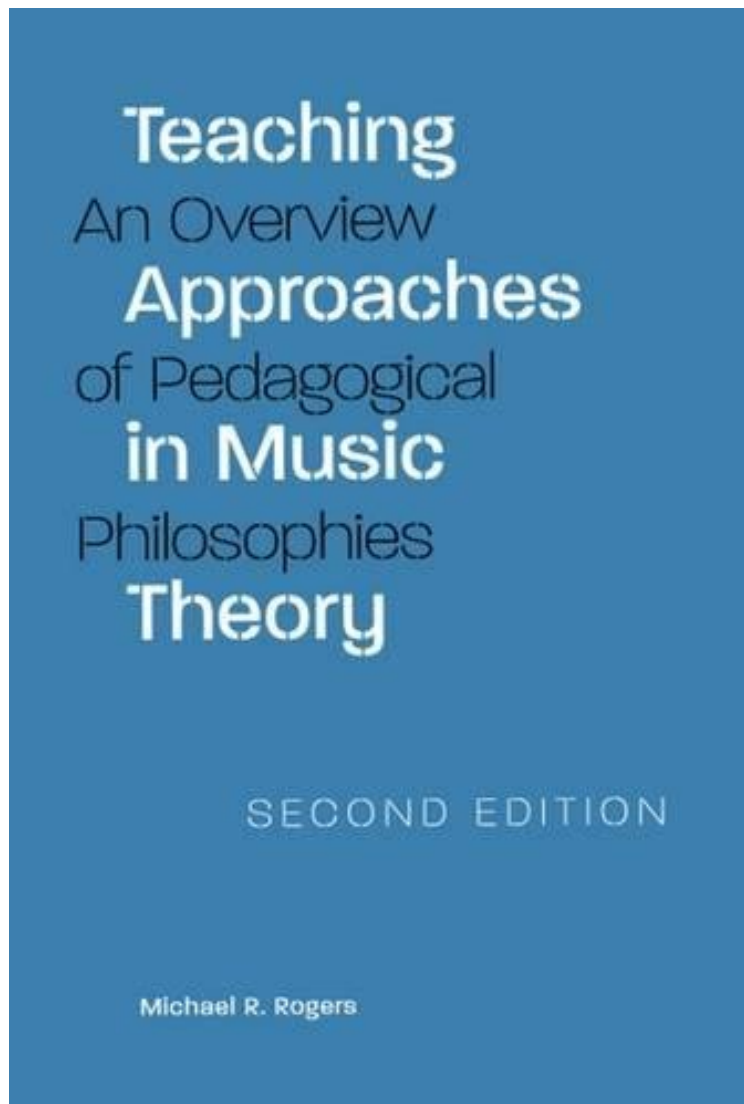


[E-BOOK] Teaching Approaches in Music Theory, Second Edition: An Overview of Pedagogical Philosophies

Teaching Approaches in Music Theory, Second Edition: An Overview of Pedagogical Philosophies

Associate Professor Michael R. Rogers
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Associate Professor Michael R. Rogers : Teaching Approaches in Music Theory, Second Edition: An Overview of Pedagogical Philosophies before purchasing it in order to gage whether or not it would be worth my time, and all praised Teaching Approaches in Music Theory, Second Edition: An Overview of Pedagogical Philosophies:

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FolioEven though this book is many years old (the new edition is basically the same as the old, but with a new bibliography), it is still jam-packed with wisdom that is relevant today. There are many new "best practices" for teaching including collaborative techniques, flipped classrooms, etc., but I still use this book in teaching the Pedagogy of Theory, while I supplement with more current materials.0 of 0 people found the following review helpful. easy to read text on understanding the pedagogy of music ...By Matthew JuddThis book is an effective, easy to read text on understanding the pedagogy of music theory. The author presents most ideological approaches in pairs (i.e. integration vs isolation) and generally admits to his own biases, supporting some balance of differing viewpoints. The text feels surprisingly modern up until technology is mentioned.The book arrived accurately in the condition indicated upon purchase.9 of 9 people found the following review helpful. Gets the job doneBy klavierspielThis is a book that does exactly what it sets out to do: it is a comprehensive look at how to teach the knotty subject of music theory, particularly the beginning stages, which the author rightly regards as most crucial. Rogers, who obviously brings a great deal of experience to bear on his topic, is not shy about expressing his opinions; though he does allow for different paths to reach the same goal, he is uncompromising about what he thinks must happen in the mind of a music theory student. Beginning with an overview of different philosophical and pedagogical approaches to the subject, Rogers then addresses teaching in more specific areas, fundamentals, counterpoint, analysis and ear training, concluding by returning to more general advice on teaching strategies and curriculum construction. The book is at times dry and, rather like in an actual music theory class, one may bridle at times at being crammed with so much information in so little space. But there is certainly a wealth of useful and thought-provoking information to be gleaned here.

Drawing on decades of teaching experience and the collective wisdom of dozens of the most creative theorists in the country, Michael R. Rogers's diverse survey of music theoryone of the first to comprehensively survey and evaluate the teaching styles, techniques, and materials used in theory coursesis a unique reference and research tool for teachers, theorists, secondary and postsecondary students, and for private study. This revised edition of *Teaching Approaches in Music Theory: An Overview of Pedagogical Philosophies* features an extensive updated bibliography encompassing the years since the volume was first published in 1984. In a new preface to this edition, Rogers references advancements in the field over the past two decades, from the appearance of the first scholarly journal devoted entirely to aspects of music theory education to the emergence of electronic advances and devices that will provide a supporting, if not central, role in the teaching of music theory in the foreseeable future. With the updated information, the text continues to provide an excellent starting point for the study of music theory pedagogy. Rogers has organized the book very much like a sonata. Part one, *Background*, delineates principal ideas and themes, acquaints readers with the authors views of contemporary musical theory, and includes an orientation to an eclectic range of philosophical thinking on the subject; part two, *Thinking and Listening*, develops these ideas in the specific areas of mindtraining and analysis, including a chapter on ear training; and part three, *Achieving Teaching Success*, recapitulates main points in alternate contexts and surroundings and discusses how they can be applied to teaching and the evaluation of design and curriculum. *Teaching Approaches in Music Theory* emphasizes thoughtful examination and critique of the underlying and often tacit assumptions behind textbooks, materials, and technologies. Consistently combining general methods with specific examples and both philosophical and practical reasoning, Rogers compares and contrasts pairs of concepts and teaching approaches, some mutually exclusive and some overlapping. The volume is enhanced by extensive suggested reading lists for each chapter.

About the AuthorMichael R. Rogers is Emeritus Kenneth and Bernadine Russell Endowed Professor of Music Theory at the University of Oklahoma. His published articles on musical analysis and music theory pedagogy appear in numerous journals.