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Autore	Swanwick Keith
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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.