

Dear Readers,

We are handing over to you the first issue of 'Konteksty Kształcenia Muzycznego' ('The Contexts of Music Education'), an academic journal published by the Department of Composition, Music Theory, Conducting, Eurhythmics and Music Education of the Grażyna and Kiejstut Bacewicz Academy of Music in Łódź.

The journal was set up as a result of transformation of a monograph with the same title coming out cyclically since 2010. The three volumes published so far have gained wide recognition and interest in the academic circles of Polish higher-education institutions.

The content of 'The Contexts of Music Education', presented in our pages, will be arranged in regular thematic sections. The **Academic discourses and articles** section will present texts in the form of short academic discourses and information on the current research conducted in different domestic and foreign academic centers and associated with broadly understood music education. In the **Young People's Forum** we are going to publish excerpts from valuable and original Bachelor's and Master's theses written by the students of music academies. The **Reviews and Reports** section will be devoted to the news concerning interesting publications, conferences and workshops connected with music education. We are also planning to start the **From Practice** section wherein we would like to share music teachers', music education methodologists' and music therapists' experiences.

We encourage the teaching staff and students of art schools to read our articles, as well as to publish in our pages interesting academic research, dissertations and theoretical concepts regarding the process of music teaching. We also wish to draw the attention of music school teachers and comprehensive school music teachers. We hope that our periodical will act as an important experience-sharing forum for them.

The papers presented in the first issue of the journal provide a creative discourse on music education in its broad meaning, such as the objectives of music teaching, effective methods of working with pupils and students, music teachers' attitudes and threats involved in that kind of education.

The first section – **Academic discourses and articles** – features eight texts. The first of them, entitled *The phenomenon of Polish music education*, is written by **Zofia Konaszkiewicz** and refers to the past, present and future of music education in Poland. The article on *Absolute pitch in the light of contemporary research* by **Alicja Kozłowska-Lewna** gives a review of the latest

research regarding the origins and functioning of perfect pitch, based mainly on foreign publications from the period of 2004–2014. **Joanna Jemielnik** is an author of the article entitled *The picture of a music school teacher in the view of the pupils dropping out of school*. In the theoretical part of this text the role played by a music school teacher was shown, whereas the research part presented the study conducted on the basis of narrative interviews with ex-pupils of such schools. *Diversity of the scenarios of the games involving music and physical movement* by **Piotr Winczewski** makes a synthetic evaluation of 1,232 plays involving music and physical movement described in the selected Polish literature. With the help of a modified case-study technique, the plot of each game put to use while working with pre-school children and primary school pupils was interpreted. *The model of a small child's music education according to Katalin Forrai* forms the basis for **Dominika Lenska's** reflections. The aim of the author is to introduce views and teaching methods of the Hungarian pedagogue, continuator of Kodály's thought, as well as to draw our attention to their topicality. In the article on *Music and movement in students' training at the Academy of Special Education in Warsaw* **Anna Pawelec** presented the scope of students' training for their prospective teaching career in nurseries and early school education. She also discussed the prospects of training musical – motor skills and gaining the knowledge of musical pedagogy and rudiments of music therapy. *Education and musical activity of a human and the adaptability of the nervous system* is an article by **Rafał Lawendowski** and **Adam Sadowski**. The authors emphasize significance of the music teaching process for the stimulation of human brain's development and functioning. **Stella Kaczmarek** in her article entitled *'Jedem Kind ein Instrument' as an example of overcoming the problems of music education in Germany. What Polish music education can learn from its Western neighbour* presents the JeKi project carried out in Germany since 2009. She discusses its goals and results of the pilot tests.

The second section – **Young People's Forum** – features a text written by the Music Therapy graduate of the Grażyna and Kiejstut Bacewicz Academy of Music in Łódź. In the article on *Methods of working on one's voice in vocal education and therapy through singing* **Magdalena Gleinert** ponders over the problems that are to be tackled by a teacher of singing.

In the third section there is an account of the 3<sup>rd</sup> all-Poland Academic Conference, held as part of the 'Contexts of Music Education' series, which took place between 10<sup>th</sup>–11<sup>th</sup> April, 2014 at the Grażyna and Kiejstut Bacewicz Academy of Music in Łódź.

You are kindly welcome to read our texts and publish with us!

Editor-in-chief  
Ewa Kumik