

COMPOSING TOGETHER: DEVELOPING NEW DIMENSIONS OF PROFESSIONAL IDENTITIES

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While some creative element is always present in the study of music, instruction specifically designed to engage students in original compositions did not receive much attention until the publication of the NSAE in 1994. Now, more than decade later, recent polls (MEJ, May 2005) and studies (Strand, 2007) suggest that fewer than 25% of music teachers include composition activities in their curricula. Teachers often report that they lack training and are not familiar with methodologies for guiding students to develop basic compositional skills. Teachers also report that they do not think of themselves as composers.

In an attempt to help practitioners forge new identities that include envisioning themselves as composers, we have designed a Certificate of Advanced Study entitled, *Composing Together*. This program will help teachers learn to design, implement, assess and evaluate the effectiveness of composition activities in multiple settings for grades PreK-12. Teachers will study composition with professional composers as they learn to engage students in varied settings and to provide meaningful and supportive feedback to novice, intermediate, and advanced level composers.

We will share the conceptual framework designed for this program along with the comments of practitioners, professional composers, and others who have contributed to its formation.