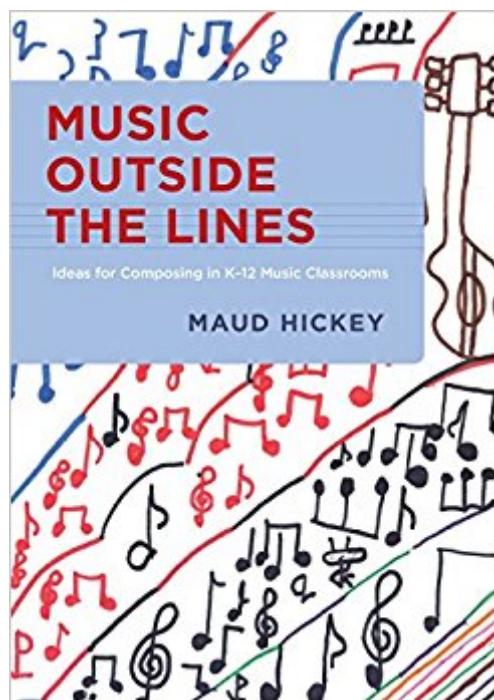


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# Music Outside The Lines: Ideas For Composing In K-12 Music Classrooms



## **Synopsis**

Music Outside the Lines is an informative and practical resource for all who are invested in making music composition an integral part of curriculum. Author Maud Hickey offers both a well-grounded justification for teaching music composition and also a compendium of useful instructional ideas and classroom activities. Hickey begins with a rationale for teachers to begin composition activities in their own classrooms, with a thoughtful argument that demonstrates that all music teachers possess the skills and training needed to take children along the path toward composing satisfying musical compositions even if they themselves have never taken formal composition lessons. She also addresses some of the stickier issues that affect teaching music composition in schools such as assessment, notation, and technology. Most importantly, she introduces a curricular model for teaching composition, a model which provides an array of composition activities to try in both the music classrooms and studio. These activities encourage musical and creative growth through music composition; while they are organized in logical units corresponding to well-known teaching modules, they also offer jumping off points for music teachers to exercise their own creative thinking and create music composition activities that are customized to their classes and needs. As a whole, Music Outside the Lines both successfully reasons that music composition should be at the core of school music curriculum and also provides inservice and preservice educators with an essential resource and compendium of practical tips and plans for fulfilling this goal.

## **Book Information**

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## **Customer Reviews**

"This book is unique in helping music educators recognize and appreciate children's remarkable

musical intuitions. Maud Hickey teaches us how to nurture children's natural abilities for creative learning as they make music their own." --Jeanne Bamberger, Professor Emeritus of Music and Urban Education, MIT"Music Outside the Lines is an indispensable manual for teachers of K-12 and beyond for the long overdue integration of composition and improvisation in a deep, useful and beneficial level for all music courses. Hickey guides the reader into an irresistible process that is creative at the core. There are easily understandable exercises that will instill confidence in both the instructor and student. Those that go forward with this wonderful guidance will be richly rewarded." --Pauline Oliveros, Professor of Practice, Rensselaer Polytechnic Institute; Executive Director, Deep Listening Institute, Ltd."Dr. Hickey has produced a superb volume that combines her expertise in children's compositional strategies with practical examples for classroom applications." --Harold F. Abeles, Co-Director, Center for Arts Education Research, Teachers College, Columbia University"I highly recommend this book for pre-service and in-service music educators interested in music composition pedagogy, as well as those more generally interested in effective music teaching and learning." --Music Education Research

Maud Hickey is Associate Professor of Music Education in the Bienen School of Music at Northwestern University in Evanston, Illinois. She has contributed scholarly writings on composition and improvisation to a range of journals, including the Journal of Research in Music Education, Music Educators Journal, General Music Today, College Music Symposium, Quarterly Journal of Music Teaching and Learning, and Research Studies in Music Education.

I was searching for a book that would help me beef up my composition projects in the music classroom and I found this gem newly published (2012). The title alone grabbed me (Music Outside the Lines), because I needed something that would not be the same old teaching composition through the standard Western notation system. Then, I saw that it was by Maud Hickey, and I just had to get it. Maud Hickey has published many articles on composition, and she has a fresh approach to music teaching that values creativity and improvisation. This book is unlike others on teaching music composition, because it includes both the theory and practice behind teaching composition. Each chapter begins with the process of how to go about teaching a concept as well as why it is important, and each chapter ends with actual lesson plans and projects to go along with the theory. That's right, lesson plans for all levels beginning, intermediate, advanced, with technology or without technology, general music or ensemble classes. No one is left out. All music teachers can benefit from this book. Hickey even gives specific musical pieces to go with the

concepts. This almost never happens in scholarly writing! Teachers are usually just expected to read the theory and then figure out how to put the theory into practice. Lastly, this book represents a welcome paradigm shift that is taking place in music education that values allowing students to create music rather than simply perform what others have written. Many of us weren't taught how to compose let alone teach composing in our undergrad programs. This book provides several ideas and projects that are simple to incorporate in the classroom. We don't have to be the next Stravinsky to teach this stuff. Knowing how to guide students to writing and performing "their" music can transform our classrooms from museums of the Western European musical canon brought to us through textbooks to energetic and engaging spaces of creation. I recommend this book to any music teacher who wants to bring renewed life and creativity to the music classroom.

If you're a music teacher, or interested in writing music, you really, really, need to get a copy of this book. We tend to think of music composition as a final stop in the music-learning process, as though a person needs to accumulate a lifetime of knowledge before beginning to compose music. That's just backwards. Composition, as with just about any other musical endeavor, can (and should!) start immediately. This book will help teachers looking to enrich the musical lives, and the musical activities of their students. Highly recommended.

Source for some good ideas in the classroom

I'm still reading this wonderful book but I savor every page, every insight! I wish I had written it--it's just the way music should be taught: alive and new! Music is a LIVING language, not a dead language that's frozen and that we must only imitate. This book helps inspire me as a public school teacher to set challenges up for my students, to let go of setting everything up FOR them and instead, inviting them to share with me, what would you do? What would your music sound like for this? Thank you Maud Hickey!

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