



## The Oxford Handbook of Music Education, Volume 2 (Oxford Handbooks)

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### **The Oxford Handbook of Music Education, Volume 2 (Oxford Handbooks)**

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Music education takes place in many contexts, both formal and informal. Be it in a school or music studio, while making music with friends or family, or even while travelling in a car, walking through a shopping mall or watching television, our myriad sonic experiences accumulate from the earliest months of life to foster our facility for making sense of the sound worlds in which we live. The Oxford Handbook of Music Education offers a comprehensive overview of the many facets of musical experience, behavior and development in relation to this diverse variety of contexts. While the first volume primarily focuses on children during school-age years, this second collects an international list of contributors to explore how music learning takes place outside of the traditional classroom environment. Discussing a range of issues such as music education for the special needs population, music learning in adulthood, and music learning through media and technology these chapters help to broaden conceptions of music and musical involvement. Whether they are used individually or in tandem, the two volumes of The Oxford Handbook of Music Education update and redefine the discipline, and show how individuals across the world learn, enjoy and share the power and uniqueness of music.

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## **Editorial Review**

### Review

"This comprehensive handbook is the ultimate reference for those interested in music education...The format is superb; each part or topic is outlined in the table of contents, and each chapter includes an overview, graphs and charts (if applicable), reflective questions, the key source, and detailed references. Each volume has its own thorough index...The

editors' work is excellent. The handbook includes research but can be used for quick reference to a specific topic or for study of the multi-faceted aspects of creating and sharing musical experiences...Essential."

--Choice

### About the Author

**Gary E. McPherson** is Ormond Chair and Director of the Melbourne Conservatorium of Music, University of Melbourne. He is editor of *The Science and Psychology of Music Performance* (OUP, 2002, with Richard Parncutt) and *The Child as Musician: A Handbook of Musical Development* (2006) and co-author of *Music in our lives: Rethinking musical ability, development and identity*. A past President of the International Society for Music Education, he has published well over 100 publications across a range of music education and music psychology topics.

**Graham Welch** is Chair of Music Education at the Institute of Education, University of London. He is elected Chair of the internationally based Society for Education, Music and Psychology Research (SEMPRE) and Immediate Past President of the International Society for Music Education (ISME). His publications number over three hundred and embrace musical development and music education, teacher education, the psychology of music, singing and voice science and music in special education and disability

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