

***Through the Eyes of an Administrator:
Making Music Relevant in an Academically Driven Curriculum***

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INTRODUCTION

1. What is the academic and intellectual value of music for students?
2. How do we communicate this to stakeholders in the educational community? And WHO are the stakeholders?

Part 1. Process and Product

3. Music education is largely known and assessed by the PRODUCT of what students learn... meaning the concert! Why is identifying and making evident the learning process in the music education classroom critical to what we do and who we inform?
 - Beth talks to rigor and relevance
 - Dave actually talks through the ensemble rehearsal process as an example

Part 2. Learning, Intelligence and Music Education

4. What skill sets are critical to identify in the music education classroom?
 - Beth digs in to 21st century skills, which sets up the next question about Life Skills, Societal/Communicative and Collaborative learning through Music
5. How do these 21st century skills support not only quality musical learning, but life-long learning and skill sets for professional success?
 - Dave speaks to this question and brings in the work of Steven Covey
6. How does music education cultivate the mind and higher order thinking?
 - Beth discusses the work of Daniel Levitin, Bloom, and Wiggins in regard to HOW student learn through music
 - Dave provides additional and anecdotal support, depth

Part 3. Conclusion...

WHAT is imperative about your future as a musician-educator?

We can wrap with how all of this ties into student preparation as pre-service music educators and “beyond the music” how they should be encouraged to begin thinking about teaching and learning, and who they need to inform.