

# Active Ageing with Music



**Supporting wellbeing in the Third  
and Fourth Ages**

Andrea Creech, Susan Hallam, Maria Varvarigou,  
and Hilary McQueen

# Active Ageing With Music Supporting Wellbeing In The Third And Fourth Ages

**Julie Byles**



## **Active Ageing With Music Supporting Wellbeing In The Third And Fourth Ages:**

*Active Ageing with Music* Andrea Creech, Susan Hallam, Maria Varvarigou, Hilary McQueen, 2014-09-05 *Active Ageing with Music* explores the powerful potential for active music making to support wellbeing among older people. While major demographic transitions are currently underway, significant problems of social isolation, depression, and chronic disease among older people have been noted, requiring cost-effective and compassionate responses. This book demonstrates that engagement in active music making offers just such a response. Supported by strong evidence, *Active Ageing with Music* balances research with practice, including practical issues of accessibility and resources. Potential barriers to participation, structural, intrapersonal, social, alongside case studies of potential solutions. Supporting principles and practices for facilitating groups of older people, especially musical groups. In parallel, this book uses the participants' own stories to underpin the argument that musical development is possible across a lifetime and that older people can and do progress as musicians. The book will be of interest to all academics and practitioners interested in music psychology, the impact of music on wellbeing, and leading musical activities with older people, as well as occupational therapists and community musicians. Most importantly, *Active Ageing with Music* will be of interest to people who want to preserve and sustain their cognitive, social, and emotional wellbeing throughout the latter stages of their lives.

*Pedagogies for Later-Life Music Learning and Participation* Andrea Creech, Colin Enright, 2025-07-01 This open access book presents evidence-based participant and facilitator perspectives on later life music learning and participation. The chapters explore the principles and practices that can facilitate and support meaningful music making in a range of non-formal later life contexts, highlighting consistent as well as context-specific pedagogical issues. Case study examples are used to examine issues relating to pedagogy, as improvisation, the use of technology to support creativity and meaningful music experience, facilitation of the use of music for creativity, sense of belonging, musical identities, and musical development in later life, and more. The book concludes with an innovative and creative pedagogical model to support critical reflection on values, frameworks, and practices in later life music learning and participation. The book will be accessible and relevant for music researchers and educators, music education students, and community music leaders alike.

*The Oxford Handbook of Community Music* Brydie-Leigh Bartleet, Lee Higgins, 2018 Community music as a field of practice, pedagogy, and research has come of age. The past decade has witnessed an exponential growth in practices, courses, programs, and research in communities and classrooms and within the organizations dedicated to the subject. *The Oxford Handbook of Community Music* gives an authoritative and comprehensive review of what has been achieved in the field to date and what might be expected in the future. This Handbook addresses community music through five focused lenses: contexts, transformations, politics, intersections, and education. It not only captures the vibrant, dynamic, and divergent approaches that now characterize the field but also charts the new and emerging contexts, practices, pedagogies, and research approaches that will define it in the coming decades. The contributors to this Handbook outline

community music's common values that center on social justice, human rights, cultural democracy, participation and hospitality from a range of different cultural contexts and perspectives. As such, *The Oxford Handbook of Community Music* provides a snapshot of what has become a truly global phenomenon.

**The Oxford Handbook of Music Psychology**  
 Susan Hallam, Ian Cross, Michael Thaut, 2016-01-14  
 The second edition of *The Oxford Handbook of Music Psychology* updates the original landmark text and provides a comprehensive review of the latest developments in this fast-growing area of research. Covering both experimental and theoretical perspectives, each of the 11 sections is edited by an internationally recognised authority in the area. The first ten parts present chapters that focus on specific areas of music psychology: the origins and functions of music, music perception, responses to music, music and the brain, musical development, learning musical skills, musical performance, composition and improvisation, the role of music in everyday life and music therapy. In each part, authors critically review the literature, highlight current issues and explore possibilities for the future. The final part examines how in recent years the study of music psychology has broadened to include a range of other disciplines. It considers the way that research has developed in relation to technological advances and points the direction for further development in the field. With contributions from internationally recognised experts across 55 chapters, it is an essential resource for students and researchers in psychology and musicology.

*Oxford Textbook of Creative Arts, Health, and Wellbeing*  
 Stephen Clift, Paul M. Camic, 2018-02-15  
 There is growing interest internationally in the contributions which the creative arts can make to wellbeing and health in both healthcare and community settings. A timely addition to the field, the *Oxford Textbook of Creative Arts, Health and Wellbeing* is the first work of its kind to discuss the role the creative arts have in addressing some of the most pressing public health challenges faced today. Providing an evidence base and recommendations for a wide audience, this is an essential resource for anyone involved with this increasingly important component of public health practice. The textbook offers key insights for developing new creative arts-based approaches to health and wellbeing and shows how these can augment established practices within a variety of social settings. Theoretically grounded and with a strong evidence base, this book brings together contributions from both practitioners and researchers to provide a comprehensive account of the field. Using international examples, the textbook elucidates the various approaches that have successfully led to improvements in public health, whilst case studies in healthcare practices evaluate the impact of arts-based initiatives in a multitude of international settings, life course stages and social milieus. The *Oxford Textbook of Creative Arts, Health and Wellbeing* is a comprehensive resource that will be essential to anyone with an interest in this increasingly important component of public health practice.

*What Matters for Healthy Ageing*  
 Julie Byles, 2025-02-18  
 This book describes *What Matters for Healthy Ageing* largely from the point of view of the individual, considering not only the length of their life but also the quality of their life, their roles and identity and the things that make life worth living. The book embraces the World Health Organisation's framework for healthy ageing, being the ability to continue to do the things that

matter most Many factors impact on these abilities including social determinants of health intrinsic capacities personal identity and roles such as work and caregiving This book will help Geriatricians develop practice models to guide the care of older adults by focusing on those things that matter to the older person themselves *The Oxford Handbook of Music Making and Leisure* Roger Mantie,Gareth Dylan Smith,2017 The Oxford Handbook of Music Making and Leisure presents myriad ways for reconsidering and refocusing attention back on the rich exciting and emotionally charged ways in which people of all ages make time for making music Looking beyond the obvious this handbook asks readers to consider anew What might we see when we think of music making as leisure *Quality Learning for Positive Ageing* Alan

Potter,2024-02-29 Quality Learning for Positive Ageing explores the views of older adult learners to understand the factors that contribute to quality in later life learning and how these relate to wellbeing positive ageing and gaining protection against cognitive decline Through capturing and considering the viewpoints of learners facilitators and learning organisations the author outlines the specific characteristics of quality that they associate with informal learning and how it can be enhanced through the adoption of simple strategies Key topics covered include the implications of an increasing ageing population and barriers to older people learning as well as the cognitive mental wellbeing health and social benefits of learning in later life Illustrated throughout with vignettes of real later life learners this thought provoking text unpicks how learners can maximise the benefits of learning in later life for themselves how tutors can create learning opportunities that embody the characteristics of quality for them and how providers can offer an environment that simply allows quality learning to flourish This accessible and comprehensive text will be of great interest to researchers of gerontology and ageing educational gerontology adult education and lifelong learning as well as those engaged in dementia research **The Psychology of Musical Development** David Hargreaves,Alexandra Lamont,2017-08-31 A comprehensive up to date introduction to the psychology of musical development in children and adults from theory to research and applications

Together in Music Renee Timmers,Freya Bailes,Helena Daffern,2022 Recent years have seen a rise in interest in the musical ensemble as an exemplary form of creative group behavior This volume explores the organizational psychological and social processes at play within ensemble music making The Oxford Handbook of Special Music Education and Music Therapy Kimberly A. McCord,Cynthia Colwell,Deborah VanderLinde,2025 School music teachers have always taught students with disabilities in their classes and ensembles and occasionally school music therapists and teachers will collaborate More often than not music educators are unaware that their students are receiving music therapy This handbook addresses this issue in both research and practice by bringing together the complementary fields of Music Therapy and Special Music Education the latter still a relatively new field but growing in research output and interest With a focus on school music education early childhood through grade 12 the twenty six chapters in this handbook offer a range of discussions by leaders in the fields of music education and music therapy on topics such as theoretical models of disability ablism in music therapy

intercultural music learning in special education Universal Design for Learning music therapy for the whole school community and more Many chapters provide descriptions of successful programs in music therapy and special music education around the world Taken as a whole The Oxford Handbook of Special Music Education and Music Therapy is a collaboration between the two fields for the benefit of children of all ages their teachers and their music therapists

*Dynamic Group-Piano Teaching* Pamela Pike,2017-05-08 *Dynamic Group Piano Teaching* provides future teachers of group piano with an extensive framework of concepts upon which effective and dynamic teaching strategies can be explored and developed Within 15 chapters it encompasses learning theory group process and group dynamics within the context of group piano instruction This book encourages teachers to transfer learning and group dynamics theory into classroom practice As a graduate piano pedagogy text book supplement for pedagogy classes or as a resource for graduate teaching assistants and professional piano teachers the book examines learning theory student needs assessment and specific issues for the group piano instructor

**Arts and Culture for Older People in Singapore: An Annotated Bibliography** Belinda Yuen,Penny Kong,2018-01-23 This book combines in a single volume numerous studies concerning the use of arts and culture to enhance quality of life health and wellbeing among older people especially in Singapore The bibliography covers not only research conducted in Singapore both published and grey literature but also a global body of work encompassing the Asia Pacific region Europe and North America In addition to the annotated bibliography the opening chapter introduces the current state of policy practice and research on arts and culture for older people in Singapore The book offers a valuable point of reference for all readers interested in the use of artistic and cultural development as creative and non pharmacological approaches to providing support throughout the ageing process It will be particularly useful for anyone interested in research advances in participatory arts therapies and recreational activities for older individuals

**Contexts for Music Learning and Participation** Andrea Creech,Maria Varvarigou,Susan Hallam,2020-07-27 This book sets out a contemporary perspective on music education highlighting complex intersections between informal non formal and formal practices and contexts At a time when the boundaries between music learning and participation are increasingly blurred this volume is distinctive in challenging a siloed approach to understanding the diverse international music education landscape Instead the book proposes a multi layered continuum of practices that can be applied across a range of formal informal or non formal concepts to support the development of musical possible selves It challenges existing conceptions of learning in music education in part by drawing on research in adult learning but also by considering the contexts in which learning takes place and the extent to which this learning can be classified as formal informal or non formal

**Music Making and Civic Imagination** Dave Camlin,2023-08-08 In a world facing multiple existential crises music might be seen as little more than a distraction However in this synthesis of ideas developed over a decade a timely re appraisal of the potential of musicing for human flourishing is presented emphasising its role in the history of human evolution alongside its potential as a resource for

sustainable development A holistic philosophy of music is outlined which recognises the complex web of meaning which spreads across complementary musical dimensions of performance and participation whilst emphasising the paramusical benefits which arise from both Highlighting the notion that the social bonds which arise from musicing share much of the neurobiological underpinnings of attachment and love musicing is presented as a resource with the potential for facilitating ethical human connection The humanistic values which are thereby materialised during musicing love reciprocity and justice form the experiential grounds for inhabiting alternative social realities The book addresses how such a holistic philosophy of music might be implemented in practice drawing on the author s professional praxis as a performer educator community musician composer and researcher in particular their experience of musician education at Sage Gateshead Royal College of Music and Trinity Laban Conservatoire in the UK

**Engaging in Community Music** Lee Higgins, Lee Willingham, 2017-02-10 Engaging in Community Music An Introduction focuses on the processes involved in designing initiating executing and evaluating community music practices Designed for both undergraduate and graduate students in community music programmes and related fields of study alike this co authored textbook provides explanations case examples and how to activities supported by a rich research base The authors have also interviewed key practitioners in this distinctive field encouraging interviewees to reflect on aspects of their work in order to illuminate best practices within their specialisations and thereby establishing a comprehensive narrative of case study illustrations Features a thorough exploration and description of the emerging field of community music succinctly and accessibly written in a way in which students can relate interviews with 26 practitioners in the US UK Australia Europe Canada Scandinavia and South Africa where non formal education settings with a music leader or facilitator have experienced success case studies from many cultural groups of all ages and abilities research on life long learning music in prisons music and ritual community music therapy popular musics leisure and recreation business and marketing strategies online communities all components of community music

**Vocal, Instrumental, and Ensemble Learning and Teaching** Gary McPherson, Graham F. Welch, 2018 Vocal Instrumental and Ensemble Learning and Teaching is one of five paperback books derived from the foundational two volume Oxford Handbook of Music Education Designed for music teachers students and scholars of music education as well as educational administrators and policy makers this third volume in the set emphasizes the types of active musical attributes that are acquired when learning an instrument or to sing together with how these skills can be used when engaging musically with others These chapters shed light on how the field of voice instruction has changed dramatically in recent decades and how physiological acoustical biomechanical neuromuscular and psychological evidence is helping musicians and educators question traditional practices The authors discuss research on instrumental learning demonstrating that there is no ideal way to learn but rather that a chosen learning approach must be appropriate for the context and desired aims This volume rounds out with a focus on a wide range of perspectives dealing with group performance of

instrumental music an area that is organized and taught in many varied ways internationally Contributors Alfredo Bautista Robert Burke James L Byo Jean Callaghan Don D Coffman Andrea Creech Jane W Davidson Steven M Demorest Robert A Duke Robert Edwin Shirlee Emmons Sam Evans Helena Gaunt Susan Hallam Lee Higgins Jere T Humphreys Harald Jers Harald J rgensen Margaret Kartomi Reinhard Kopiez William R Lee Andreas C Lehmann Gary E McPherson Steven J Morrison John Nix Ioulia Papageorgi Kenneth H Phillips Lisa Popeil John W Richmond Carlos Xavier Rodriguez Nelson Roy Robert T Sataloff Frederick A Seddon Sten Ternstr m Michael Webb Graham F Welch Jenevora Williams Michael D Worthy

The Impact of Music on Human Development and Well-Being Michele Biasutti, Graham F. Welch, Jennifer MacRitchie, Gary E. McPherson, Evangelos Himonides, 2020-07-17 Music is one of the most universal ways of expression and communication in human life and is present in the everyday lives of people of all ages and from all cultures around the world Music represents an enjoyable activity in and of itself but its influence goes beyond simple amusement Listening to music singing playing composing and improvising individually and collectively are common activities for many people these activities not only allow the expression of personal inner states and feelings but also can bring many positive effects to those who engage in them There is an increasing wealth of literature concerning the wider benefits of musical activity and research in the sciences associated with music suggests that there are many dimensions of human life physical social psychological including cognitive and emotional which can be affected positively by music The impact that musical activity has on human life can be found in different processes including a transfer of learning from the musical to another cognitive domain Abilities that have been developed through music education and training may also be effectively applied in other cognitive tasks Engagement in successful music activity may also have a positive impact on social skills and social inclusion thus supporting the participation of the individual in collective and collaborative musical events The promotion of social participation through music can foster many kinds of inclusion including intercultural intergenerational and support for those who are differently abled The aim of this Research Topic is to present a diverse range of original articles that investigate and discuss in different ways the crucial role that musical activity can play in human development and well being String teaching in 21st Century: Bridges between research and practice Clarissa Foletto , Jorge Alves , Dora de Queiroz , 2021-01-01 The 48th International ESTA Conference marked the first Online conference in the history of ESTA The conference theme Bridges between research and practice encouraged the teachers students and researchers of the ESTA family and abroad to reflect and discuss String teaching in 21st Century The 21 articles published in this book show how we can join forces to create develop and disseminate our collective knowledge and experience about string teaching We hope that this book can be a contribution by ESTA Portugal to this field and an attempt to fill the gap between research and practice Full access <https://doi.org/10.26537/eipp75> *Routledge International Handbook of Music Psychology in Education and the Community* Andrea Creech, Donald A. Hodges, Susan Hallam, 2021-05-26 This handbook provides an evidence based account of psychological



perspectives on issues in music education and music in the community through the life course exploring our understanding of music learning and participation across contexts The contributors draw on multidisciplinary research from different cultures and contexts in order to set out the implications of music psychology for music education and music in the community Highlighting the intersecting issues across education and community contexts the book proposes new theories as well as offering important refinements to existing conceptual models Split into six parts it considers the role of music in society as well as for groups and individuals and explores topics such as processing and responding to music pedagogical and musical practices that support or pose challenges to the emotional cognitive social or physical wellbeing of learners and participants in a range of contexts and music in identity or identity in music With the final part on future directions and the implications for professional practice in music education and music in the community the book concludes by exploring how the two sectors might work more closely together within a post COVID 19 world Based on cutting edge research from an international team this is essential reading for anyone interested in music psychology education and community and it will be particularly helpful for undergraduate and graduate students in music psychology music education and community music

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