

BRITISH JOURNAL OF MUSIC EDUCATION

BJME is a fully refereed international journal which aims to provide clear, stimulating and readable accounts of contemporary research in music education worldwide, together with a section containing extended book reviews which further current debates. In particular, the journal strives to strengthen connections between research and practice, so enhancing professional development and improving practice within the field of music education. The range of subjects covers music teaching and learning in formal and informal contexts including classroom, individual, group and whole class instrumental and vocal teaching, music in higher education, international comparative music education, music in community settings, and teacher education. Contributors include researchers and practitioners from schools, colleges and universities. Where appropriate, we encourage authors to include supplementary sound files and other multimedia material. These accompany articles in electronic format on Cambridge Journals Online.

Peer review policy: Each manuscript is reviewed by at least two referees, and an editorial decision is generally reached within 8 to 12 weeks of submission.

BJME has been accepted for inclusion in the Thomson Reuters Arts & Humanities Citation Index and the Social Science Citation Index.

Instructions for authors

Detailed instructions for authors can be found on the *BJME* website <cambridge.org/bme> and are also available on request from the Journal Administrator.

Contacting the Editorial Office

Contributions and subsequent correspondence should be sent to the Journal Administrator:

CORMAC LAMBE Email: bjme@cambridge.org

Questions regarding potential submissions or special issues should be addressed to the Editors:

MARTIN FAUTLEY Email: martin.fautley2@bcu.ac.uk

ALLY DAUBNEY Email: alison.daubney@googlemail.com

Books for review should be sent to the Book Reviews Editor:

KAREN BURLAND Email: k.burland@leeds.ac.uk

Submission of an article is taken to imply that it has not previously been published, and has not been submitted for publication elsewhere. Contributors are responsible for obtaining and acknowledging copyright permissions where necessary. Authors of articles published in the journal assign copyright to Cambridge University Press and Assessment.

Submission of articles by email is preferred. If submission is made by post, four copies of articles and one of reviews should be sent and one retained for proof-reading.

Manuscript preparation

Articles should usually be around 5,000 words long, but shorter research notes or more substantial pieces will be considered where the subject matter warrants it. Authors should provide a word count at the end of each article. The author's name should be given on a separate sheet (see note below) to facilitate the anonymous refereeing process.

An abstract of about 100 words summarising the content of the article, and three to five keywords, should be given immediately below the title and before the main text. A note giving details of any acknowledgements may also be included.

A biography of around 75 words giving the author's name, affiliation, music education and major research interests, etc. should be submitted on a separate cover sheet. Full contact details should also be included on this sheet.

Please consult the detailed instructions for authors (see above) for more information on style and file formatting.

This journal issue has been printed on FSCTM-certified paper and cover board. FSC is an independent, non-governmental, not-for-profit organization established to promote the responsible management of the world's forests. Please see www.fsc.org for information.

Printed and bound by CPI Group (UK) Ltd, Croydon, CR0 4YY

British Journal of Music Education

Volume 41 Number 1 March 2024

CONTENTS

Editorial

- Alison Daubney: Editorial 1

Articles

- Cecilia Björk, Mats Granfors and S. Alex Ruthmann: Learning music theorising through inspiration and curiosity. Insights from emergent lesson design in an upper secondary school in Finland 3
- Roberto Cremades-Andreu and Carlos Lage-Gómez: Different forms of students' motivation and musical creativity in secondary school 20
- Dimitra Kokotsaki and Helen Whitford: Students' attitudes to school music and perceived barriers to GCSE music uptake: a phenomenographic approach 31
- Carmen María Sepúlveda-Durán, Pilar Martín-Lobo and Sandra Santiago-Ramajo: Impact of musical training in specialised centres on learning strategies, auditory discrimination and working memory in adolescents 51
- Rupert Avis: Ethnomusicology, entrepreneurialism and the Western classical music student 65
- Daniel Mateos-Moreno and Anders Hoglert: Why did you (not) choose your main musical instrument? Exploring the motivation behind the choice 74
- Daniel Mateos-Moreno and Anders Hoglert: Why did you (not) choose your main musical instrument? Exploring the motivation behind the choice – CORRIGENDUM 86
- José María Esteve-Faubel, María Teresa Botella-Quirant and Rosa Pilar Esteve-Faubel: Use of animated stories to improve music education practices of trainee primary school teachers in Spain 87
- Felipe Javier Zamorano-Valenzuela, José Luis Aróstegui and Cristina González-Martín: Economic rationale shaping music teacher education: the case of Spain 103
- Raquel Bravo Marín, Narciso José López García and Alonso Mateo Gómez: Music teaching in primary schools of Albacete, Spain, during the COVID-19 pandemic 114

Cambridge Core

For further information about this journal
please go to the journal website at:
[cambridge.org/bme](https://doi.org/10.1017/S0265051724000032)



CAMBRIDGE
UNIVERSITY PRESS