

Professor Stephanie Pitts – Publications

Books

- Burland, K. & Pitts, S. E. (Eds) (2014) *Coughing and Clapping: Investigating Audience Experience*. Farnham: Ashgate. (203pp)
- Pitts, S. E. (2012) *Chances and Choices: Exploring the Impact of Music Education*. New York: Oxford University Press. (221pp)
- Eley, A. R., Wellington, J., Biggs, C. & Pitts, S. E. (2012) *Becoming a Successful Early Career Researcher*. Abingdon: Routledge. (168pp)
- Clarke, E. F., Dibben, N. J. & Pitts, S. E. (2010) *Music and Mind in Everyday Life*. Oxford: Oxford University Press. (224pp)
- Pitts, S. E. (2005) *Valuing Musical Participation*. Aldershot: Ashgate. (168pp)
- Pitts, S. E. (2000) *A Century of Change in Music Education*. Aldershot: Ashgate. (234pp)
[Chinese edition (2010) published by China Theatre Press (translated Guo Xiao-li, Fujian Normal University)]

Book chapters

- Pitts, S. E. (2014) Musical, social and moral dilemmas: investigating audience motivations to attend concerts. In K. Burland & S. E. Pitts (Eds) *Coughing and Clapping: Understanding Audience Experience* (pp. 21-33). Farnham: Ashgate.
- Pitts, S. E. (2013) Amateurs as audiences: reciprocal relationships between playing and listening to music. In Radbourne, J. Glow, H. & Johanson, K. (Eds) *The Audience Experience: A Critical Analysis of Audiences in the Performing Arts*. Chicago: Intellect.
- Pitts, S. E. (2011) Discovering and affirming musical identity through extra-curricular music making in English secondary schools. In L. Green (Ed) *Learning, Teaching and Musical Identity* (pp. 227-238). Bloomington, IN: Indiana University Press.
- Pitts, S. E. (2010) Musical education as a social act: learning from and within musical communities. In J. Ballantyne & B. Bartleet (Eds) *Navigating Sound and Music Education* (pp. 115-128). Newcastle-upon-Tyne: Cambridge Scholars Publishing.
- Pitts, S. E. (2009) Champions and aficionados: amateur and listener experiences of the Savoy operas in performance. In D. Eden & M. Saremba (Eds) *The Cambridge Companion to Gilbert and Sullivan* (pp. 190-200). Cambridge: Cambridge University Press.
- Pitts, S. E. (2007) Music beyond school. In L. Bresler (Ed) *International Handbook of Research in Arts Education*. Dordrecht: Kluwer.
- Pitts, S. E. (2004) Starting a music degree at university. In J.W. Davidson (Ed) *The Music Practitioner: Research for the music performer, teacher and listener* (pp. 215-224). Aldershot: Ashgate.
- Pitts, S. E. (2001) Finding the future in the past: historical perspectives on music education. In G. Spruce (Ed) *Teaching Music in Secondary Schools* (pp. 140-152). London: Routledge.
- Pitts, S. E., Davidson, J. W. & McPherson, G. E. (2001) Developing effective practice strategies: case studies of three young instrumentalists. In G. Spruce (Ed) *Aspects of Teaching Secondary Music*. London: Routledge. [Reprinted from *Music Education Research*, 2, 45-56.]
- Davidson, J. W. & Pitts, S. E. (2001) Music and mental skill. In H. Gembris, R. D. Kraemer & G. Maas (Eds) *Musikpädagogische Forschungsberichte: Transfereffekte musikalischer Aktivitäten*. Augsburg: Wissner Verlag.
- Pitts, S. E., Harland, J. & Selwood, S. (1999) A review of the literature. In J. Harland & K. Kinder (Eds) *Crossing the Line: Extending Young People's Access to Cultural Venues* (pp. 19-38). London: Calouste Gulbenkian Foundation.

Refereed journal articles

- Pitts, S. E., Robinson, K. & Goh, K. (2015) Not playing any more: a qualitative investigation of why amateur musicians cease or continue membership of performing ensembles. *International Journal of Community Music*, 8 (2), 129-147.
- Pitts, S. E. (2014) Exploring musical expectations: Understanding the impact of a year-long primary school music project in the context of school, home and prior learning. *Research Studies in Music Education*, 36 (2): 129-146.
- Pitts, S. E., Dobson, M. C., Gee, K. A. & Spencer, C. P. (2014) Views of an audience: understanding the orchestral concert experience from player and listener perspectives. *Participations*. 10: 65-95
- Morgan, J. P., MacDonald, R. A., & Pitts, S. E. (2014). "Caught between a scream and a hug": Women's perspectives on music listening and interaction with teenagers in the family unit. *Psychology of Music*, 0305735613517411 [online first]
- Pitts, S. E. & Burland, K. (2013) Listening to live jazz: an individual or social act? *Arts Marketing*. 3 (1): 7-20.
- Pitts, S. E. (2013) Would you credit it? Navigating the transitions between curricular and extra-curricular learning in university music departments. *Arts and Humanities in Higher Education*, 12 (2-3): 194-203.
- Burland, K. & Pitts, S. E. (2012) Rules and expectations of jazz gigs. *Social Semiotics*. 22 (5): 523-543.
- Dobson, M. C. & Pitts, S. E. (2011) Classical cult or learning community? Exploring new audience members' social and musical responses to first-time concert attendance. *Ethnomusicology Forum*, 20 (3): 353-383.
- Burland, K. & Pitts, S. E. (2010) Understanding jazz audiences: listening and learning at the Edinburgh jazz and blues festival. *Journal of New Music Research*, 39 (2): 125-134.
- Pitts, S. E. (2009) Roots and routes in adult musical participation: investigating the impact of home and school on lifelong musical interest and involvement. *British Journal of Music Education*, 26 (3): 241-256.
- Cox, G. & Pitts, S. E. (2008) The British Journal of Music Education 2003-2007: an editorial retrospective. *British Journal of Music Education*, 25 (3): 253-265.
- Pitts, S. E. (2008). Extra-curricular music in UK schools: Investigating the aims, experiences, and impact of adolescent musical participation. *International Journal of Education & the Arts*, 9 (10).
- Pitts, S. E. & Spencer, C. P. (2008) Loyalty and longevity in audience listening: investigating experiences of attendance at a chamber music festival. *Music and Letters*, 89 (2): 227-238.
- Burland, K. & Pitts, S. E. (2007) Becoming a music student: investigating the skills and attitudes of students beginning a music degree. *Arts and Humanities in Higher Education*, 6 (3): 289-308.
- Pitts, S. E. (2008) Monitoring musical progress: approaches from the UK. *Zeitschrift für Kritische Musikpädagogik, Sonderedition: Bildungsstandards und Kompetenzmodelle für das Fach Musik?*, pp. 125–129. Online at <http://www.zfkm.org/sonder08-pitts.pdf>.
- Pitts, S. E. (2007) Anything Goes: A case study of extra-curricular musical participation in an English secondary school. *Music Education Research*, 9 (1): 145-165.
- Pitts, S. E. (2005) "Testing, testing..." How do students use written feedback? *Active Learning in Higher Education*, 6 (3): 218-229.
- Pitts, S. E. (2005) Twenty-nine world premieres in two hours: the story of Powerplus. *International Journal of Education and the Arts*, 6 (11).
- Pitts, S. E. (2005) What makes an audience? Investigating the roles and experiences of listeners at a chamber music festival. *Music and Letters*, 86 (2): 257-269.

- Pitts, S. E. (2004) "Everybody wants to be Pavarotti": the experience of music for performers and audience at a Gilbert & Sullivan Festival. *Journal of the Royal Musical Association*, 129 (1): 143-160.
- Pitts, S. E. (2004) Lessons in learning: learning, teaching and motivation at a music summer school. *Music Education Research*, 6 (1): 81-95.
- Pitts, S. E. (2003) What do students learn when we teach music? An investigation of the 'hidden' curriculum in a university music department. *Arts and Humanities in Higher Education*, 2 (3): 281-292.
- Pitts, S. E. (2002) Changing tunes: musical experience and self-perception amongst school and university music students. *Musicae Scientiae*, 6(1): 73-92.
- Pitts, S. E. (2001) Whose aesthetics? Public, professional and pupil perceptions of music education. *Research Studies in Music Education*, 17: 54-60.
- Davidson, J. W. & Pitts, S. E. (2001) People have talents: a case study of musical behaviour in an adoptive family. *British Journal of Music Education*, 18 (2): 159-169.
- Davidson, J.W., Pitts, S.E. & Correia, J.S. (2001) Reconciling technical and expressive elements in young children's musical instrument learning. *Journal of Aesthetic Education*, 35 (3): 51-62.
- Pitts, S. E., Davidson, J. W. & McPherson, G. E. (2000) Models of success and failure in instrumental learning: case studies of young players in the first twenty months of learning. *Bulletin for the Council of Research in Music Education*, 146: 51-69.
- Pitts, S. E. (2000) Reasons to teach music: establishing a place in the contemporary curriculum. *British Journal of Music Education*, 17 (1): 31-40.
- Pitts, S. E. & Davidson, J. W. (2000) Supporting musical development in the primary school: an English perspective on the Australian band system. *Research Studies in Music Education*, 14: 76-84.
- Pitts, S. E., Davidson, J. W. & McPherson, G. E. (2000) Developing effective practice strategies: case studies of three young instrumentalists. *Music Education Research*, 2 (1), 45-56.
- Pitts, S. E. (1998) Looking for inspiration: Recapturing an enthusiasm for music education from innovatory writings. *British Journal of Music Education*, 15 (1): 25-36.
- Pitts, S. E. (1998) The implications of historical music education research for contemporary music education practice in England. *Arts Education Policy Review*, 100 (2): 26-31.