

Critical Examination of the Curriculum SMTE ASPA
March 31, 2012

Identify best practices in music curricula for classroom music and pre-service teacher preparation.

1. Cohort of classes moving in sequence
2. Building/developing community
 - a. Pep rally
3. Field experience
 - a. Full-day (Draves, 2012)
 - b. Medical/Clinical Model?
 - i. Overvaluing role of cooperating teacher?
 - ii. Community?
 - iii. Diversity/quality of practice?
 - c. Variety/diversity of experiences throughout
 - d. Pedagogical university
4. Redesigning curriculum through K-12/University partnerships
 - a. Sharing models of successful classes
 - b. Repository website of models and resources
 - c. Improved communication through technology
 - d. Musiccreativity.org
 - e. Working through transition periods?

Initiate conversations with colleagues about the total collection of musical experiences in undergraduate education to help pre-service music teachers.

1. Initiating synthesis discussions
 - a. How do students practice synthesis?
 - b. Forging consistent synthesis in student experience
2. Models of musicianship preparing students for music teaching in the 21st century
 - a. Music specialization vs. musical diversity
 - i. Access to programs
 - ii. Experience in programs
 - b. Sharing successful models...
3. Music education jury
 - a. teaching demonstration
4. Contextualizing labs (de-tracked)
 - a. Integrated in methods courses
 - b. Application of a variety of musicianship
 - c. Applied faculty TAs working with music education faculty
5. MERP
 - a. weekly rehearsal practicum with secondary instruments
 - b. Band/choral/strings experience on podium
6. Tracking?
 - a. Realistic preparation?
 - b. Kratus says, "No."

Investigate NASM requirements and examine for relevancy.

1. Database in progress

- a. More responses needed
 - b. Positive impact on access, communication with NASM
 - c. Vitality?
2. Creative interpretations
 - a. Database can help access/share these creative interpretations
3. Requirements for training pertaining to teaching students with special needs?
 - a. Need for teachers of these courses/units

Note: Frank Abrahams proposal to Oxford Univ Press, Creative Practices in Music Curricula. An email of interest (not a full chapter proposal) should be sent immediately to abrahams@rider.edu.

SMTE

Greensboro, NC: September 12-15