

Educ. 469-4 MUSIC EDUCATION: THINKING IN SOUND

SUMMER SEMESTER 1984
Tuesday, 5:30 - 9:20

INSTRUCTOR: Bob Walker
LOCATION: on campus

REQUIREMENTS:

Some musical experience and teaching experience in the arts are necessary in order to derive most benefit from the course. Students who feel they have not got a suitable background should consult the tutor Dr. Robert Walker at the Faculty of Education (291-3395).

OBJECTIVES OF THE COURSE: the content provides different and fresh insights into music and music education which will be of benefit to class teachers using traditional methods (like Orff and Kodaly) and those wishing to extend their competence to the use of contemporary music in the classroom.

EXPLANATION OF CONTENT:

- Thinking in sound is often ignored in Music Education in favour of children being trained to perform.
- Mendelssohn said that the meanings applicable to music are too precise for words to convey. This implies that such meanings are not easily expressed in words, if at all. The thinking which produces such meanings relies on an internal symbolic function.
- This course explores the nature of this internal function as it relates to musical sounds both historical and contemporary.
- The physiognomic properties of sounds provide the external stimuli for internal semiotic functions, and both form the basis of study.
- Recent studies of mental imagery have provided fresh insight into musical symbolic meanings.

ORGANIZATION: Through lectures, discussions and practical work students are encouraged to explore the medium of sound using contemporary techniques of analysis and composition of sound structures, and to discover the relevance of such activities to music education.

ASSESSMENT:

Written and practical work will be required and will be explained at the beginning of the course.

TEXTS: Music Education - tradition and innovation. R. Walker 1983 (Thomas)
Aesthetics and Psychobiology - D. Bolyne (1971)