



GAPMET

GREEK ASSOCIATION OF
PRIMARY MUSIC EDUCATION TEACHERS

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GAPMET aims to meet the challenge of educational reform and the application of innovative ideas by bridging the gap between research theories and practices. New approaches in education must be able to successfully introduce new theories, techniques, structures, and approaches into mainstream practice. GAPMET aspires to introduce ideas that stem from current research and practice in music creativity to mainstream music education. GAPMET founded in 2004 and since then develops online learning environments, produce teaching materials and textbooks, organize in-service training seminars as well as national and international conferences, and publish open access journals.

GAPMET has a track record of research, particularly in the fields of music education, e-Learning and e-Training and Communities of Practice. Especially last years, GAPMET focuses, through its research projects, on Information Communication Learning Technologies (ICLT) in order to contribute to the engagement of students at all levels by making studying more enjoyable while at the same time enhancing learners' perception of achievement.

GAPMET is a nonprofit association with no funding from the Greek Government or any other public institution. Conferences, teachers' trainings, educational materials, research projects, editions, and projects' dissemination are totally funded from memberships' subscriptions. GAPMET would allow students with diverse learning abilities to engage in creative music practice in the classroom and enhance students' and teachers' experience of this aspect of the music curriculum, thereby encouraging creativity in line with strategic objectives 3: Promoting equity, social cohesion and active citizenship (2009/C 119/4) and strategic objective 4: Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training (2009/C 119/4) of the strategic framework for European cooperation in education and training ('ET 2020').

Our overall capacity building strategy for a National Greek Country Program is aligned with strategic theme 3 of GAPMET's state: Being a catalyst for social and economic progress in and for our region, nationally and internationally, through research and enterprise (Association Strategic Plan 2010-2015).

Furthermore, GAPMET has been involved in running and managing European projects for many years (including acting as coordinator or associated partner of various Comenius/Leonardo da Vinci/Grundtvig Projects over the years).

The abovementioned Music Text Books for Primary Music Education consist a complete portfolio for students and music educators as well as allow students from diverse cultural backgrounds, and therefore with a diverse range of approaches to music making, to access composition tasks without the use of notation. These particular Music text books are the very first that Greek Government introduces to the official Primary School Education for 35.000 students in A' and B' Grade.

Finally, EU PROJECTS:

- ✓ Encourage GAPMET's research in collaboration between student and teacher groups through the use of networked technologies and the development of online communities;
- ✓ Provide, through GAPMET to specialist and non-specialist teachers, tools and associated learning and teaching materials in order to encourage creative practice in music classrooms;
- ✓ Facilitate - through funding - GAPMET's production and presentation of musical ideas in a visually and cognitively intuitive way;
- ✓ Provide, through GAPMET, an engaging and multisensory student experience in the teaching of music which encourages and accommodates diverse learning styles.

GAPMET is an official member of ISME, EAS and European Music Council.

GAPMET' Profile

GAPMET is a non-profit organisation and its members are in their majority teachers of music education at primary level. GAPMET contributes with its activities to:

- The enhancement and recognition of the work of the teachers of music and their role in promoting education in Greece through the development and growth of music education.
- Promoting collaboration and solidarity amongst teachers of music at primary level.
- Development of initiatives in the field of research and interdisciplinary collaboration with an orientation towards society and its needs.
- Support of innovation in the application of music education programmes
- Aid and consultancy to associations, organisations and educational institutions active in the field of music education.
- Sensitisation and dissemination of information for the general public in regard to issues and problems of music education and its role in cultural progress in Greece and abroad.

- Scientific and educational support for teachers of music education at primary level through the promotion of actions in life-long and distance learning
- Production of education materials in the form of printed and electronic publications and multi-media applications.

The above form part of a series of actions for music education and culture and describes the character of the Association. GAPMET also organises seminars, symposia, conventions and conferences and takes part in similar events in Greece and abroad.

GAPMET collaborates with educational and cultural organisations, local authorities, parents' associations, pupils and students of music schools as well as a number of cultural and scientific associations in Greece and abroad. It aims to inform the general public, state and private institutions in regard to the national, cultural and social mission of music teachers through lectures, publications, press releases, public discussions, radio and television programmes, books, leaflets and other suitable means in printed or electronic form. Finally, the Association organises and promotes educational programmes addressing the professional and personal growth of music teachers.

GAPMET has experience in a number of projects involving the innovative application of music education programmes, including previous Comenius, Comenius Multilateral, Leonardo Da Vinci and Youth in Action projects involving collaboration with 35 institutions around Europe. GAPMET experience in European projects addresses the needs of Greek State School Teachers in Primary Education and includes developing strategies on teaching methodology and guiding teachers in how to teach with a variety of experience in developing teachers' handbooks and portfolios.

GAPMET numerous mission statements

In particular:

- Support of innovation of music education programmes through networking capacity: affiliations & links with relevant European and global professional and/or issue-based networks:

<http://www.emportfolio.eu/emp/>

The goal of this particular network is to enhance learning approaches that can reduce language barriers and help social integration through music activities. It also improves intercultural understanding and develops a community of practice.

<http://www.lmsproject.org/lms/>

"Empowerment of teachers/trainers via online collaborative LMS" prepares material and training methods that will train teachers / trainers into using LMS (Learning Management Systems). By harnessing the potential of the (collaborative) LMS and accompanied tools, it empowers teachers / trainers into better delivering their courses and will train them to better use ICT for their overall personal development.

<http://menet.mdw.ac.at/menetsite/english/index.html>

The meNet project focuses on the teaching and learning of music at primary and secondary schools that provide general education and on the professional training of music teachers. Associated partner: Greek Association of Primary Music Education teachers (GAPMET)

- Scientific and educational support for teachers of music education at primary level through the promotion of actions in life-long and distance learning:

- ✓ *GAPMET E-Learning* (<http://e-learning.primarymusic.gr/>)

GAPMET E-Learning creates a friendly e-environment in order classroom trainers adapt their techniques and approaches. GAPMET E-Learning incorporates new approaches to increase learners' choices including classroom sessions.

- ✓ *EU Projects*

- *Knowledge Management: E Tools for Pedagogical achievement*

(<http://primarymusic.primarymusic.gr/primarymusic/content/view/328/409/lang,el/>)

Youth in the World: Cooperation with countries other than the neighbouring countries of the European Union

http://primarymusic.primarymusic.gr/primarymusic/index.php?option=com_content&task=view&id=187&Itemid=268

- *Empowerment of teachers/trainers via online collaborative LMS*

http://primarymusic.primarymusic.gr/primarymusic/index.php?option=com_content&task=view&id=61&Itemid=81

- *European Music Portfolio* <http://www.emportfolio.eu/emp/>

The goal of the Project “European Music Portfolio: A Creative Way into Languages” is to integrate musical activities into primary foreign language education.

- ✓ *MA Music Education in Athens and London*, Institute of Education, University of London & Greek Association of Primary Music Education Teachers

http://primarymusic.primarymusic.gr/primarymusic/index.php?option=com_content&task=view&id=196&Itemid=277

The aims of the programme are to develop students' understanding of thinking, research and practice in the field of music education. The programme consists of modules, or educational units, covering a particular subject area. Each of the three core modules on philosophy, psychology and sociology focuses on a major discipline underpinning advanced study in music education.

- ✓ *Music Text Books for Greek Primary Music Education: A' & B' Grade*

Pedagogical Design and Development Team of Music Education for Primary Education (PeDeTe MusEdu), Greek Association of Primary Music Education, GAPMET

Educational portfolio for the A' and the B' Grade of Primary Music Education

<http://www.pi-schools.gr/books/dimotiko/>

<http://www.pi-schools.gr/lessons/aesthetics/mousiki/>

Student's Book A'Grade

http://www.pi-schools.gr/books/dimotiko/mousiki_a/math_1_60.pdf

Student's Work Book A'Grade

http://www.pi-schools.gr/books/dimotiko/mousiki_a/ergas_1_60.pdf

Student's Book B'Grade

http://www.pi-schools.gr/books/dimotiko/mousiki_b/math_1_60.pdf

Student's Work Book B' Grade

http://www.pi-schools.gr/books/dimotiko/mousiki_b/ergas_1_60.pdf

Teacher's Book

http://www.pi-schools.gr/books/dimotiko/mousiki_b/dask_1_156.pdf

8 Audio Cds (supporting materials)

http://www.pi-schools.gr/content/index.php?lesson_id=28&ep=477&c_id=1319

- Production of education materials in the form of printed and electronic publications and multi-media applications:

➤ **E Editions**

Hellenic Journal of Music, Education, and Culture

(HeJMEC, <http://hejmec.eu/ojs-2.2.4/index.php/HeJMEC>)

The Hellenic Journal of Music, Education, and Culture (HeJMEC) is a new international, on-line, open-access, and peer reviewed journal devoted to critical study and critical analysis of issues related to the fields of Music, Education, and Culture.

HeJMEC welcomes single, multi- and inter-disciplinary contributions of research and literature in the areas of music, education, and culture and publishes both qualitative and quantitative research with substantive and theoretical merit, along with critical reviews, theoretical articles, and invited book reviews related to these fields. The journal will have articles in either Greek or English (depending on the language of submission), but with structured abstracts appearing in both languages. There is also an opportunity to include media files (such as music, video) to illustrate the text.

Music and Education: The wide range of topics includes various aspects of music education (paedagogy, history, philosophy, sociology, psychology, technology, and aesthetics) addressing vocal, instrumental, general music at all levels, from early childhood through adult and comparative studies. Education is interpreted in a broad sense including all aspects of teaching and learning within formal and informal contexts (such as, musical development; socio-cultural issues; creativity; gifted and talented students; special needs; community settings; teachers' professional development; curriculum design; assessment) in order, additionally, to challenge established accounts of music education policy-analytic methods and to explore alternative approaches to policy-making.

Music and Culture: Our aim is to provide essential reading on different aspects of the study of music from a cultural point of view (ideology, music and words, music and society, music and postmodernism, music and genre, and so forth); also, to relate them with educational

issues (music cultural policy, the learning process, the relationship to educational institutions, and so on). The journal thus offers a unique forum for researchers to develop views on music as a social and cultural product, as part of human behaviour and in relation to broadly perceived educational issues at the leading edge of musical and multidisciplinary scholarship.

Music in the First Grade (MsPV, <http://mspv.primarymusic.gr/mspv/>)

It is an open-access, and peer reviewed journal in Greek which refers to articles relevant to advancing the practice of music teaching and learning at all age levels with issues of direct concern to the classroom in school. The range of subjects covers:

- Theoretical articles that promote scientific dialogue;
- Combination of music teaching approaches in general education and music schools with Arts;
- Music projects thought practical applications in the school environment;
- Interviews;
- Book reviews and presentations of publications.

APPROACHES, Music Therapy and Special Music Education

<http://approaches.primarymusic.gr/approaches/index.php?lang=en>

APPROACHES is the first Greek online journal which is dedicated to the field of Music Therapy, as well as to the field of Special Music Education. The vision of APPROACHES is the systematic development and advance of scientific dialogue, as well as the information of the broader audience through the publication of articles and research relevant to music therapy and/or to music education of people with special needs. Through the journal's website and its mailing list everyone can be informed about upcoming events (i.e. conferences and seminars) and search other relevant online journals and websites. APPROACHES is a biannual publication (spring and autumn) and it is accessible free of charge.

➤ **Conference E Proceedings**

Arts and Education: Creative ways into languages, 2011 (Vol.1 & 2)

<http://primarymusic.primarymusic.gr/primarymusic/content/view/310/lang,el/>

The e-editions explore the possibilities of gradual introduction of a contemporary linguistic-educational approach through the arts in learning and understanding the mother tongue or a foreign language recommending teaching materials and learning methods suitably adapted for students in nursery schools and the first years of primary schools. Research and proposals enable not only effective language learning, but also consolidating the concept of the "other", respecting cultural diversity, development of social adaptation and arousing children's creative expression through the arts.

+ Argyriou, M. & Kampylis, P. (Eds.). (2011). Arts and Education: Creative ways into languages – Theoretical and research papers. Athens, Greece: Department of Primary Education, National and Kapodistrian University of Athens & Greek Association of Primary Music Education Teachers (Vol. 1).

+ Argyriou, M. & Kampylis, P. (Eds.). (2011). Arts and Education: Creative ways into languages – Methodology and applications in educational practice. Athens, Greece:

Department of Primary Education, National and Kapodistrian University of Athens & Greek Association of Primary Music Education Teachers (Vol. 2)

+ Argyriou, M. & Kampylis, P. (Eds.). (2011). Conference Abstracts. Arts and Education: Creative ways into languages – Minutes of the international conference. Athens, Greece: Department of Primary Education, National and Kapodistrian University of Athens & Greek Association of Primary Music Education Teachers

Teaching material and its contribution to educational practice: From theory to application in Music Education, 2009

+ Argyriou, M. & Kampylis, P. (Eds.). (2009). Conference Proceedings. Teaching material and its contribution to educational practice: From theory to application in Music Education. Athens, Greece: Greek Association of Primary Music Education Teachers & National Youth Foundation

<http://primarymusic.primarymusic.gr/primarymusic/images/stories/Eggrafa/GAPMET%2009%20Conference%20Proceedings.pdf>

+ Argyriou, M. & Kampylis, P. (Eds.). (2009). Conference Abstracts. Teaching material and its contribution to educational practice: From theory to application in Music Education. Athens, Greece: Greek Association of Primary Music Education Teachers & National Youth Foundation

http://primarymusic.primarymusic.gr/primarymusic/images/stories/Eggrafa/3rd_international_conference_abstracts_D%282%29_16.4.09.pdf

+ Argyriou, M. (Eds.). (2009). Conference Proceedings. Music Pedagogy in the 21st Century: Challenges and Perspectives. Athens, Greece: Greek Association of Primary Music Education Teachers & National Youth Foundation (Vol.1)

<http://primarymusic.primarymusic.gr/primarymusic/images/stories/TOMOS%20A%20EEMAPE%202007.pdf>

+ Argyriou, M. (Eds.). (2009). Conference Proceedings. Music Pedagogy in the 21st Century: Challenges and Perspectives. Athens, Greece: Greek Association of Primary Music Education Teachers & National Youth Foundation (Vol.2)

<http://primarymusic.primarymusic.gr/primarymusic/images/stories/TOMOS%20B%20EEMAPE%202007.pdf>

➤ ***Printed publications In Greek***

Αργυρίου, Μ. & Σαρρής, Δ. (2006). Μουσική, Τέχνες και Διαθεματικότητα: Θεωρητικό πλαίσιο & πρακτικές εφαρμογές. Πρακτικά Προσυνεδριακής Επιστημονικής Διημερίδας 2ου Πανελληνίου Συνεδρίου, 4- 5 Νοεμβρίου 2006. Αθήνα - Λευκωσία: ΕΕΜΑΠΕ, ISBN: 960-89479-0-1

http://primarymusic.primarymusic.gr/primarymusic/images/stories/Eggrafa/mikra_praktika_kypros_4_5.11.2006.pdf

Αργυρίου, Μ. & Σαρρής, Δ. (2006). Από την πολιτισμική αγωγή ως την αγωγή των μέσων: σύγχρονες προκλήσεις και προοπτικές. Πρακτικά Προσυνεδριακής Επιστημονικής Διημερίδας 2ου Πανελληνίου Συνεδρίου, 11-12 Νοεμβρίου 2006. Αθήνα - Πειραιάς: ΕΕΜΑΠΕ ISBN: 960 - 89479 - 1 - Χ

http://primarymusic.primarymusic.gr/primarymusic/images/stories/mikra_praktika_peiraias.pdf

Αργυρίου, Μ. & Σαρρής, Δ. (2006). Από το διαδίκτυο ως τα δίκτυα της γνώσης: η σύγχρονη «εκπαίδευση των εκπαιδευτικών». Πρακτικά Προσυνεδριακής Επιστημονικής Διημερίδας 2ου Πανελληνίου Συνεδρίου, 25-26 Νοεμβρίου 2006. Αθήνα – Πάτρα: ΕΕΜΑΠΕ, ISBN: 960-89479-2-8

http://primarymusic.primarymusic.gr/primarymusic/images/stories/Eggrafa/mikra_praktika_patras_25_26.11.2006.pdf

Αργυρίου, Μ. & Σαρρής, Δ. (2006). Ο εκπαιδευτικός ως μέλος της σχολικής και της τοπικής κοινότητας: έρευνα - διδακτική πράξη - κοινωνική προσφορά. Πρακτικά Προσυνεδριακής Επιστημονικής Διημερίδας 2ου Πανελληνίου Συνεδρίου, 9-10 Δεκεμβρίου 2006. Αθήνα – Αγρίνιο: ΕΕΜΑΠΕ ISBN: 960-89479-3-6

http://primarymusic.primarymusic.gr/primarymusic/images/stories/mikra_praktika_peiraia_eidiki_agogi_3.3.2007.pdf

Αργυρίου, Μ. & Σαρρής, Δ. (2007). Μουσική και Ειδική Αγωγή: Ζητήματα και προσεγγίσεις. Πρακτικά Προσυνεδριακής Επιστημονικής Ημερίδας 2ου Πανελληνίου Συνεδρίου, 3 Μαρτίου 2007. Πειραιάς: ΕΕΜΑΠΕ ISBN: 978-960-89479-4-8

Αργυρίου, Μ. & Διονυσίου, Ζ. (2007). Μεθοδολογικές και Βιωματικές Προσεγγίσεις των τάξεων από την Α΄ έως και την ΣΤ΄ Δημοτικού. Πρακτικά 1ου Πανελληνίου Συνεδρίου Μουσικής Αγωγής για την Πρωτοβάθμια Εκπαίδευση, Αθήνα 2005. Αθήνα: Gutenberg ISBN: 978-960-01-1140-8

➤ **E -Books**

Argyriou, M. & Kamylyis, P. (2009). The Handbook of LMS Project. Available in http://www.lmsproject.org/lms/images/stories/Index_of_HANDBOOK_final.pdf

➤ **Hard Copy Publications in Greek and English**

+ Argyriou, M. (Eds.). (2008). Current Trends and dynamics of Scholl Psychology in Education and Music Pedagogy. Symposium Minutes. Athens: Diaplasia Edition House & Greek Association of Primary Music Education Teachers. ISBN: 978-960-6638-67-1