

Curriculum Writing in Music

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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

- Connelly, F. M. & Clandinin, D.J. (1988). *Teachers as curriculum planners*. New York: Teachers College Press.
- Jackson, P. (1992). *Handbook of research on curriculum*. New York: Macmillan.
- Slattery, P. (1995). *Curriculum development in the postmodern era*. New York: Garland Publishers.
- Walker, D. F. & Soltis, J. F. (1997). *Curriculum and aims* (3rd ed.). New York: Teachers College Press. (Also see Conway, C. M. (1998). Book review : Curriculum and aims. *Journal of Music Teacher Education*, 8(1), 25-26.
- Wiles, J. (1999). *Curriculum essentials: A resource for educators*. MA: Allyn and Bacon.

Original Sources Pertaining to Curriculum

- Apple, M. W. (1996). *Cultural politics and education*. New York: Teachers College Press.
- Bruner, J. (1977). *The process of education*. Cambridge, MA: Harvard University Press.
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan..
- Doll, W.E. (1993). *A post-modern perspective on curriculum*. New York: Teachers College Press.
- Eisner, E. (1994). *The educational imagination. On the design and evaluation of school programs. (3rd Ed.)*. New York: Macmillan.
- Freire, P. (1970). *Pedagogy of the oppressed*, New York: Herder and Herder.
- Kleibard, H. (1987). *The struggle for the American curriculum 1893-1958*. London: Routledge and Kegan Paul.
- Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: The University of Chicago Press.
- Whitehead, A.N. (1929). *The aims of education*. New York: The Free Press.

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

Curriculum in Music

- Abeles, H.F., Hoffer, C.R. & Klotman, R.H. (1994). *Foundations of music education* (2nd ed.). New York: Schirmer Books, Chapter 10, p. 303-341.
- Colwell, R. J., & Goolsby, T. (1992). *The teaching of instrumental music*. Englewood Cliffs, NJ:Prentice-Hall. (curriculum references on page 23)
- Elliott, D.J. (1995). *Music matters*. New York: Oxford University Press, Chapter 10 and 11, p. 241- 295.
- Labuta, J. A., & Smith, D. A. (1997). *Music education*. NJ: Prentice-Hall (curriculum references on 57-68).
- Fallis, T. L. (1999). Standards-based instruction in rehearsal. *Music Educators Journal*, 85 (4), 18-23, 50.
- Lehman, P. R. (1992). Curriculum and program evaluation. In R. Colwell (Ed.), *Handbook of research on music teaching and learning* (pp. 281-294). New York: Schirmer Books.
- Reynolds, H. R. (2000). Repertoire is the curriculum. *Music Educators Journal*, 87 (1), 31-33.
- Wells, R. (1997). Designing curricula based on the standards. *Music Educators Journal*, 84 (1), 34-39.
- Wing, L. B. (1992). Curriculum and its study. In R. Colwell (Ed.) *Handbook of research on music teaching and learning*. (pp. 196-217). New York: Schirmer Books.

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

Resources for Assessment

- Cope, C.O. (1996). Steps toward effective assessment. *Music Educators Journal*, 83 (1),
- Music Educators National Conference. (1998). Grading practices in music. *Music Educators Journal*, 84 (5), 37-40.
- Music Educators Journal*, 86 (2). (1999). Special Issue on Assessment, 19-40.
- Nutter, K. (1999). Managing assessment. *Teaching Music*, 7 (1), 26-31, 59.
- Sims, W. L. (2000). Why should music educators care about NAEP? *Teaching Music*, 7 (4), 40-45.