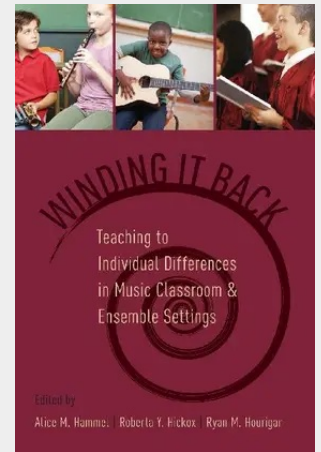


Winding It Back

Teaching to Individual Differences in Music Classroom and Ensemble Settings

Winding it Back: Teaching to Individual Differences in Music Classroom and Ensemble Settings is a collaborative effort by practicing music educators, teacher educators, pedagogy experts, researchers, and inclusion enthusiasts with a combined one hundred plus years in the field of music education. The framework of this text is centered on the following principles: 1) Honoring the individual learning needs of all students; 2) providing multiple access points and learning levels; and 3) providing adequate learning conditions for all students within the music classroom. This framework is based on research and best practice within music education. Topics include early childhood music, creative movement, older beginners, rhythm, melodic, and tonal development as well as secondary choral and instrumental music. All chapters focus on meeting the needs of all students and all learning levels within the music classroom. Many of the authors are pairs of music educators that bring different experiences to each topic. In addition, all authors contributed to the editing and musical examples that are provided as part of the collaborative writing process preserving the synergy between practicing K-12 music educators, researchers, and music teacher educators. Therefore, this text can be used as a resource for practicing music educators, teacher educators, and arts integration specialists and enthusiasts. Specific musical examples are provided both within the text and on the extended companion website. These include musical examples, lesson ideas, videos, assessment tools and sequencing ideas that work. The aim of this book is to provide one resource that can be used by music educators for all students in the music classroom both for classroom music education and music teacher preparation.

Winding it Back: Teaching to Individual Differences in Music Classroom and Ensemble Settings is a collaborative effort written by practicing music educators, teacher educators, pedagogy experts, researchers, and inclusion enthusiasts with a combined one hundred plus years in the field of music education. The framework of this text is centered on three core principles: Honoring the individual learning needs of all students; providing multiple access points and learning levels; and providing adequate learning conditions for all students within the music classroom. Topics include early childhood music, creative movement, older beginners, rhythm, and tonal development as well as secondary choral and instrumental music. All chapters focus on meeting the needs of all students and all learning levels within the music classroom. This book is ideal for practicing music educators, teacher educators, and arts integration specialists and enthusiasts alike. It provides specific musical examples both within the text and on the extended companion website including musical examples, lesson ideas, videos, assessment tools and sequencing ideas that work. The aim of this book is to provide one resource that can be used by music educators for all students in the music classroom both for classroom music education and music teacher preparation. Visit the companion website at www.oup.com/us/windingitback



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