

NIKLAS RUDBÄCK explores how students learn of, about, and with the circle of fifths, in the context of the aural skills and music theory subject (*Gehörs- och musiklära*) at a Swedish upper secondary school (*gymnasieskola*). The circle of fifths and associated music-theoretical concepts, the students, and the educational practice they are involved in are viewed as case studies aiming to address the more general problem of how concepts and models are taught and learned in music education. Based on analyses of video-recorded lessons and interviews with students, the author considers how the circle of fifths is introduced, reproduced, and used, as well as how students remember and make sense of the diagram in relation to music-theoretical concepts and musical practice.

The study is a doctoral thesis in the subject Research on Arts Education (music), conducted at the Graduate School of the Centre for Educational Science and Teacher Research, University of Gothenburg, and the Academy of Music and Drama, University of Gothenburg.

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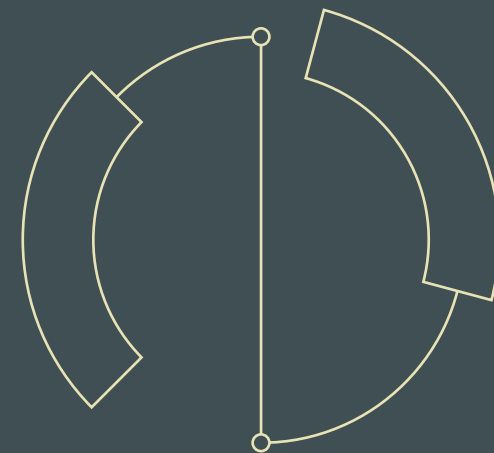
Niklas Rudbäck

Circumscribing Tonality

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UPPER SECONDARY
MUSIC STUDENTS LEARNING THE
CIRCLE OF FIFTHS



UNIVERSITY OF GOTHENBURG