

## DISSEMINATION OF PUBLICATIONS

### **Cremades Andreu, R. (Coord.) (2022). Presencia y significados de la música en la adolescencia: implicaciones educativas. Editorial Graó**

Eunate Areobiotorre-Landeta<sup>1</sup>  
Mondragon Unibertsitatea, Mondragón (España)

doi:10.7203/LEEME.50.25349

Received: 29-09-2022 Revision: 30-09-2022 Acceptance: 02-11-2022

The book “Presencia y significados de la música en la adolescencia” presents 8 chapters that encompass a wide range of ideas and contributions for a better understanding of this vital stage in which music plays such a relevant role. It is for this reason that music education is at the basis of all the proposals included in this book, related, among others, to the development of values, critical thinking, multidisciplinary, the gender perspective, creativity, the use of different arts and the use of new technologies. Furthermore, with the multitude of proposals it contains, it provides a wide range of tools to develop a large number of activities and proposals related to music during the Secondary education stage.

In the first chapter, "Personality and social identity in current generations of adolescents", José Ignacio Ortega Cervigón gives a broad overview of the characteristics of this age period and the multitude of factors that adorn the complexity of adolescence. The chapter also looks at the different types of violence that are reflected in adolescence and gives the first ideas on the relevance of music at this age.

"Values of secondary school students: practical application" by Emilio Miraflores Gómez is the second chapter, which clearly and synthetically presents a wide repertoire of values and their acquisition and development, and then proposes a series of very relevant practices to be implemented in the secondary school classroom. The four final proposals of the chapter are clear, close, meaningful and simple to understand and put into practice.

The third chapter, developed by Laila Mohamed Mohand, "Psychosocial stereotypes in current popular music: a gender perspective", focuses on the messages of popular music consumed by young people of adolescent age. From a gender-focused perspective, clear examples of songs are shown and the representation of women in them is analysed. The positive psychology framework presented in the chapter provides an often neglected perspective. It also presents the results of several studies in which the relationship with music plays an important role.

"Preferencias musicales y estereotipos en estudiantes madrileños de educación secundaria obligatoria", written by Roberto Cremades Andreu (coordinator of the book), takes a closer look at the music classroom. Emphasising the uses of music consumption in adolescence and stressing the importance of music in the shaping of identity in adolescence, it presents the results of a study in which 4,000 secondary school students took part. The results provide important clues as to how the proposals made in the music classroom lead to the development of students' critical capacity, the development of musical knowledge and, consequently, are constantly evolving.

<sup>1</sup> Profesora, Facultad de Humanidades y Ciencias de la Educación.

Contacto y correspondencia: Eunate Areobiotorre-Landeta, Mondragon Unibertsitatea, [earbiotorre@mondragon.edu](mailto:earbiotorre@mondragon.edu), C/ Loramendi, 4, C.P. 20500 Arrasate-Mondragón. España.

The following chapter, "Programme of activities to work on emerging stereotypes in the music listened to by teenagers", by Arantza Campollo Urkitza, immerses the reader in the secondary music classroom. Through a real and very rich didactic-musical proposal, it proposes several clear and detailed proposals, combining the musical tastes of the students with the development of the secondary curriculum, taking into consideration both the musical area and the development of the critical and reflective capacities of the participants. The abundance of proposals for ideas to implement, the use of various resources and the development of the music curriculum make this a very practical chapter full of ideas to inspire and implement in the classroom.

The sixth chapter, "Implicaciones educativas de la creatividad artística a través de diversas formas de diálogo en el aula de música de secundaria" by Carlos Lage-Gómez and Sabine Chatelain, reports on a project developed and researched in a secondary school, with the participation of the school and several external collaborations. Dialogue thus becomes the main nexus of the transdisciplinary project. The diverse artistic forms and the heterogeneous number of participants with different characteristics and disciplines demonstrate the development on different levels. The chapter also reflects the variety of resources presented in the project and the results obtained from it. It highlights the visible progress of the students during the creative process in which they took part and the important guiding role of the teaching staff.

The penultimate chapter by Julio García-Sanz, "Music projects in the secondary school classroom from an inclusive and community perspective", presents the perspective of another research project in which the protagonists are a group of students from a secondary school educational support group immersed in the organisation and successful development of a festival in the school itself. The realisation of this project brings to light the positive consequences for the group and its representation in the educational community, while at the same time highlighting the deficiencies and processes of improvement of some aspects related to the inertia in the ways of doing things in the school and some of the teachers in it. The festival is revealed as a source that generates inclusion and the development of social learning.

The last chapter of the book, "Multi-sensory music design: educating adolescents for life through music", written by Kaarina Marjanen, presents multi-sensory music design (MMD) in which sights, spaces and timelines constitute the general framework applicable to teaching. This framework gives a holistic view of the musical influence on personal and cultural development over time and therefore shows its relevance and appropriateness to the adolescent stage.

Each of the eight chapters of this book contributes to show a wide range of real practices and present and future possibilities in various areas where music is involved. As a consequence, important keys are given for the development of many types of educational projects that exert an undeniable influence on the growth of multiple qualities in adolescents, to whom music offers shelter and encouragement.

---

**Note:** this text is an automatic translation from Spanish to English. Some errors may have crept into this translation. We apologise for this.