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""Meta-cognition: symbolic valuing and systematic engagement""""Eight developmental modes""; ""Sensory""; ""Manipulative""; ""Personal expressiveness""; ""The vernacular""; ""The speculative""; ""The idiomatic""; ""The symbolic""; ""The systematic""; ""Musical development and musical encounter""; ""The evolving theory""; ""Musical development and music education""; ""Interlude: from theory to practice""; ""6 The cultural exclusiveness of music""; ""Valuing and labelling""; ""Prejudice and valuing""; ""Musical boundaries""; ""The impediment of new sounds""

""The impediment of alien expressive character""""The impediment of difficult structure""; ""Removing the labels""; ""7 Music education in a pluralist society""; ""Transcending cultures""; ""Transformation and reinterpretation""; ""An inter-cultural attitude""; ""The aim of inter-cultural music education""; ""Beyond the classroom""; ""8 Instruction and encounter""; ""Classification and framing""; ""Musical instruction""; ""Musical encounters""; ""Encounter and the curriculum""; ""Tacit knowing""; ""Two examples from music education""; ""Two descriptions of encounter""

""9 Generating a curriculum and assessing students""""In summary""; ""Pupils evaluate the music curriculum""; ""The problem of progression""; ""Concepts or features?""; ""Assessment in the arts""; ""Developing musical criteria""; ""Outside of the timetable""; ""References""; ""Index""

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