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Nota di contenuto	Introduction: An Ontological Turn in the Field of Music and Music Education -- Part I Technical Rationality and Nihilism -- 1. Musings of Heidegger: Arts Education and the Mall as a 'debased' (Dreyfus) work of Art -- 2. The Intrinsic Value of Musical Experience. A Rethinking: Why and How? -- 3. Ways of Revealing: Music Education Responses to Music Technology -- 4. Towards an Ontological Turn in Music Education with Heidegger's Philosophy of being and his Notion of Releasement -- Part II Music and Being -- 5. Body – Music – Being: Making Music as Bodily Being in the World -- 6. Music as Art – Art as Being – Being as Music: A Philosophical Investigation into how Music Education can Embrace a Work of Art Based on Heidegger's Thinking -- Part III Musical Experience -- 7. Music, Truth and Belonging: Listening with Heidegger -- 8. The Phenomenology of Music: Implications for Teenage Identities and Music Education -- 9. Music Education as a Dialogue between the

Outer and the Inner: A Jazz Pedagogue's Philosophy of Music Education -- 10. Pendulum Dialogues and the Re-enchantment of the World -- Part IV Bildung and Truth -- 11. Revisiting the Cave: Heidegger's Reinterpretation of Plato's Allegory with Reference to Music Education -- 12. From Heidegger to Dufrenne and Back: Bildung Beyond Subject and Object in Art Experience -- 13. Practice as Self-exploration -- 14. Art and 'Truth': Heidegger's Ontology in Light of Ernst Bloch's Philosophy of Hope and Hans-Georg Gadamer's Play-metaphor. Three Impulses for a New Perspective of Musical Bildung.

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Sommario/riassunto

This volume offers key insights into the crisis of legitimization that music as a subject of arts education seems to be in. Music as an educational subject is under intense pressure, both economically, due to the reduction of education budgets, as well as due to a loss of status with policy makers. The contributions in this book illuminate Martin Heidegger's thinking as a highly cogent theoretical framework for understanding the nature and depth of this crisis. The contributors explore from various angles the relationship between the pressure on music education and the foundations of our technical and rationalized modern society, and lead the way on the indispensable first steps towards reconnecting the cultural practices of education with music and its valuable contributions to personal development.

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