

Course Unit Title:	Historical and Philosophical Dimensions of Music Education
Course Unit Code:	MUS 651
Type of Course Unit: (Compulsory/Optional)	Compulsory
Level of Course Unit: (first, second or third cycle)	Master (2 nd Cycle)
Year of Study:	1
Semester when the unit is delivered:	1
Number of ECTS credits allocated:	10
Name of lecturer(s):	TBA
Learning Outcomes of the course unit:	
<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Analyze the historical origins of Music Education from ancient Greece to present. • Discuss the historical significance of important events, persons and organizations in the development of Music Education. • Explain the role and the value of philosophy in music and education. • Describe and compare a variety of philosophical approaches in Music Education. • Develop and present their personal philosophy in relation to the role of music in education and the society as a whole, both orally and in writing. • Connect the historical and philosophical principles of Music Education with the contemporary trends in music teaching and structuring curricula. 	
Mode of Delivery:	Distance Learning
Prerequisites and co-requisites:	None
Recommended optional program components:	None
<p>Course Contents: The aim of the course is: (a) the exploration of the historical foundations of Music Education from ancient Greece to the present (b) the critical review/examination of the key philosophical theories and the familiarization with the main thinkers/intellectuals in the discipline of Music Education, and, (c) to link these historical and philosophical dimensions with the teaching practice and learning in music.</p> <p>Description: The comprehensive understanding of the historical and philosophical foundations of music education is fundamental for a prospective music educator, as it provides the individual with</p>	

the basis in order to develop and construct his/her own philosophy for teaching music, and rationalize his/her own teaching endeavors. The course is organized around lectures, discussions and group work, during which students will have the opportunity to critically reflect on the issues discussed. Prior to each meeting, students will be required to study selected readings (articles, research studies, book chapters), register their thoughts and concerns and prepare for group discussions.

Starting from ancient Greece, students will analyze the historical origins of Music Education and the impact/significance of important events, persons and organizations for the development of Music Education. Additionally, students will study, in-depth, the philosophical theories on Music Education, emphasizing in the Schools of Thought of: Music Education Aesthetic and Music Education Act. Throughout the semester, the students will also discuss the implications of the historical and philosophical dimensions in the content and approach of teaching music. The following topics will be investigated:

- The musical education in ancient Greece and Rome;
- The musical education of the Byzantine Empire until the 19th century;
- Milestones and key personalities in the contemporary history of music pedagogy:
 - Music educators: Dalcroze, Orff, Kodaly, Gordon, etc;
 - Symposia and providers of support in Music Education: Yale Seminar, Tanglewood Symposium, ISME, MENC, NAME etc.
 - Development of conservatories, music schools and in service training for music teachers.
 - Music in legislated education.
- The role and value of philosophy in Music Education;
- Philosophical considerations in Music Education:
 - Music as an aesthetic experience (formalism, expressionism, absolute expressionism);
 - Music as an act-David Elliott;
 - Educational philosophies and their impact in Music Education (rationalism, empiricism, pragmatism, etc.)
 - The effect of philosophy in the act of teaching;
 - Philosophy and development of curricula.

Required or Recommended Reading(s):

Selection of articles, sources from the Instructor.

English

Abeles, H. F. & Custodero, L. A. (2009). *Critical issues in music education: Contemporary theory and practice*. New York: Oxford University Press. (ISBN-10: 0195388151)

Bowman, W.D. & Frega, A.L. (2012). *The Oxford Handbook of Philosophy in Music Education*. New York: Oxford University Press. (ISBN-10: 0195394739)

Elliott, D. (1995). *Music Matters: A new philosophy of music education*. New York: Oxford University Press. (ISBN-10: 019509171X)

Elliot, D. (2009). *Praxial Music Education: Reflections and Dialogues*. New York: Oxford University Press. (ISBN-10: 0195385071)

Jorgensen, E. R. (2003). *Transforming Music Education*. Bloomington: Indiana University Press. (ISBN-10: 0253215609)

Mark, M. L. (2007). *Music Education: Source readings from ancient Greece to today* (3rd ed.). London: Routledge. (ISBN-10: 0415957796)

Reimer, B. (2002). *A Philosophy of Music Education: Advancing the vision* (3rd ed.). New Jersey: Prentice Hall. (ISBN-10: 0130993387)

Reimer, B. (2009). *Seeking the significance of music education: Essays and reflections*. Maryland, USA: Rowman & Littlefield Publishers. (ISBN-10: 1607092360)

Whitwell, D. (2011). *Foundations of Music Education*. Texas, USA: Whitwell Books. (ISBN-10: 1936512106)

Greek

Ανδρούτσος, Π. (2010). Φιλοσοφικές τάσεις στη Μουσική Παιδαγωγική. Στο Ξ. Παπαπαναγιώτου (επιμ.), *Ζητήματα Μουσικής Παιδαγωγικής*. Αθήνα: Ε.Ε.Μ.Ε. (ISBN: 9608984742)

Houssaye, J. (επιμ.) (2000). *Δεκαπέντε παιδαγωγοί. Σταθμοί στην ιστορία της παιδαγωγικής σκέψης*. Μετάφραση Δ. Καρακατσάνη. Αθήνα: Μεταίχμιο. (ISBN: 978-960-375-131-1)

Καϊμάκης, Π. (2005). *Φιλοσοφία και Μουσική. Η μουσική στους Πυθαγόρειους, τον Πλάτωνα, τον Αριστοτέλη και τον Πλωτίνο*. Αθήνα: Μεταίχμιο. (ISBN: 978-960-375-793-1)

Σίμου, Ι. Δ. (2004). *Η μουσική εκπαίδευση στη νεώτερη και σύγχρονη Ελλάδα: Αναφορά στους Αρχαίους και Βυζαντινούς χρόνους*. Αθήνα: Orpheus. (ISBN: 960-7266-49-8)

Planned learning activities and teaching methods:	Virtual lectures, labs, group work, assignments and exams.						
Assessment methods and criteria:	<table border="1" data-bbox="618 428 1317 543"> <tr> <td data-bbox="618 428 1078 468">Ongoing Evaluation Activities</td> <td data-bbox="1078 428 1317 468">50 %</td> </tr> <tr> <td data-bbox="618 468 1078 508">Final Examination</td> <td data-bbox="1078 468 1317 508">50 %</td> </tr> <tr> <td data-bbox="618 508 1078 543"></td> <td data-bbox="1078 508 1317 543">100 %</td> </tr> </table>	Ongoing Evaluation Activities	50 %	Final Examination	50 %		100 %
Ongoing Evaluation Activities	50 %						
Final Examination	50 %						
	100 %						
Language of Instruction:	English						
Work Placement(s):	No						
Place of Teaching:	Blackboard Virtual Learning Platform						