

## **Do you hear it when you play it or hear it when you say it?**

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This presentation focuses on an episode recorded during a one-to-one piano lesson in a Swedish upper secondary school, in which the participants (one teacher and one student) are engaged in an activity focusing on the function of a specific chord (functions, in music theory, are a way of talking about what role a chord plays in relation to the other chords in a key). Near the end of this episode, the student says, referring to function of the chord, "you hear it [...] when you play it". Taking a sociocultural perspective on learning and knowing in music, my analysis takes its starting point in this utterance. Is it true that you hear it when you play it, or is the verbal, visual, and symbolic interaction, the scaffolding provided by the teacher, what we should be focusing on, that is, do you hear it because you say it? Analysing this episode starting from the student's utterance puts into sharp relief how a sociocultural perspective illuminates processes of learning differently from a common sense perspective. But it will also show how the student's common sense explanation of her own learning (you hear it when you play it) makes visible some weaknesses in a socioculturally informed understanding of the situation.