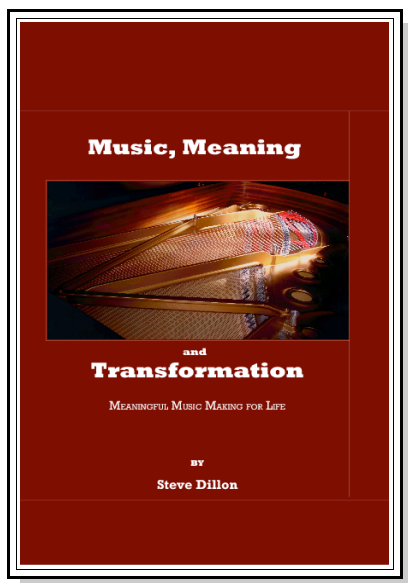


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MUSIC, MEANING AND TRANSFORMATION

MEANINGFUL MUSIC MAKING FOR LIFE



BY

Steve Dillon

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Music, Meaning and Transformation: Meaningful Music Making for Life, examines the musical experiences that students find meaningful and the ways in which teachers, parents and community music leaders might provide access to meaningful music education. This is particularly relevant today because school music often fails to provide sustainable access to music making for life, health and wellbeing beyond school. This book seeks to reframe the focus of music education within a pragmatist philosophy and provide a framework that is culturally and chronologically inclusive.

The approach involves an intensely personal music teachers' journey that privilege the voices of students and teachers of a music making community and sets these against rigorous long termed qualitative methodologies.

the student personally, socially and culturally. This is an important and fundamental issue for the development of philosophy for pre-service and practicing music teachers and community music project leaders. The focus now needs to be upon the 98% who could have music as a significant expressive force in their lives as a means of facilitating social inclusion, for mental health and well being and to have access to the sense of belonging that community music making can bring as a lifelong activity. The book aims to provide a comprehensive guide to music education that leads to a music education for all for life. This book emphasises the maker in context examining: the student as maker, the teacher as builder and designer and the school as village.

The relationship between music making, education and health and well being has been and is the subject of many research projects and national and international reviews. Seldom though in these studies has there been any attempt to identify the qualities of successful and sustainable interactions with music making, the qualities of good teaching and good teaching practice. The focus of this book is to provide simple but effective tools for evaluating and testing the meaning evident in a music-making context, identify the modes of engagement and establish the unique expressive music making needs of twenty first century communities.

For further information see http://savetodisc.net

Steve Dillon is a Senior Lecturer in Music and Sound at Queensland University of Technology Faculty of Creative Industry. Steve's research focuses upon meaningful engagement with music-making in schools and communities. He is director of the save to DISC (Documenting Innovation in Sound Communities) <http://www.savetodisc.net/> research project which examines and documents the qualities and relationships between music, meaning, health and well being.

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Meaningful Music Making for Life Series

The Meaningful Music Making for Life considers music making and its effects as a lifetime pursuit. Each book examines the role and tensions of music-makers across ages and in the locations where meaningful engagement with music making takes place. Whilst it is philosophically an exploration of the notions of meaningful engagement presented in the first book of the series—*Music, Meaning and Transformation*, it undertakes this process from a global perspective and in a phenomenological exploration of this theory. Experts in their respective field edit each book in the series and each expert has selected key authors of the chapters that represent both world leaders in these fields alongside exciting emergent authors whose research and practice is influencing 21st century practice. The phenomenological approach to each context allows tensions to be enacted within the book, which will engage readers in a genuine debate that is central to the discourse surrounding the phenomenon. The structure of the chapters in the book will include both theoretical and practice-based examples of the phenomenon often co-authored with the case study participants. This approach allows a connection between the philosophical perspectives of the editors, the theoretical understandings of the authors and a direct connection to practice that exemplifies each issue.

The series invites researchers and practitioners to examine the often disruptive and challenging effects of diverse cultural contexts and new technology on music making and learning. The series seeks to: *Navigate Music and Sound Education*, examine the evolution and plasticity of *Sound musicianship* in schools, universities and communities. It documents *Songs of Resilience* shifting the focus to the social, health and resilience factors of music making on sound communities ranging from aged choirs to refugees and the disabled. Providing an edited collection that draws on authors from across the disciplines of music and health and engages community music practitioners to sing songs of resilience. Through *Teaching sound cultures, learning sound cultures*, music making and cultural diversity is explored seeking ethical ways of traversing approaches to the complexity of music in multi cultural contexts. The final book in the series *A Sound Identity* examines the critical relationship and role of music in identity formation.

About the Series editors

Steve Dillon is a Senior Lecturer of Music and Sound and Music Education in the Faculty of Creative Industry, Queensland University of Technology. Steve's research focuses upon meaningful engagement with music making in schools and communities. He is founding director of the save to DISC (Documenting Innovation in Sound Communities) Research Network which examines and documents the qualities and relationships between music, meaning, cognitive and social benefit, health and well being. Steve is also Project leader for the Australasian Collaborative Research Centre for Interaction design (ACID) Network Jamming research creating new instruments and ways of learning for media performance. Steve is also on the editorial board for the *International Journal of Community Music*, the *Journal of Music, Technology and Education* and *Music Education Research and Innovation*.

Liz Mackinlay is a Senior Lecturer in the Aboriginal and Torres Strait Islander Studies Unit at the University of Queensland where she teaches Indigenous Studies, Anthropology and Ethnomusicology. Liz completed her PhD in Ethnomusicology in 1998 and a PhD in Education in 2003. She is undertaking research on Indigenous Australian women's performance, performance pedagogy and embodied learning, and music teaching and music learning environments. Liz was the National Treasurer of the Musicological Society of Australia (MSA), Past President of the Queensland Chapter of the MSA (MSAQ), and Council Member of the Queensland Chapter of the Australian Society for Music Education (ASME). She is also Editor of the *Queensland Journal of Music Education* and Co-Editor of *The Australian Journal of Indigenous Education*.

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