriched music education today: a) Creativity, which shaped music teaching and learning guided by imagination and experimentation, b) Intersubjectivity, a practice that trains teachers to explore connections between concepts around music and other subject areas, c) the Inter-artistic approach, that stands for the dialogue among music and other arts, and d) Interculturality that helps people to listen with the ears of "the other" and see with the eyes of "the other." The book aims at shaping the music pedagogical identity of the modern music educator, by combining elements from pedagogical and music pedagogical theory, research and practice. It adopts a praxial music education focus, where music practice is inspired by the reflective-critical music teacher.

