A Choral Music Education Philosophy

Music is sounds according to the aesthetic music philosopher and educator Bennett Reimer, in his book *A Philosophy of Music Education 2nd Edition*. Music is an “object d’art” or a noun. “Music education is the education of human feeling through the development of responsiveness to the intrinsically expressive qualities of sound.” (Reimer, p. 53) To accomplish an aesthetic response to musical sounds, the “making” and “doing” of music must provide for a deeper understanding and a more meaningful experience in music. These experiences must be varied and must address the individual intelligences that students and choir members possess and use. Howard Gardner has theorized, in “Frames of Mind” that students have one or more intelligences and in his book, *Intelligence Reframed* defined intelligence as “a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.” (Gardner, 1999, p.33-34) These intellectual processes must be acted upon through the various teaching and rehearsal strategies that are employed by the music teacher. It is through these various intelligences that music is taught so that students will begin to “think like musicians.” Music making then becomes a process within a given “musical context” or “practice” in which music problems are solved through music interpretation and new products are fashioned through creativity and music composition.