

"This book will forever change the way we think about one of America's most iconic musical legends and one of its most misunderstood."

Talitha L. LeFlouria, author of Chained in Silence:

Black Women and Convict Labor in the New South

20% discount code: JUDG20

cambridge.org/BringJudgmentDay 9781009098120 | Hardback | £25 | July 2024



BRITISH JOURNAL OF MUSIC EDUCATION

BJME is a fully refereed international journal which aims to provide clear, stimulating and readable accounts of contemporary research in music education worldwide, together with a section containing extended book reviews which further current debates. In particular, the journal strives to strengthen connections between research and practice, so enhancing professional development and improving practice within the field of music education. The range of subjects covers music teaching and learning in formal and informal contexts including classroom, individual, group and whole class instrumental and vocal teaching, music in higher education, international comparative music education, music in community settings, and teacher education. Contributors include researchers and practitioners from schools, colleges and universities. Where appropriate, we encourage authors to include supplementary sound files and other multimedia material. These accompany articles in electronic format on Cambridge Journals Online.

Peer review policy: Each manuscript is reviewed by at least two referees, and an editorial decision is generally reached within 8 to 12 weeks of submission.

BJME has been accepted for inclusion in the Thomson Reuters Arts & Humanities Citation Index and the Social Science Citation Index.

Instructions for authors

Detailed instructions for authors can be found on the *BJME* website **<cambridge.org/bme>** and are also available on request from the Journal Administrator.

Contacting the Editorial Office

Contributions and subsequent correspondence should be sent to the Journal Administrator:

CORMAC LAMBE Email: bjme@cambridge.org

Questions regarding potential submissions or special issues should be addressed to the Editors:

MARTIN FAUTLEY Email: martin.fautley2@bcu.ac.uk
ALLY DAUBNEY Email: alison.daubney@googlemail.com
Books for review should be sent to the Book Reviews Editor:

KAREN BURLAND Email: k.burland@leeds.ac.uk

Submission of an article is taken to imply that it has not previously been published, and has not been submitted for publication elsewhere. Contributors are responsible for obtaining and acknowledging copyright permissions where necessary. Authors of articles published in the journal assign copyright to Cambridge University Press and Assessment.

Submission of articles by email is preferred. If submission is made by post, four copies of articles and one of reviews should be sent and one retained for proof-reading.

Manuscript preparation

Articles should usually be around 5,000 words long, but shorter research notes or more substantial pieces will be considered where the subject matter warrants it. Authors should provide a word count at the end of each article. The author's name should be given on a separate sheet (see note below) to facilitate the anonymous refereeing process.

An abstract of about 100 words summarising the content of the article, and three to five keywords, should be given immediately below the title and before the main text. A note giving details of any acknowledgements may also be included.

A biography of around 75 words giving the author's name, affiliation, music education and major research interests, etc. should be submitted on a separate cover sheet. Full contact details should also be included on this sheet.

Please consult the detailed instructions for authors (see above) for more information on style and file formatting.

This journal issue has been printed on FSCTM-certified paper and cover board. FSC is an independent, non-governmental, not-for-profit organization established to promote the responsible management of the world's forests. Please see www.fsc.org for information.

Printed and bound by CPI Group (UK) Ltd, Croydon, CR0 4YY

British Journal of Music Education

Volume 41 Number 3 November 2024

CONTENTS

_	• .	
LA	1to	MI OI
		пап

	Martin Fautley and Alison Daubney: Collaborative thinking across borders	239
A	rticles	
	Rachael Byrne, Regina Murphy, Francis Ward and Una McCabe: Towards a model of playful music learning for primary classrooms: recommendations based on a review of literature	242
	Jihae Shin: Music-making for music teacher identity: perspectives from novice music teachers in South Korea	254
	Oscar Casanova, M. Cecilia Jorquera-Jaramillo and Rosa M. Serrano: Current state and prospects of teaching-learning processes in music teacher education in Spain: a literature review	266
	Jennifer Anne Robinson: Five years in: a case study of an Australian early-career secondary school music teacher	282
	Luan Shaw: Preparing conservatoire students for the music education workforce: conversations with alumni	292
	Jackie Walduck: Improvisation pedagogy: what can be learned from off-task sounds and the art of the musical heckle?	305
В	ook Reviews	
	Ellie Dabell: The Psychology of Teaching and Learning Music by Edward R. McClellan	316

Xin Xie and Cancan Cui: Culture, Creativity, and Music Education in China: Developments

Cambridge Core

For further information about this journal please go to the journal website at: **cambridge.org/bme**

and Challenges by Wai-Chung Ho





318