## Table of Contents

|    | Thade Buchborn, Thomas De Baets, Georg Brunner & Silke Schmid<br>Music Is What People Do!   |     |
|----|---|-----|
|    | Perspectives on Music (Education) as a Praxis   | 7   |
| 1. | MUSIC IS WHAT PEOPLE DO: MUSIC PRACTICES IN THE CLASSROOM   |     |
|    | Evert Bisschop Boele (The Netherlands) Music Is What People (Already) Do: Some Thoughts on Idiocultural Music Education   | 17  |
|    | Melissa Bremmer (The Netherlands) & Luc Nijs (Luxembourg) Embodied Music Pedagogy: A Theoretical and Practical Account of the Dynamic Role of the Body in Music Education   | 29  |
|    | Christopher Wallbaum (Germany) Does Doing Effective Learning Contradict Doing Music? An Analytical Short Film about Neo-liberal Influenced Practice in a Music Lesson   | 47  |
|    | Steven Schiemann (Germany) Rhythmical Music Practices in Primary School Music Lessons: A Video-based Observational Study  | 69  |
|    | Anna Elisa Hürlimann & Annamaria Savona (Switzerland) Generalist Teachers' Development in Teaching Songs in Class   | 87  |
|    | Stephanie Buyken-Hölker & Carmen Heß (Germany)  Profilklasse Reloaded: Rethinking Spaces, Musical Scope and Curricular Connectivity within Cooperations between Secondary Schools and Music Schools   | 109 |
|    | Johannes Treß (Germany), Eeva Siljamäki (Finland), Julian Schunter (Austria),<br>Una MacGlone (Scotland), Carlos Lage-Gómez (Spain) & Oliver Krämer (Germany)<br>European Perspectives on Improvisation in Music Education:<br>Five Empirical Studies at a Glance | 125 |
|    |   |     |

|     | David Holland (United Kingdom) Fostering Sound-Based Creativity in Primary Schools: How to Empower Teachers   | 139 |
|-----|---|-----|
| 11. | MUSIC IS WHAT PEOPLE DO: DIVERSITY IN MUSIC MAKING, LEARNING AND TEACHING   |     |
|     | Emily A. Akuno (Kenya) I Call It Music: Validating Diverse Music Expressions in the Classroom in Kenya  | 159 |
|     | Thade Buchborn, Eva-Maria Tralle & Jonas Völker (Germany) How Teachers and Students Construct Ethnic Differences in the Music Classroom: Reconstructive Insights into |     |
|     | Practices of Intercultural Music Education  Marek Sedláček & Judita Kučerová (Czech Republic)  Folk Music in the Czech Music Classroom                                | 189 |
|     | Martin Fautley & Victoria Kinsella (United Kingdom) Cultural Capital and Secondary School Music Education in England, Featuring the 'Stormzy vs Mozart' Furore        | 203 |
| 111 | MUSIC IS WHAT PEOPLE DO: PRAXEOLOGICAL PERSPECTIVES ON MUSIC EDUCATION  |     |
|     | Marissa Silverman (United States of America) Practice to Theory and Back Again: Music Matters (2 <sup>nd</sup> Edition)   | 221 |
|     | Bettina Fritzsche (Germany) How to Study What People Do: Praxeological Ways to Analyse Doing Music  | 237 |
|     | Verena Bons, Johanna Borchert, Thade Buchborn & Wolfgang Lessing (Germany) Doing Music: <i>Musikvereine</i> and Their Concept(s) of Community                         | 245 |
|     | Benedikt Ruf (Germany) Doing Music Theory? Teachers' Notions about Practice When Teaching Music Theory  | 261 |
|     |   |     |

## IV. MUSIC IS WHAT PEOPLE DO IN 2020: MUSIC (EDUCATION) PRACTICES IN TIMES OF THE PANDEMIC

|     | Johanna Borchert, Annika Endres, Silke Schmid & Johannes Treß (Germany)                                   |     |  |
|-----|---|-----|--|
|     | Music is What People Do in 2020 & Beyond:<br>Produsing, Prosuming & the Diversification of Musical Frames | 277 |  |
|     | Produsing, Prosuming & the Diversification of Musical Frames  | 2// |  |
|     | Georg Brunner, Gabriele Schellberg, Ilona Weyrauch (Germany),   |     |  |
|     | Andreas Bernhofer (Austria) & Sabine Mommartz (Switzerland)   |     |  |
|     | Teaching Music (Education) Digitally in Comparison to   |     |  |
|     | Pre- and Post-COVID-19-Times at Universities  | 295 |  |
|     | Helen Hammerich & Oliver Krämer (Germany)   |     |  |
|     | 'It shouldn't become the new normal to make music alone':   |     |  |
|     | Teaching and Learning Music in the COVID-19 Crisis  | 311 |  |
|     | Katalin Kovács (Hungary)  |     |  |
|     | The Application of Kodály's Principles During the COVID-19 Pandemic:                                      |     |  |
|     | Research among Pre-Service Elementary and Kindergarten Teachers   | 329 |  |
|     |   |     |  |
|     | e Editors   | 341 |  |
| The | e Authors   | 342 |  |