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Music in Theory and Practice, Volume 1 (v. 1): Benward ...
Theory and Practice is the annual journal of the Music Theory Society of New York State. Membership in MTSNYS includes a subscription to Theory and Practice. A listing of prior volumes is found below. Volumes 1-4 (1975-1979) Volumes 5-15 (1980-1989) Volumes 16-24 (1990-1999) Volumes 25-34 (2000-2009) Volumes 35-44 (2010-2019)

Journal Information ¶ MTSNYS
Music in Theory and Practice Volume 2 by Benward, Bruce; Saker, Marilyn at AbeBooks.co.uk - ISBN 10: 007749332X - ISBN 13: 9780077493325 - McGraw-Hill Education - 2014 - Softcover

9780077493325: Music in Theory and Practice Volume 2 ...
Music in Theory and Practice is a well-rounded textbook that integrates the various components of musical structure and makes them accessible to students at the undergraduate level.

This best-selling text gives music majors and minors a solid foundation in the theory of music. It strengthens their musical intuition, builds technical skills, and helps them gain interpretive insights. The goal of the text is to instruct readers on the practical application of knowledge. The analytical techniques presented are carefully designed to be clear, uncomplicated, and readily applicable to any repertoire. The two-volume format ensures exhaustive coverage and maximum support for students and faculty alike. Volume I serves as a general introduction to music theory while volume II offers a survey of the theoretical underpinnings of musical styles and forms from Gregorian Chant through the present day. The supplemental instructor's materials provide clear-cut solutions to assignment materials. Music in Theory and Practice is a well-rounded textbook that integrates the various components of musical structure and makes them accessible to students at the undergraduate level.

In Community Music: In Theory and in Practice, Lee Higgins investigates an interventional approach to music making outside of formal teaching and learning situations. Working with historical, ethnographic, and theoretical research, Higgins provides a rich resource for those who practice, advocate, teach, or study community music, music education, music therapy, ethnomusicology, and community cultural development.

Students of music are faced with the challenge of developing their aural skills to the point at which they can see music on the page with thoughtful, trained eyes and hear it with their mind's ear. Sight Singing Complete, leads students to this point by beginning with the familiar and moving gently toward the unfamiliar until they are transforming symbol into sound and improvising in all idioms. The 8th edition of Sight Singing Complete preserves the multi-faced pedagogical approach and the commitment to historical repertoire from the seventh edition. New to this edition is an integrated approach to rhythm and performance ¶ This edition is unusual in that we not only expect student to master each skill by itself, we also expect them to integrate all three skills in carefully designed sequence of (Play + Sing) exercises adapted from 18th ¶ 21st century instrumental and vocal repertoire.

Twentieth-Century Music Theory and Practice introduces a number of tools for analyzing a wide range of twentieth-century musical styles and genres. It includes discussions of harmony, scales, rhythm, contour, post-tonal music, set theory, the twelve-tone method, and modernism. Recent developments involving atonal voice leading, K-nets, nonlinearity, and neo-Reimannian transformations are also engaged. While many of the theoretical tools for analyzing twentieth century music have been devised to analyze atonal music, they may also provide insight into a much broader array of styles. This text capitalizes on this idea by using the theoretical devices associated with atonality to explore music inclusive of a large number of schools and contains examples by such stylistically diverse composers as Paul Hindemith, George Crumb, Ellen Taffe Zwilich, Steve Reich, Michael Torke, Philip Glass, Alexander Scriabin, Ernest Bloch, Igor Stravinsky, Béla Bartók, Sergei Prokofiev, Arnold Schoenberg, Claude Debussy, György Ligeti, and Leonard Bernstein. This textbook also provides a number of analytical, compositional, and written exercises. The aural skills supplement and online aural skills trainer on the companion website allow students to use theoretical concepts as the foundation for analytical listening. Access additional resources and online material here: <http://www.twentiethcenturymusictheoryandpractice.net> and <https://www.motivichearing.com/>.

Technology is an increasingly popular part of music education in schools that attracts students to school music who might not otherwise be involved. In many teacher preparation programs, music technology is an afterthought that does not receive the same extensive treatment as do traditional areas of music teaching such as band, orchestra, choir, and general music. This book helps to establish a theoretical and practical foundation for how to teach students to use technology as the major means for developing their musicianship. Including discussions of lesson planning, lesson delivery, and assessment, readers will learn how to gain comfort in the music technology lab. Theory and Practice of Technology-Based Music Instruction also includes "profiles of practice" that dive into the experiences of real teachers in music technology classes, their struggles, their successes, and lessons we can learn from both. In this second edition, new profiles feature Teachers of Color who use technology extensively in their varied types of music teaching. This edition encourages readers to think about issues of inequity of social justice in music education technology and how teachers might begin to address those concerns. Also updated are sections about new standards that may guide music education technology practice, about distance and technology-enhanced learning during the global pandemic, and about ways to integrate technology in emerging contexts.