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The Hidden Curriculum in the Instrumental Music Class



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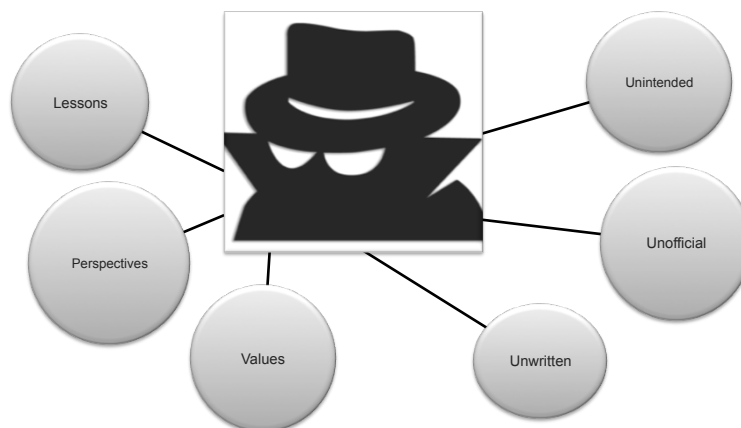
The Hidden Curriculum in the Instrumental Music Class



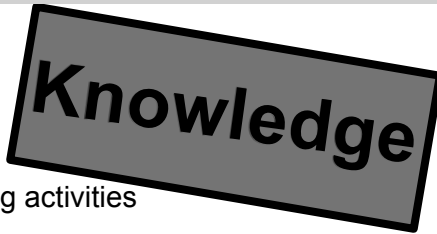
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Definitions

Hidden Curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school.



Definitions



“Formal” curriculum consists of:

- the courses, lessons, and learning activities students participate in
- the knowledge and skills educators intentionally teach to students



Definitions



In comparison, hidden curriculum consists of the unspoken:

- academic,
- social,
- and cultural messages



that are communicated to students while they are in school.





Session Overview



Musical Hidden Curriculum
Social Hidden Curriculum
Cultural Hidden Curriculum

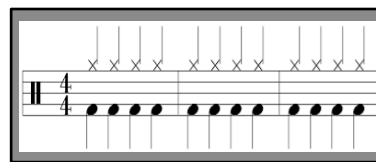


Musical

Sing



vs.



Chant



Musical

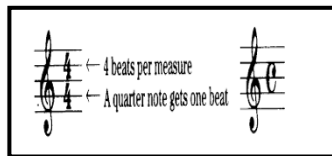
Play

Sing

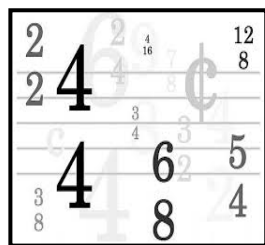
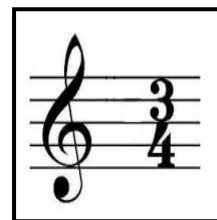
vs.



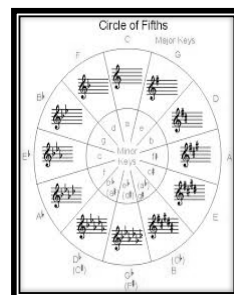
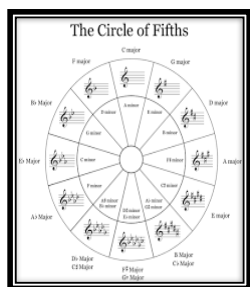
Musical



Time Signature



Musical



Key Signature

Musical

Minor = Sad



=



Musical

Triple =



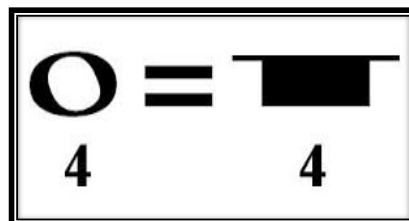
Slow =



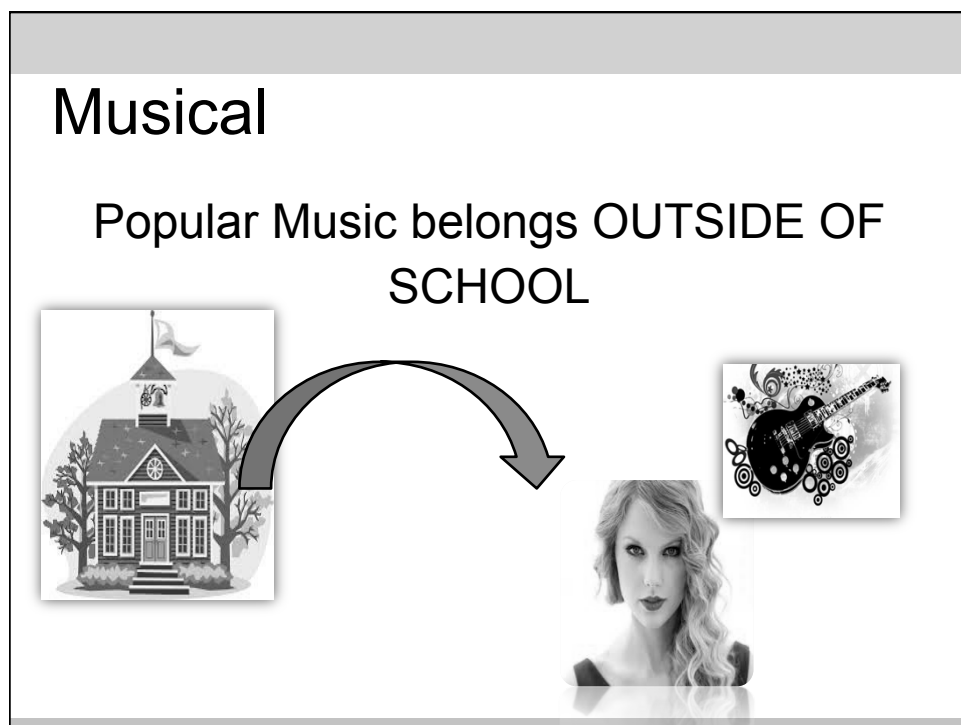
Musical

WRONG!

Whole note = 4 beats



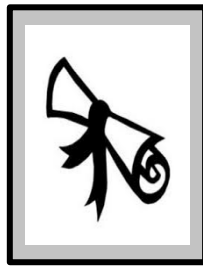
WRONG!



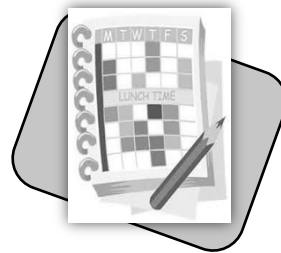
Social



Graduation requirements



Social

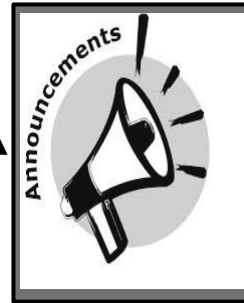
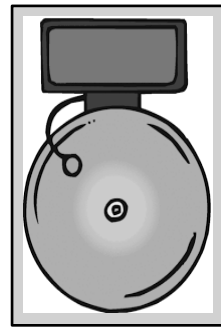


Scheduling structures



Social

Class interruptions



Social



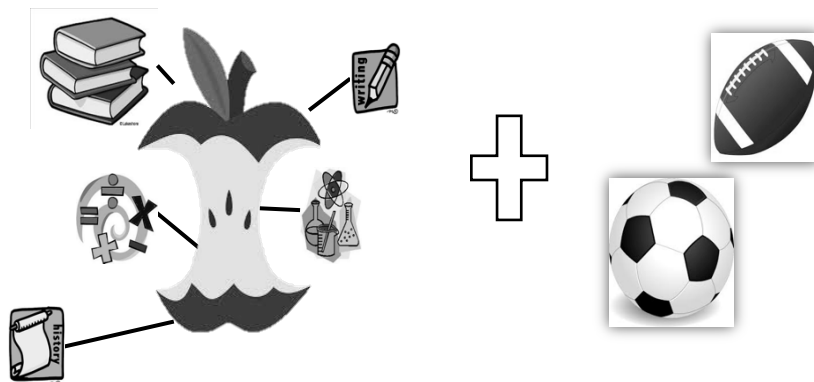
Social

No administrators at
concerts



Social

Competition with and outside classes

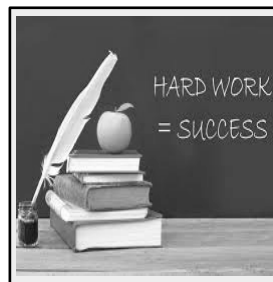


Social

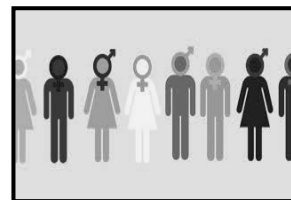
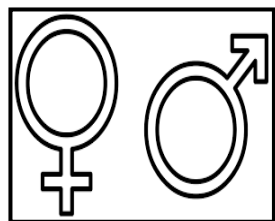
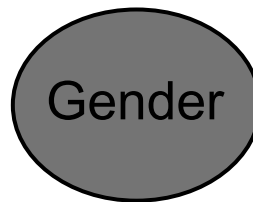


Positive Hidden Curriculum:

Collaboration and Hardwork



Cultural



Cultural

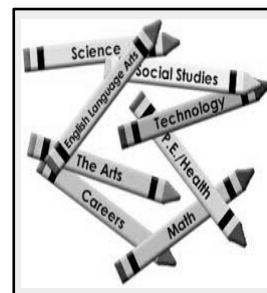
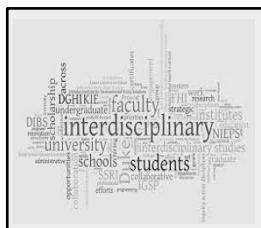
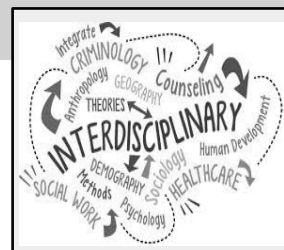
Race & Ethnicity



Cultural

Positive Hidden Curriculum:

Interdisciplinary Work





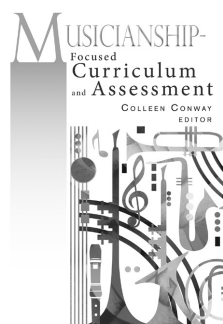
What elements of
hidden curriculum
have you seen in
your class?



Questions?



Musicianship-Focused Curriculum and Assessment Colleen M. Conway, Editor



Musicianship-Focused Curriculum and Assessment is an in-depth guide to lesson and rehearsal planning that provides a concise method for aligning music instruction with the new Core Arts Standards while continuing to focus on active music making. The team of contributors assembled by Colleen Conway has deep, practical experience in the music classroom at all educational levels.

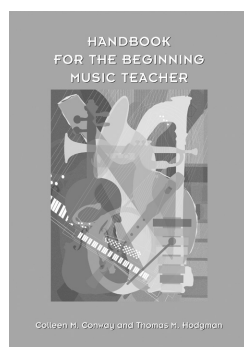
Those who teach music in early childhood, K-12, higher education, and adult learning settings will find this volume to be a practical resource to for lesson planning. Part One defines the field of curriculum and assessment in music. Part Two guides the reader through various approaches to designing curricula, including incorporating twenty-first-century skills and the Common Core.

Part Three combines these ideas with various approaches to music teaching, including Orff, Kodály, Dalcroze, Suzuki, and Music Learning Theory in the areas of movement, rhythm, singing, creative music making, musical sensitivity and expression, music literacy, and music listening.

Part Four addresses curriculum and assessment in the areas of early childhood, adult music learning, English language learners, preparation for adjudicated events, preservice education, in-service education, and technology.

Musicianship-Focused Curriculum and Assessment is a complete guide that will help every music teacher hone and polish curriculum and assessment goals while increasing student involvement.

G-8919 Musicianship-focused Curriculum and Assessment \$44.95



Handbook for the Beginning Music Teacher

An indispensable guide for beginning music teachers!

Colleen M. Conway and Thomas M. Hodgman

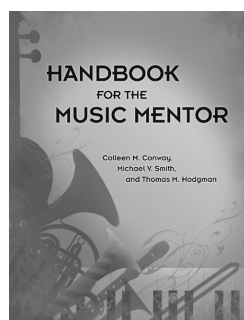
This practical and essential resource guides preservice and beginning music teachers through the most difficult years of music teaching. Part One assists undergraduate music education students in navigating early observations; Part Two offers advice for music student teachers; and Part Three is an invaluable reference for the beginning music teacher.

Nineteen real-life stories are interspersed throughout Handbook for the Beginning Music Teacher, and most include questions for discussion developed by the story authors. Their experiences aid new and prospective teachers in considering difficult questions before they come up in the classroom: What should you do if you are placed in a

subject area outside of your area of expertise? How do you balance the roles of teacher and musician? Beyond teaching music, what effects do you have on students' lives?

Reproducible worksheets appear throughout the text. These include preservice teacher reflection forms, observation protocols, reflection worksheets for the student teacher, supervisor observation forms, feedback tools, and a professional development checklist. Each of the three sections ends with a reference list and suggestions for further reading.

G-6625 Handbook for the Beginning Music Teacher \$35.95



Handbook for the Music Mentor

Colleen M. Conway, Michael V. Smith, and Thomas M. Hodgman

This exceptional handbook is for anyone who is passionate about mentoring our newest generation of music educators—from their time as undergraduate music majors, to their forays as student teachers, and ultimately through their formative first years on the job.

Like its companion, Handbook for the Beginning Music Teacher, this volume includes invaluable chapters covering both the practical and theoretical aspects of guiding new educators as they establish successful careers in the profession.

This book includes dozens of vignettes written by undergraduate students, co-op teachers, and university supervisors that provide a real-world window to issues related to mentoring.

Other special features include forms for mentors to give to pre-service teachers when completing observations in various music classrooms, reflection worksheets for student teachers, checklists for mentor meetings, and even a suggested calendar and discussion topics for meetings between mentors and their educators.

Research suggests that the needs of the beginning music teacher are unique compared to general teachers in the field of education, yet up to now there has not been a resource that addresses these unique differences through mentoring. This Handbook is truly a major contribution to the music education profession.

G-7762 Handbook for the Music Mentor \$44.95



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