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Nota di contenuto	""Cover""; ""Contents""; ""Contributors""; ""1. Contemporary Research on Music Listening: A Holistic View""; ""2. The Acquisition of Music Reading Skills""; ""3. Music, Movement, and Learning""; ""4. Self-Regulation of Musical Learning: A Social Cognitive Perspective on Developing Performance Skills""; ""5. Research on Elementary and Secondary School Singing""; ""6. Music Learning in Special Education: Focus on Autism and Developmental Disabilities""; ""7. Music Learning in Early Childhood: A Review of Psychological, Educational, and Neuromusical Research""; ""Index""; ""A""; ""B""; ""C"" ""D""""E""; ""F""; ""G""; ""H""; ""I""; ""J""; ""K""; ""L""; ""M""; ""N""; ""O""; ""P""; ""R""; ""S""; ""T""; ""U""; ""V""; ""W""; ""X""; ""Z""
Sommario/riassunto	The MENC Handbook of Research on Music Learning, Volume 2: Applications brings together the best and most current research on best practice for music learning, focusing squarely on the profession's empirical and conceptual knowledge of how students gain competence in music at various ages and in different contexts. The collection of chapters, written by the foremost figures active in the field, addresses a range of best practices for approaching current and important areas in the field, including cognition and perception, music listening, vocal/choral learning, and the needs of special learner

