

Teaching Music in the Secondary Schools

F I F T H E D I T I O N



Charles R. Hoffer



Fifth Edition

Teaching Music in the Secondary Schools

Charles R. Hoffer

University of Florida

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International Headquarters

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International Division
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Thomson Learning
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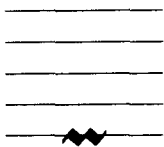
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***Teaching Music
in the Secondary Schools***

*Dedicated to
my mother and father*

*Luella (Holmes) Hoffer
Charles Russell Hoffer*



Preface

This book is written for anyone who plans to teach or is now teaching music in the secondary schools. In a practical, thorough, and comprehensive way, it covers the things music teachers need to know and do to be successful. It also helps prospective teachers explore and understand the challenges of what sometimes deceptively appears to be the simple job of teaching music.

As is true of its four earlier editions, the fifth edition of *Teaching Music in the Secondary Schools* is developed around the basic questions in the teaching process: Why? What? How? To whom? With what results? In addition, it discusses the role of music teachers and the music education profession.

The fifth edition differs in a number of important ways, however. To begin with, it has been condensed and is noticeably shorter, although no essential material has been eliminated. Many points are now numbered or set off with bullets so that they stand out and make the book more user friendly.

Second, some chapters have been moved, while others have been combined. The topic of planning has been placed much earlier in this edition. Rehearsing performing ensembles has been divided into three chapters: one on preparation and procedures, another on intonation and expression, and a third on teaching more than performance skills.

Third, a number of topics have been added or given increased attention to bring *Teaching Music in the Secondary Schools* up to date. The National Standards are probably the most significant new topic. In addition, the use of technology has been made current, and the assessment of learning has been expanded with a chapter now devoted to the topic. Other features of this edition include:

- Chapter 1 introduces readers to teaching music with a personal approach.
- Chapter 3 looks at the importance of music in the schools in a fresh way, including what students would miss if music were not taught.
- Chapter 4 discusses the nature and use of the National Standards.
- Chapter 5 contains a section on field experiences related to course work of the methods class and new examples of lesson plans.

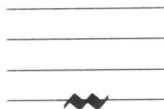
- Chapter 9 draws a distinction between rehearsing and teaching, as well as offering suggestions for making the maximum use of warm-up activities.
- Chapter 11 contains updated suggestions for locating music and the implications of the copyright law.
- Chapter 12 discusses the condition of general music in the “wheel” of exploratory courses in middle schools.
- Chapter 13 contains information about using CD-ROMs and the Internet in teaching music listening.
- Chapter 15 explores the status of teenagers today and how that affects their attitudes toward music.
- Chapter 17 devotes attention to alternative types of assessment, especially as they apply to music teachers.
- Chapter 18 looks at the important challenges that secondary school music teachers face now and will face in the foreseeable future.

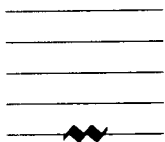
With all of these changes, the fifth edition retains its previous editions’ more important features. It still emphasizes practical suggestions and realistic situations, and it still attempts, through clear and lively writing, to give as much as possible the feel of actual teaching. It combines theoretical and practical considerations, because each aspect is important and each influences the teaching of music.

I am grateful to the many people who encouraged and enlightened me in my efforts to be a teacher and writer. Citing a few names here would not be fair to the greater number who are not mentioned. I can, therefore, only thank them as a group and hope that this is adequate. I do wish to thank my wife, Mimi, for her reading of the manuscript and her constructive suggestions, as well as for her patience with regard to the many hours I spent at the computer.

I wish also to acknowledge by name the reviewers of this edition: Evelyn Harris, Weber State University, for her helpful comments on the chapter on singing; Curt Hamlet, Louisiana College; Hortense R. Kerr, Howard University; and Diane Ryan, Stillman College.

Charles R. Hoffer





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