

## OVERCOMING CHALLENGES IN MUSIC EDUCATION DURING THE COVID-19 PANDEMIC: A LITERATURE REVIEW

*Superando los desafíos en la educación musical durante la pandemia de  
COVID-19: una revisión de la literatura*

Nitish Bhardwaj\* 

### ABSTRACT

Amid the tumultuous landscape of the COVID-19 pandemic, music education encountered unprecedented challenges, disrupting traditional teaching methodologies. However, educators devised innovative strategies to ensure the continuity of musical learning. This article delves into the multifaceted challenges faced by music educators during the pandemic, offering insights into their steadfast commitment and the effective solutions they employed. From navigating the transition to virtual learning to addressing inequities in access, this exploration showcases the indomitable spirit of music educators worldwide. Through their resilience, creativity, and adaptability, music educators not only overcame obstacles but also paved the way for a more resilient and inclusive future for music education.

**Keywords:** Music Education, COVID-19 Pandemic, Challenges, Resilience, Creativity, Virtual Learning, Remote Learning, Innovation.

### RESUMEN

En medio del tumultuoso panorama de la pandemia de COVID-19, la educación musical enfrentó desafíos sin precedentes que interrumpieron las metodologías tradicionales de enseñanza. Sin embargo, los educadores idearon estrategias innovadoras para garantizar la continuidad del aprendizaje musical. Este artículo profundiza en los múltiples desafíos que enfrentaron los docentes de música durante la pandemia, ofreciendo una mirada a su firme compromiso y a las soluciones eficaces que implementaron. Desde la transición hacia el aprendizaje virtual hasta la atención a las desigualdades en el acceso, esta exploración muestra el espíritu indomable de los educadores musicales en todo el mundo. Gracias a su resiliencia, creatividad y capacidad de adaptación, los docentes de música no solo superaron los obstáculos, sino que también abrieron el camino hacia un futuro más resiliente e inclusivo para la educación musical.

**Palabras clave:** Educación musical, pandemia de COVID-19, desafíos, resiliencia, creatividad, aprendizaje virtual, aprendizaje a distancia, innovación.

---

\* Banaras Hindu University. Varanasi, India. Department of Instrumental Music, Faculty of Performing Arts. Research Scholar. Email: [nitishbhardwaj464@gmail.com](mailto:nitishbhardwaj464@gmail.com). ORCID: <https://orcid.org/0009-0004-1155-7223>  
DOI: <https://doi.org/10.15517/t790wd21>

Recepción: 10/4/2024 Aceptación: 15/9/2024



## 1. Introduction

In the wake of the COVID-19 pandemic, the field of music education encountered unprecedented disruptions, challenging the traditional paradigms of teaching and learning. Schools worldwide transitioned to remote instruction, and social distancing measures were implemented, compelling music educators to navigate numerous obstacles that threatened the continuity of music education. This article explores the unique challenges faced by music educators during the pandemic and presents effective strategies and solutions adopted to navigate these uncertain times. From leveraging technology for virtual instruction to fostering creativity in remote learning environments, music educators demonstrated resilience, creativity, and adaptability. The aim of this paper is to provide a comprehensive overview of these adaptive strategies, supported by specific examples and references to relevant literature.

To ensure thorough understanding, this paper categorizes the challenges and solutions into seven distinct aspects, examining their impact on instruction and learning, pedagogy, curriculum, and delivery methods. By doing so, this study aims to contribute new knowledge to the field, highlighting significant shifts in educational policy, governance, curriculum, and pedagogy brought about by the pandemic. The analysis also seeks to identify the lasting changes in music education practices post-COVID-19, providing insights into which aspects of teaching are now perceived as valuable.

### 1.1. Transition to Virtual Learning

Transitioning to virtual learning presented significant challenges for music educators during the COVID-19 pandemic (Shaw & Mayo, [2021](#)). Suddenly shifting from traditional, in-person instruction to online platforms required educators to adapt their teaching methods rapidly. This abrupt transition introduced various technical challenges that impacted the effectiveness of music education delivery.

One of the primary technical challenges was internet connectivity issues. Many students and educators faced difficulties accessing stable internet connections, particularly in areas with limited broadband infrastructure or low-income households. As a result, interruptions in internet connectivity



disrupted the flow of online music lessons, hindering the learning experience for both educators and students (Nichols, [2020](#)).

Another challenge was audio/video synchronization problems (Shaw & Mayo, [2021](#)). In virtual music lessons, accurate synchronization of audio and video is crucial for effectively demonstrating musical techniques, providing instruction, and facilitating collaborative music-making. However, latency issues and audio/video lag often occurred during online sessions, making it challenging for educators to deliver instruction in real-time and for students to follow along accurately.

Additionally, providing real-time feedback to students posed a significant challenge in the virtual learning environment. In traditional music education settings, educators can observe students' performances in real-time and provide immediate feedback and guidance. Nonetheless, in asynchronous online music lessons, delays in audio/video transmission and limited interaction capabilities made it difficult for educators to assess students' progress accurately and offer timely feedback. Although synchronous platforms like Zoom allowed for some degree of real-time interaction, technical issues such as lag and audio quality still impeded the ability to provide the same level of immediate, precise feedback as in-person instruction.

Addressing these technical challenges required music educators to explore innovative solutions and leverage technology effectively. Some educators implemented strategies such as pre-recorded instructional videos, asynchronous assignments, and interactive multimedia resources to supplement live virtual instruction (De Bruin, [2021](#); Shaw & Mayo, [2021](#)). Additionally, educators collaborated with IT professionals and instructional designers to troubleshoot technical issues and optimize online learning platforms for music education purposes (Rucsanda et al., [2021](#); Calderón-Garrido & Gustems-Carnicer, [2021](#); Kuebel & Haskett, [2023](#)).



## 1.2. Limited Access to Instruments and Resources

Limited access to musical instruments and resources during the COVID-19 pandemic posed significant challenges for music education, affecting both students and educators (Daubney & Fautley, [2021](#)). With many students unable to access instruments or adequate resources at home, the traditional model of music instruction faced considerable disruption. This lack of access hindered students' ability to fully participate in music lessons and impacted on their overall progress and engagement in music education (Pozo et al., [2022](#)).

For students who rely on school or community-based music programs for access to instruments, the transition to remote learning presented immediate obstacles (Abril, C. R., & Gault, B. M., [2008](#)). Without access to school facilities or loaned instruments, many students found themselves unable to continue practicing or developing their musical skills at home. This not only impeded their individual progress (Hash, [2020](#)) but also limited their ability to participate in ensemble rehearsals or performances (Cayari, C., [2021](#)), which are integral components of music education.

Furthermore, the lack of access to resources such as sheet music, instructional materials, and technology tools further compounded the challenges faced by students and educators alike. Students without access to digital devices or reliable internet connectivity struggled to participate in online music lessons or access virtual learning resources (Joseph & Trinick, [2021](#)). Similarly, educators faced difficulties in delivering effective instruction and providing meaningful feedback to students without access to the necessary tools and materials, such as music software, high-quality microphones, and instruments for demonstrations (Camlin & Lisboa, [2021](#)).

To address these challenges, music educators and institutions had to innovate and adapt their teaching methods to accommodate students' diverse needs and circumstances. Some solutions included providing loaner instruments to students, distributing printed instructional materials, or offering virtual instrument simulations and digital resources for practice (Nichols, [2020](#)).



Despite these efforts, the limited access to instruments and resources remained a significant barrier to music education during the pandemic, particularly in underserved communities and rural areas in countries like the United States and India (De Bruin, [2021](#)). This situation highlighted the importance of addressing inequities in access to music education resources and infrastructure. Moving forward, policymakers, educators, and stakeholders must work collaboratively to ensure that all students have equitable access to musical instruments, resources, and opportunities for musical learning and expression, regardless of their socioeconomic background or geographic location. This is especially relevant now as the return to in-person lessons presents an opportunity to reassess and improve resource distribution to ensure preparedness for any future disruptions (Shaw & Mayo, [2021](#)).

### **1.3. Loss of Ensemble and Performance Opportunities**

During the COVID-19 pandemic, the closure of schools and cancellation of public events resulted in a significant loss of ensemble and performance opportunities for music students, particularly in public schools and community programs in the United States and Europe (Daubney & Fautley, [2020](#)). Ensemble rehearsals, concerts, and live performances serve as crucial components of music education, providing students with invaluable experiences for developing their ensemble skills, musical expression, and stage presence (Daubney & Fautley, [2020](#)). The absence of these opportunities during the pandemic deprived students of hands-on learning experiences and hindered their overall musical development. Ensemble rehearsals play a vital role in fostering collaboration, teamwork, and musical coordination among students (Hall, [2022](#)). Through ensemble activities, students learn to listen attentively to one another, blend their sounds, and synchronize their performances, thereby enhancing their ensemble skills and musicianship (Jorgensen, [2008](#)). Additionally, ensemble rehearsals provide students with opportunities to receive direct feedback from their peers and instructors, enabling them to refine their playing techniques and musical interpretive skills (Bartleet & Ellis, [2018](#)).



Concerts and live performances offer students the chance to showcase their musical abilities and express themselves artistically in front of an audience. Performing in public settings helps students build confidence, develop stage presence, and overcome performance anxiety (Sawyer, [2012](#)). Moreover, concerts provide students with a sense of accomplishment and pride as they share their musical achievements with friends, family, and community members (Kratus, [2018](#)).

The loss of ensemble and performance opportunities during the pandemic has had profound implications for music education. Without regular rehearsals and performances, students have been deprived of essential learning experiences that contribute to their musical growth and development. To address this challenge, educators have explored alternative approaches to ensemble rehearsals and performances, such as virtual ensemble projects, online recitals, and video recordings (Houlahan & Tacka, [2018](#)). While these virtual alternatives may not fully replicate the experience of live rehearsals and performances, as they lack the immediacy and dynamic interaction of in-person sessions, they have provided students with opportunities to stay connected, engaged, and active in music making during these challenging times (Ritchie & Sharpe, [2021](#)).

#### **1.4. Difficulty in Maintaining Engagement and Motivation**

Remote learning environments during the COVID-19 pandemic presented significant challenges in maintaining students' engagement and motivation in music education (Joseph & Trinick, [2021](#)). The transition from traditional face-to-face instruction to online platforms disrupted the dynamic interaction and collaborative atmosphere typically found in music classrooms (De Bruin, [2021](#); Shaw & Mayo, [2021](#)). As a result, educators faced obstacles in effectively engaging students and fostering their motivation to participate in online music lessons (Rucsanda et al., [2021](#)).

The absence of face-to-face interaction posed a fundamental challenge in maintaining student engagement. In traditional music classrooms, educators rely on direct communication, visual cues, and physical proximity to gauge students' understanding and address their individual needs (Calderón-Garrido



& Gustems-Carnicer, [2021](#)). Nevertheless, in remote learning environments, these cues may be limited or absent due to factors such as poor video quality, lack of real-time feedback, and the inability to observe students' body language and facial expressions clearly. This limitation makes it challenging for educators to assess students' engagement levels accurately and provide timely, individualized support (Kuebel & Haskett, [2023](#)).

Peer collaboration plays a vital role in motivating students and enhancing their learning experience in music education. In traditional ensemble settings, students collaborate with their peers to rehearse musical pieces, refine their performance techniques, and contribute to the overall ensemble sound. Nonetheless, the shift to remote learning often resulted in the loss of ensemble rehearsals and group performances, depriving students of opportunities for peer interaction and collaboration. Despite this, some students and educators turned to online collaboration and networking through social media, video conferencing platforms, and other digital tools to maintain a sense of community and teamwork (Joseph & Trinick, [2021](#); De Bruin, [2021](#)).

Additionally, the lack of teacher-student rapport in online music lessons presented challenges in maintaining students' motivation and focus. In face-to-face instruction, educators establish personal connections with their students, providing encouragement, feedback, and support tailored to individual learning needs. Establishing such connections is more challenging online due to the lack of physical presence, limited non-verbal communication, and technical difficulties that can disrupt the flow of interaction. Building rapport and establishing trust in virtual classrooms requires additional effort and creativity from educators, who must navigate the barriers of technology-mediated communication to create a supportive learning environment (Rucsanda et al., [2021](#)).

To address the challenge of maintaining engagement and motivation in music education during the COVID-19 pandemic, educators employed various strategies and interventions. Some utilized interactive multimedia resources, virtual rehearsals, and digital platforms such as Google Classroom and Zoom to enhance student engagement and participation in online music lessons. Others incorporated gamification



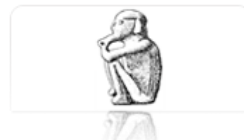
elements, collaborative projects, and creative assignments to stimulate students' interest and motivation in music learning. For example, educators used music composition software like Noteflight and Soundtrap to enable students to collaborate on compositions in real-time, and they organized virtual concerts to provide performance opportunities (Shaw & Mayo, [2021](#); Calderón-Garrido & Gustems-Carnicer, [2021](#)).

Moreover, educators emphasized the importance of fostering a supportive and inclusive learning environment in virtual classrooms, where students feel valued, connected, and empowered to express themselves musically. By prioritizing communication, empathy, and active participation, educators sought to mitigate the challenges of remote learning and promote students' engagement and motivation in music education (Kuebel & Haskett, [2023](#)).

## **1.5. Emotional and Psychological Impact**

The COVID-19 pandemic has not only disrupted traditional modes of education but has also significantly impacted the emotional and psychological well-being of music students (De Bruin, [2021](#)). The uncertainty surrounding the pandemic, coupled with measures such as lockdowns and social distancing, has led to increased feelings of isolation, stress, and anxiety among students, affecting their mental health and emotional resilience (Shaw & Mayo, [2021](#); Calderón-Garrido & Gustems-Carnicer, [2021](#)).

According to Sunderland et al. ([2018](#)), the abrupt shift to remote learning and the loss of social interaction with peers and instructors have contributed to heightened levels of psychological distress among students. The lack of face-to-face communication and the inability to engage in collaborative music-making activities have further exacerbated feelings of loneliness and disconnection. Moreover, the pandemic has introduced additional stressors, such as concerns about health and safety, economic instability, and family responsibilities, which have added to students' mental burden (Loades et al., [2020](#)). For many music students, the cancellation of concerts, rehearsals, and performance opportunities has not only affected their academic progress but also impacted on their sense of identity and purpose as musicians (Baker & Cohen,



[2021](#)). However, some students may have benefited during this period by focusing on self-regulated learning during practice (Nusseck & Spahn, [2021](#)).

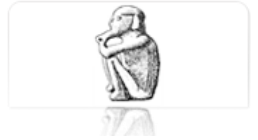
The emotional and psychological challenges faced by music students during the pandemic have also affected their ability to engage effectively in music education. Studies have shown that students experiencing high levels of stress and anxiety may struggle to concentrate, retain information, and actively participate in online music lessons (Nuryana et al., [2023](#)). This disengagement can further hinder their musical development and academic achievement in music education.

In response to these challenges, music educators and institutions have implemented various strategies to support students' emotional and psychological well-being. These include offering virtual counseling services, organizing online support groups, and incorporating mindfulness and relaxation techniques into the music curriculum (Martínez-Castilla et al., [2021](#)). Additionally, educators have sought to create supportive and inclusive learning environments that prioritize students' mental health and provide opportunities for social connection and emotional expression. For instance, virtual ensemble projects and online peer feedback sessions have been reported to enhance students' sense of community and emotional well-being (De Bruin, [2021](#)).

Despite these efforts, addressing the emotional and psychological impact of the pandemic on music students remains an ongoing challenge. As the education sector continues to navigate the complexities of remote and hybrid learning, educators, administrators, and policymakers need to prioritize students' mental health and well-being as integral components of music education.

## **1.6. Inequities in Access and Participation**

The COVID-19 pandemic has brought to light and exacerbated existing disparities in access to education, particularly in the realm of music education (De Bruin, [2021](#)). As schools transitioned to online learning platforms to adhere to safety guidelines, students from underserved communities or low-income households encountered significant obstacles in accessing technology, internet connectivity, and musical



resources (Calderón-Garrido & Gustems-Carnicer, [2021](#)). This widening gap in educational opportunities has highlighted the inequities inherent in the education system, particularly in the field of music education.

Students from underserved communities often lack access to reliable internet connection and necessary technological devices, such as laptops or tablets, essential for participating in online music lessons or accessing digital resources. According to a study conducted by the Pew Research Center, about 15% of U.S. households with school-age children do not have high-speed internet access at home, with lower-income households disproportionately affected by this digital divide (Anderson & Kumar, 2019). As a result, students from economically disadvantaged backgrounds face significant barriers in accessing online music instruction, engaging with digital learning materials, and participating in virtual ensemble rehearsals or performances.

Furthermore, the financial constraints experienced by many low-income families limit their ability to afford musical instruments, private lessons, or supplementary resources for music education. According to the National Association for Music Education (NAfME, [2020](#)), budget cuts and resource limitations in schools often disproportionately affect music programs, leading to reduced access to music education in underserved communities. Without access to musical instruments or instruction, students from low-income households are deprived of the opportunity to develop their musical talents, express themselves creatively, and experience the myriad benefits of music education (Shaw & Mayo, [2021](#)).

The inequities in access to music education have far-reaching consequences, perpetuating cycles of disadvantage and limiting opportunities for academic and personal growth. Research has shown that participation in music education is associated with improved cognitive skills, academic achievement, and socio-emotional development (Hallam, S., [2010](#)). However, when access to music education is limited or unequal, students from underserved communities are denied these benefits, further widening the achievement gap and exacerbating existing disparities in educational attainment.

Addressing the inequities in access to music education requires a multi-faceted approach that considers systemic barriers and provides targeted support to underserved communities. Schools and



educational institutions can invest in technology infrastructure and provide devices and internet access to students in need. Community organizations, non-profit groups, and philanthropic foundations can offer scholarships, grants, or subsidized music programs for low-income students. Additionally, advocacy efforts at the local, state, and national levels can raise awareness of the importance of music education and endorse equitable funding and resources for music programs in schools serving disadvantaged populations.

### **1.7. Professional Development Needs**

The COVID-19 pandemic disrupted traditional modes of education, including music education, which required a rapid transition to online teaching and learning. This shift posed significant challenges for music educators, who often lacked the necessary training and expertise in online instruction, digital technology, and virtual ensemble rehearsals (De Bruin, [2021](#)). As a result, a critical need for targeted professional development initiatives and resources emerged to support music educators in navigating these new teaching environments effectively (Shaw & Mayo, [2021](#)).

The sudden transition to online instruction highlighted the importance of ongoing professional development for music educators. While many educators possessed expertise in traditional classroom settings, the shift to virtual platforms required additional training and support to adapt their teaching methods effectively (Rucsanda et al., [2021](#)). Without adequate preparation, educators faced challenges in engaging students, delivering content effectively, and maintaining instructional quality in online environments (Calderón-Garrido & Gustems-Carnicer, [2021](#)).

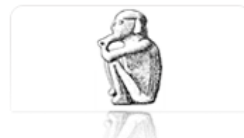
Moreover, the implementation of digital music technology presented a steep learning curve for many music educators (De Bruin, [2021](#)). Tasks such as recording and editing music, conducting virtual rehearsals, and integrating multimedia elements into lessons required specialized skills and knowledge that were not part of traditional music education training programs. As a result, educators found themselves grappling with technical challenges and logistical issues that hindered their ability to deliver high-quality instruction in virtual settings (Shaw & Mayo, [2021](#)).



Furthermore, the transition to virtual ensemble rehearsals presented unique challenges for music educators and students alike. Unlike traditional rehearsals, which rely on in-person interaction and real-time feedback, virtual rehearsals call for educators to adapt their teaching strategies to accommodate the limitations of online platforms. This includes finding innovative ways to facilitate ensemble playing, coordinate musical performances, and provide meaningful feedback to students in virtual settings (Rucsanda et al., [2021](#)).

In response to these challenges, music education institutions, professional organizations, and educational technology companies have developed a variety of professional development initiatives and resources to support music educators during the COVID-19 pandemic. Specific examples include the International Society for Music Education (ISME) offering webinars and virtual conferences focusing on online music pedagogy and technology integration; the National Association for Music Education (NAfME) provided a series of online workshops and resources through its Learning Network, including courses on virtual ensemble rehearsals and digital music tool; and educational technology companies like SmartMusic and MusicFirst created comprehensive online platforms that offered tutorials, digital sheet music, and tools for virtual rehearsals (ISME, [2020](#); NAfME, [2021](#)).

Additionally, professional organizations may offer networking opportunities, mentorship programs, and online forums where educators can share best practices, seek advice, and collaborate with colleagues. For instance, NAfME's Amplify platform became a crucial online community where educators could exchange ideas and support each other during the transition to online teaching (NAfME, [2021](#)). Despite these challenges, music educators demonstrated resilience, creativity, and adaptability in finding solutions to ensure the continuity of music education during the pandemic. One notable example is the establishment of virtual choirs and orchestras, where students recorded their parts individually, and educators used digital tools to compile these into cohesive ensemble performances (Shaw & Mayo, [2021](#)). Additionally, educators adopted flipped classroom models, where students engaged with instructional



content at home and used online class time for interactive activities and personalized feedback (De Bruin, [2021](#)).

Through collaborative efforts, innovative teaching strategies, and the leveraging of technology, educators were able to overcome many of the obstacles posed by COVID-19 and continue to provide meaningful musical experiences for their students. For example, some educators developed asynchronous learning modules that allowed students to learn at their own pace, while others used live streaming platforms for real-time interaction and performance feedback (Kuebel & Haskett, [2023](#)).

Beyond the challenges encountered, the pandemic period also highlighted several benefits of online music teaching. These benefits included greater accessibility to diverse resources and experts worldwide, the ability to personalize learning experiences, and the opportunity for students to develop self-regulation and independent learning skills. Online teaching also facilitated new forms of creative expression and collaboration, such as virtual ensembles and digital composition projects, which may continue to enrich music education post-pandemic (Rucsanda et al., [2021](#); Calderón-Garrido & Gustems-Carnicer, [2021](#)).

## 2. Conclusions

In summary, amid the unprecedented challenges brought about by the COVID-19 pandemic, many music educators demonstrated remarkable resilience, creativity, and adaptability. Studies have shown that a significant percentage of music educators, such as in Shaw & Mayo ([2021](#)), adapted to online teaching and developed innovative strategies to ensure the continuity of music education. Their unwavering dedication to their students' musical growth and well-being is evident in their efforts to maintain engagement and learning during these challenging times (De Bruin, [2021](#)). Through innovative teaching approaches, collaborative efforts, and a willingness to embrace change, music educators played a pivotal role in sustaining the vitality and relevance of music education.

Reflecting on the collective efforts of music educators worldwide, it is clear that their resilience, creativity, and adaptability have not only overcome challenges but have also paved the way for a more



resilient and inclusive future for music education. Specific takeaways from the pandemic include the integration of technology in pedagogy, the importance of flexibility in teaching methods, and the potential for hybrid learning models that combine online and in-person instruction. The curriculum itself may need to be revised to incorporate these new teaching strategies and better prepare educators and students for any future disruptions (Kuebel & Haskett, [2023](#); Rucsanda et al., [2021](#)).

## **2.1. Practical Implications**

The pandemic has highlighted the need for music education programs to integrate digital literacy and online teaching competencies into their curricula. Institutions should consider providing ongoing professional development focused on technology-enhanced learning and virtual collaboration. Additionally, the development of resources and support networks for educators can help sustain the innovations and practices developed during the pandemic.

## **2.2. Avenues for Further Research**

Future research should explore the long-term impacts of the pandemic on music education. Key areas of investigation could include the effectiveness of hybrid learning models, the role of technology in enhancing music pedagogy, and the ways in which music education can be made more inclusive and accessible through online platforms. Comparative studies across different regions and educational contexts would also provide valuable insights into the varied experiences of music educators during the pandemic.

## **References**

Abril, C. R., & Gault, B. M. (2008). The State of Music in Secondary Schools: The Principal's

Perspective. *Journal of Research in Music Education*, 56(1), 68-81.

DOI: <https://doi.org/10.1177/0022429408317516>

Anderson, M., & Kumar, M. (2019). *Digital divide persists even as lower-income Americans make gains in tech adoption*. Pew Research Center. <https://pewrsr.ch/2TRM7cP>



- Baker, D., & Cohen, L. (2021). Adaptations in music education during the COVID-19 pandemic: A global perspective. *Journal of Music Education*, 17(3), 123-135.
- Bartleet, B. L., & Ellis, C. (Eds.). (2018). Music autoethnographies: Making autoethnography sing/making music personal.
- Calderón-Garrido, D., & Gustems-Carnicer, J. (2021). Adaptations of music education in primary and secondary school due to COVID-19: The experience in Spain. *Music Education Research*, 23(2), 139-150. DOI:[10.1080/14613808.2021.1902488](https://doi.org/10.1080/14613808.2021.1902488)
- Camlin, D. A., & Lisboa, T. (2021). The digital “turn” in music education (editorial). *Music Education Research*, 23(2), 129-138. <https://doi.org/10.1080/14613808.2021.1908792>
- Cayari, C. (2021). Creating Virtual Ensembles: Common Approaches from Research and Practice. *Music Educators Journal*, 107(3), 38-46. <https://doi.org/10.1177/0027432121995147>
- Daubney, A., & Fautley, M. (2020). Editorial Research: Music education in a time of pandemic. *British Journal of Music Education*, 37(2), 107–114. <https://doi.org/10.1017/S0265051720000133>
- Daubney, A., & Fautley, M. (2021). U-turns in the fog: the unfolding story of the impact of COVID-19 on music education in England and the UK. *British Journal of Music Education*, 38(1), 3-12. <https://doi.org/10.1017/S0265051721000048>
- De Bruin, L. R. (2021). Instrumental music educators in a COVID landscape: A reassertion of relationality and connection in teaching practice. *Frontiers in Psychology*, 11(624717). <https://doi.org/10.3389/fpsyg.2020.624717>
- Hall, S. N. (2022). Idea Bank: Lessons Learned Teaching during a Pandemic. *Music Educators Journal*, 108(3), 13-14. <https://doi.org/10.1177/00274321221088889>
- Hallam, S. (2010). The power of music: Its impact on the intellectual, social and personal development of children and young people. *International Journal of Music Education*, 28(3), 269-289. <https://doi.org/10.1177/0255761410370658>



- Hash, P. M. (2020). Remote Learning in School Bands During the COVID-19 Shutdown. *Journal of Research in Music Education*, 68(4), 381-397. <https://doi.org/10.1177/0022429420967008>
- Houlahan, M., & Tacka, P. (2018). *Kodály today: A cognitive approach to elementary music education*. Oxford University Press.
- International Society for Music Education (ISME). (2020). Webinars and Virtual Conferences.
- Jorgensen, E. R. (2008). *The art of teaching music*.
- Joseph, D., & Trinick, R. (2021). “Staying apart yet keeping together”: Challenges and opportunities of teaching during COVID-19 across the Tasman. *New Zealand Journal of Educational Studies*, 56, 209-226. <https://doi.org/10.1007/s40841-021-00211-6>
- Kratus, J. (2018). *Music education at the tipping point*. Oxford University Press.
- Kuebel, C., & Haskett, E. (2023). “I’m Doing the Best I Can”: Teaching General Music in the Time of Covid-19. *Update Applications of Research in Music Education*, 41(2), 28-37. <https://doi.org/10.1177/87551233211067766>
- Loades, M. E., Chatburn, E., Higson-Sweeney, N., Reynolds, S., Shafran, R., Brigden, A., Linney, C., McManus, M. N., Borwick, C., & Crawley, E. (2020). Rapid Systematic Review: The Impact of Social Isolation and Loneliness on the Mental Health of Children and Adolescents in the Context of COVID-19. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(11), 1218-1239. <https://doi.org/10.1016/j.jaac.2020.05.009>
- Martínez-Castilla, P., Gutiérrez-Blasco, I. M., Spitz, D. H., & Granot, R. (2021). The efficacy of music for emotional wellbeing during the COVID-19 lockdown in Spain: An analysis of personal and context-related variables. *Frontiers in Psychology*, 12, Article 647837. <https://doi.org/10.3389/fpsyg.2021.647837>
- National Association for Music Education (NAfME). (2020). NAfME and the Music Education Policy Roundtable Support Emergency Federal Aid for Education. <https://nafme.org/wp-content/uploads/2020/08/State-Education-Budgets-agenda.pdf>



- National Association for Music Education (NAfME). (2021). NAFME Learning Network.
- National Association for Music Education. (2020). Online resources for music educators: Professional development during COVID-19. <https://nafme.org/blog/music-teaching-learning-during-covid-19-beyond/>
- Nichols, B. E. (2020). Equity in Music Education: Access to Learning during the Pandemic and Beyond. *Music Educators Journal*, 107(1), 68-70. <https://doi.org/10.1177/0027432120945151>
- Nuryana, Z., Xu, W., Kurniawan, L., Sutanti, N., Makruf, S. A., & Nurcahyati, I. (2023). Student stress and mental health during online learning: Potential for post-COVID-19 school curriculum development. *Comprehensive Psychoneuroendocrinology*, 14, 100184. <https://doi.org/10.1016/j.cpniec.2023.100184>
- Nusseck, M., & Spahn, C. (2021). Musical practice in music students during COVID-19 lockdown. *Frontiers in Psychology*, 12, Article 643177. <https://doi.org/10.3389/fpsyg.2021.643177>
- Pozo, J. I., Pérez Echeverría, M. P., Casas-Mas, A., López-Íñiguez, G., Cabellos, B., Méndez, E., Torrado, J. A., & Baño, L. (2022). Teaching and learning musical instruments through ICT: The impact of the COVID-19 pandemic lockdown. *Heliyon*, 8(1), e08761. <https://doi.org/10.1016/j.heliyon.2022.e08761>
- Ritchie, L., & Sharpe, B. T. (2021). Music students' approach to the forced use of remote performance assessments. *Frontiers in Psychology*, 12(641667). <https://doi.org/10.3389/fpsyg.2021.641667>
- Rucsanda, M. D., Belibou, A., & Cazan, A. M. (2021). Students' attitudes toward online music education during the COVID 19 lockdown. *Frontiers in Psychology*, 12:753785. <https://doi.org/10.3389/fpsyg.2021.753785>
- Sawyer, R. K. (2012). *Structure and improvisation in creative teaching*. Cambridge University Press.
- Shaw, R. D., & Mayo, W. (2021). Music education and distance learning during COVID-19: a survey. *Arts Education Policy Review*, 123(3), 143-152. <https://doi.org/10.1080/10632913.2021.1931597>



Sunderland, N., Lewandowski, N., Bendrups, D., & Bartleet, B. (2018). *Music, Health and Wellbeing*.

Palgrave Macmillan UK eBooks. <https://doi.org/10.1057/978-1-349-95284-7>



Esta obra está disponible bajo una licencia <https://creativecommons.org/licenses/by-nc-nd/4.0/>