Session Outline

I. What is a Curriculum?

-The written document
-What is taught
-What is learned
-Political nature of curriculum work
-Resource issues in curriculum work

II. Curriculum Design Issues in Music

-K-12 or subject specific
-Objectives-Based
-Literature-based
-Skill based
-Knowledge based
-Grade/age related

III. Connecting to National Standards and State Frameworks

-State Frameworks and the National Standards are not a curriculum
-Consider standards first or last?
-“Buzz” words

IV. Connection of Curriculum and Assessment

-Assessment resources
-Curricular resources

V. Tips for the Writing Process

-Curriculum committees
-Time and resources
-Relationship between inservice teacher education and curriculum writing

VI. Questions? and Conclusions
The “Parts” of a Curriculum Document

Department or Program Philosophy
Overall Program Goals and Beliefs
Lists of Developmental Skills or Benchmarks
Required Resources
Sample Teaching Strategies (lesson plans)
Sample Assessment Strategies
Suggested Curricular Resources

“Buzz” Words in Curriculum

**Ability Group:** Organizing students into homogeneous groups (alike) according to musical achievement levels. Research has suggested that this practice of tracking is not helpful to strong and weak students in other academic areas. Do we consider this research in music courses?

**Accountability:** Teachers are held responsible for student learning. How do we demonstrate individual student learning in music classes?

**Character education:** A focus on values and morals. Music classes often contribute to this increasingly popular movement in curriculum.

**Curriculum Alignment:** Matching what is taught to what is tested. Is the concert literature the only content to align to?

**Interdisciplinary curriculum:** Combing two or more subjects into a new and single organizational construct. Although we are being encouraged to embrace this, does it really work for instrumental music?

**Multicultural education:** There is some confusion in our profession regarding the difference between multicultural and multiethnic. Most music classes do not deal with cultural issues beyond the surface level.

**Readiness:** Refers to a student exhibiting a particular behavior thought a prerequisite for learning. What are the readinesses for success in instrumental music? Do we provide instruction in these areas?
Curricular Resources

General Curriculum Texts


Original Sources Pertaining to Curriculum


ASCD (Association for Supervision and Curriculum Development) Resources at: www.ascd.org
Curriculum in Music


MENC (Music Educators National Conference) Resources at: www.menc.org

Resources for Assessment


