

1. Record Nr.	UNINA9910821455903321
Autore	Swanwick Keith
Titolo	Music, mind, and education // Keith Swanwick
Pubbl/distr/stampa	London ; ; New York, : Routledge, 1988
ISBN	1-134-98046-9 1-138-13685-9 1-280-05762-9 0-203-40289-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (184 p.)
Disciplina	780/.7
Soggetti	Music - Instruction and study Music - Psychological aspects Music - Social aspects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>""Book Cover""; ""Title""; ""Copyright""; ""Dedication""; ""Contents""; ""Figures""; ""Acknowledgements""; ""Introduction""; ""The thesis""; ""1 In praise of theorya€?does it matter what we think?""; ""Theories of music education""; ""Traditional values""; ""Focus on children""; ""Respecting alternative traditions""; ""It does matter what we think""; ""2 What makes music musical?""; ""Sound and music""; ""Responding to expression""; ""Musical structure""; ""3 The arts, mind, and education""; ""The value of the arts""; ""The arts as a€?differenta€?""; ""The arts as dreaming""</p> <p>""The arts as play""""Mastery, imitation and imaginative play""; ""Mastery""; ""Imitation""; ""Imaginative play""; ""The arts and the intellect""; ""The ultimate value of the arts""; ""4 Musical development: the early years""; ""The concept of development""; ""The theoretical basis""; ""Childrena€™s compositions""; ""A first analysis""; ""Towards a model of musical development""; ""Mastery: sensory response and manipulation""; ""Imitation: personal expression and the vernacular""; ""5 Musical development beyond infancy""; ""Imaginative play: speculation and the idiomatic""</p> <p>""Meta-cognition: symbolic valuing and systematic engagement""""Eight</p>

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 musical 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"

---

## Sommario/riassunto

Explores the psychological and sociological dimensions of musical experience and their implications for music teachers.

---