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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 theory—one of the first to comprehensively survey and evaluate the teaching styles, techniques, and materials used in theory courses—is 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 author's 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.

Developing Musicianship Through Aural Skills is a comprehensive method for learning to hear, sing, understand, and use the foundations of music as a part of an integrated and holistic curriculum for training professional musicians. Each chapter is organized to take advantage of how our minds and instincts naturally hear and understand music and provides a variety of exercises for practicing and integrating the structure into your musical vocabulary. *Developing Musicianship Through Aural Skills* will provide you with the musical terms, progressions, resolutions, and devices that you will be able to draw upon as a functional and usable musical vocabulary. Ear training exercises on the companion website reinforce both discrete structures (intervals, chords, etc.) as well as all rhythmic and melodic material, and sections are provided to open discussion and reflection on the skills and attitudes professional musicians need to be successful. Features: Easy to Understand Explanations: Topics are logically ordered and explained to help the student make connections to their theory instruction and common usage. A Complete Method: Detailed instructions are given for singing and hearing structures as they most commonly appear in music., providing students with a proven, reliable process for creating and discerning musical structures. Exercises: Ideas for drill, pitch patterns, rhythms, melodies, duets, sing and plays, and examples from the literature help the student to integrate each chapter's material. Reflections: Discussions of topics that help students to develop as a person, a professional, and an artist, and to integrate aural skills into their musical education. Companion Website: Ear Training tools and video demonstrations. You can find the companion website at www.routledge.com/textbooks/developingmusicianship.

Women, Music, Culture: An Introduction, Second Edition is the first undergraduate textbook on the history and contribution of women in a variety of musical genres and professions, ideal for students in courses in both music and women's studies. A compelling narrative, accompanied by over 50 guided listening examples, brings the world of women in music to life, examining a community of female musicians, including composers, producers, consumers, performers, technicians, mothers, and educators in art music and popular music. The book features a wide array of pedagogical aids, including a running glossary and a comprehensive companion website with streamed audio tracks, that help to reinforce key figures and terms. This new edition includes a major revision of the Women in World Music chapter, a new chapter in Western Classical "Work" in the Enlightenment, and a revised chapter on 19th Century Romanticism: Parlor Songs to Opera. 20th Century Art Music.

The phrase 'practical theory' may seem to be a contradiction, but it is a term that Practical Beginning Theory has, since it's first edition in 1963,

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sought to embody by providing a comprehensive introduction to basic level theory that can be used in any teaching situation, even if other resource materials are limited or unavailable. In the new edition, the text continues its mission to be an all-in-one coursebook for music fundamentals. A third author has been added to revise and update the exercises in popular music and to integrate new electronic supplements into the text. A new chapter has been added to address jazz, pop, and blues and a CD of ear-training examples is now included with each copy of the book. The software package of the prior edition has been coordinated to the new CD and mounted to the Internet and exercises throughout the text have been revised to further emphasize real music instead of artificial textbook examples. In all, Practical Beginning Theory prepares students completely for the first semester of major-level music theory. It can be used at two- and four- year colleges and it is appropriate for pre-college students who are preparing to enter a music major or for advanced high school music theory courses.

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