

Cadre théorique de Hallam et de Creech (2010, pp. 90-91) portant sur les huit types d'habiletés que l'élève musicien développer pour que son apprentissage soit complet.

Aural skills	Cognitive skills	Technical skills
<ul style="list-style-type: none"> - Rhythmic accuracy and a sense of pulse - Good intonation - The facility to know how music will sound without having to play it - Playing by ear - Improvisational skills 	<ul style="list-style-type: none"> - Reading music - Transposition - Understanding keys, harmony, the structure of the music - The memorization of music - Composing - Understanding different musical styles and their cultural and historic contexts. 	<ul style="list-style-type: none"> - Instrument-specific skills - Technical agility - Articulation - Dynamic control - Good intonation - Expressive tone quality
Musicianship skills	Performance skills	Creative skills
<ul style="list-style-type: none"> - Expressive playing - Sound projection - Control - Conveying musical meaning 	<ul style="list-style-type: none"> - Communication with an audience and with other performers - Being able to coordinate groups - Presentation to an audience 	<ul style="list-style-type: none"> - Interpretation - Improvisation - Composition
Evaluative skills	Self-regulatory skills	
<ul style="list-style-type: none"> - Listening with understanding - Being able to describe and discuss music - Being able to make comparisons between different types of music and performances - Critical assessment of personal performance, improvisation and composition - Being able to use technology to provide feedback (recording, video) - Monitoring progress 	<ul style="list-style-type: none"> - Managing the process of learning <ul style="list-style-type: none"> - Managing practice - Enhancing concentration - Enhancing motivation - Preparing for performance 	

Référence :

Hallam, S., & Creech, A. (2010). Learning to play in instrument. Dans S. Hallam & A. Creech (Eds.), *Music éducation in the 21st century in the United Kingdom: Achievements, analysis and aspirations* (pp. 85-104). London : Institute of Education, University of London.