

The collection

MOUSIKÆ PAIDEIA

Music and Education / Musik und Bildung / Musique et Pédagogie

Peter Lang AG

Description of the collection and target audience

In ancient Greek, the word ΜΟΥΣΙΚΗ τέχνη (MOUSIKAE technae) referred to all those arts patronised by the muses but in which Music held a special place. Music was not considered as a separate art form, but was inextricably linked to other art forms, mainly dance and poetry.

The expression ΠΑΙΔΕΙΑ (PAIDEIA), in ancient Greek, refers not only to the way in which a child is taught and the achievement of particular educational goals, but also the results of the process, the educational outcomes and the enculturation which occurs.

Seen separately each of these terms has its own resonances and connotations. Combining them in this bold linguistic manner, offers an opportunity to develop our thinking in new ways. It is not only a question of *music education* (learning about music) but also of viewing musical practice from an interdisciplinary perspective building upon the strong links which music has with other disciplines and finally of *educating through music*.

The collection brings together a range of academic texts which look at the development of music education in all its different modes and practices as well as considering the place of music in learning and teaching approaches. By targeting a clear exposition of new and innovative ideas and approaches, this collection aims to enrich and develop reciprocal relationships amongst thinkers, researchers and practitioners in the field.

This series is aimed at teachers, heads, researchers and those responsible for training and development in or in relation to the following institutions:

- Nursery and Early Years settings
- Primary and secondary schools
- Music schools
- Conservatoires
- Universities with music departments at tertiary level
- Teacher education and training departments
- University faculties and departments in education and psychology

It is also of interest to a range of people who work in cultural organisations and those involved in music education and the role of music in education.

Themes

- Music in school
- Curriculum Music
- The role of music in education
- Music in pedagogical approaches
- Vocal and Instrumental Music Teaching
- Early Years music education
- Initial and continuous professional development in music education for school and instrumental teachers

Publication types

- Monographs and single author books
- Research reports
- Theses and Dissertations
- Multiple author collections
- Conference proceedings

Publication languages

English

French

German

Each publication includes a summary in three languages.

Series Editors

Markus Cslovjeczsek

Markus Cslovjeczsek holds a Chair for Music Education and is a member of the Management Board of the Institute for Secondary Education, which is part of the School for Teacher Education in the University of Applied Sciences Northwestern Switzerland. Following qualifying as a primary school teacher, he holds diplomas for music education at secondary level as well as in singing and cello from the Academy for School and Church Music in Lucerne. He has taught all ages and phases of schooling from early years to high school, in specialist music schools, as well as contributing to initial and continuing training for teachers. He was heavily involved in the development of the project *Extended Music Teaching*. As a workshop leader and author, he is particularly interested in the development of an integrated perspective in school music. He has developed learning materials entitled *Creafon* and was the director of the project *Mathe macht Musik* for Klett and Balmer publications. He coordinates the international network Practice and Research in Integrated Music Education. He is also a member of the Steering group and co-leader of the project *European Music Portfolio – a Creative Way into Languages*, which is part of the *Comenius* programme.

www.creafon.ch

www.mamu.ch

www.fhnw.ch/ph/isek/professuren/musikpaedagogik

Janet Hoskyns

Janet Hoskyns is Head of the School "Education" in the Faculty of Education, Law and Social Sciences, Birmingham City University (formerly UCE) and has been a music teacher in Secondary, Primary and Special Schools as well as a teacher educator at Birmingham City

University. Her Ph D thesis examined a European Dimension in Music Education and subsequent research has involved evaluating *Youth Music Action Zone* projects, a Primary music enhancement project in Telford and *Creative Partnerships*, Birmingham. She is currently evaluating a project in Birmingham where musicians, teachers and pupils all work collaboratively to make music and improve their personal musical skills. Publications have included articles in Music Education journals and chapters in books related to music and arts education.

www.bcu.ac.uk/elss/school-of-education/our-staff/janet-hoskyns

Madeleine Zulauf

Madeleine Zulauf holds a Degree and a post-graduate Diploma in psychology (Geneva University) and also a Diploma of Music Theory (*Conservatoire de Lausanne*). She did clinical psychology and then worked as Head of projects for the *Centre vaudois de recherches pédagogiques* (Lausanne). She is director of the private Research and Teaching Bureau *Formation Musique Recherche Zulauf*, that she founded in 2002. She also teaches psychology, pedagogy and research methodology in different music teacher training institutes, particularly in the Bern University of the Arts and in the School for Teacher Education at the University of Applied Sciences Northwestern Switzerland.

She has published on the following research topics: children's musical development, music education, teacher training and the way national education systems evolve.

www.fmrzulauf.ch

Editorial board

The members of the editorial board are :

- Pierre-François Coen, Haute école pédagogique, Fribourg (Switzerland)
- Alexandra Kertz Wetzel, Ludwig Maximilian University, Munich (Germany)
- Gbaklia Elvis Koffi, Ecole Normale Supérieure, Abidjan (Ivory Coast)
- Alexandra Lamont, Keele University (England)
- Monika Oebelsberger, Universität Mozarteum, Salzburg (Austria)
- Ruth Wright, University of Western Ontario (Canada)

It will shortly be expanded with additional members.

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