



Analysis of the musical repertoire in elementary textbooks: A critical approach from students' preferences [

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Analítica

One of the concretions of critical pedagogy in music education is the use of a musical repertoire that represents students' preferences. In the present study, the presence of that repertoire is analyzed in the most currently used textbooks. For this, 15 textbooks have been studied, analyzing 985 different pieces. The variables used were the historical period or musical genre, the style within the repertoire of urban popular music, the beginning of the artistic activity of its author and the type of associated didactic proposal. The results indicate that urban popular music has a scarce presence in textbooks (8.20%) and does not coincide with the styles or the years of activity of the authors that make up the preferences of the students. In addition, the didactic proposals associated with this repertoire are mainly related to music audition and history, so they are not conceived as pieces to be interpreted

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