



Teaching for Musical Understanding

Jackie Wiggins

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Ideal for introductory music education, philosophy and psychology of music education, and music education methods courses, *Teaching for Musical Understanding* explains current research-based theories of how students learn in order to show prospective and practicing music teachers how to teach effectively. Author Jackie Wiggins draws on her twenty-two years of experience teaching K-12 music and twenty years of teaching in higher education to demonstrate how theory applies to music education. The text is deeply grounded in the work of social constructivist theorists and researchers in both education and music education.

The third edition takes a cultural psychology perspective, giving more attention to sociocultural influences and to the roles of learner agency in learning process. It includes in-depth examples of assessment practices in music classrooms, stories "from the trenches," and more extensive use of endnotes and citations.

Teaching for Musical Understanding Details

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From Reader Review Teaching for Musical Understanding for online ebook

Aaron Doerr says

Helpful for most musical educators. Makes you think.

Stuart Macalpine says

Jackie Wiggins does the best 'join the dots' explanation of the link between structuralist thought, Bruner, UDB and Gardner, that I at least have ever read. A work of genius. She spots the paradox that not many (no?) other writers on UDB spot, which is, if structuralism tells us the brain is hard wired for concepts, then actually you can't teach them anyway... In fact, you couldn't stop students developing them, even if you tried.

Of course, you can create an environment that promotes the construction of this 'inevitable' conceptual development, and that is apparently what we must do: so it is more reliable, more free from misconceptions and more accelerated in its growth... which as long as we have standardised tests at set ages, matters.

Wouldn't it be great if we didn't have to hurry?

Anyway, a great mind is at work in this text.

Scott Watson says

Presents well thought-out rationale for constructivist approach to music learning.
