Music Education in the 21st Century: Relevant and Innovative Curriculum Design for Music Teacher Preparation Programs

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Teacher Education/Music Education Curriculum

- Teacher preparation has and continues to be debated (Abeles, 2010; Duncan, 2009; Labaree, 2008; Sedlak, 2008; Wilson & Tamir, 2008).

- Music education degree program of study largely unchanged since inception and is based on a conservatory model that emphasizes musicianship (Colwell, 1985; Gohlke, 1994; James, 1968; Keene, 1982; Kratus, 2009 SMTE Symposium; Mark & Gary, 2007).

- Government (Federal, State), oversight entities (Higher Education, Local School Boards), accrediting agencies (NASM, CAEP), and professional organizations (NAfME) collectively impact how teacher education occurs.
“One enduring critique of teacher education has been that its curriculum is based on traditions, professional norms, and...ideology rather than on evidence and research” Cochran-Smith, 2007
Research Problem

• Gain access to and pertinent information from the music education stakeholders

• Describe music teacher education curriculum

• Employ evidence based research for music education curriculum

• Assess the impact of changes for music teacher preparation

• Organize future studies and utilization of the database
A Perspective on Music Education Degree Programs

“Most music education degree programs have retained courses intended to develop future teachers’ expertise in general music, band, chorus, or strings. While such contemporary educational issues as music technology, non-western music, or jazz may surface periodically in parts of the collegiate music curriculum, they largely compete, without much success, for time and attention in degree programs that are already so overloaded with required coursework.” (Hickey & Rees, 2002)
The purposes of this on-going project are:

- create and utilize a database that includes the names of music education faculty teaching choral, general, and instrumental methods courses at NASM accredited institutions; and
- collect electronic Web link or Word/PDF file documents that contain MuEd degree course of study information.
Database Timeline

1) Organization and Research to date
   • Database creation (Fall 2011)
   • Utilization of Database
     • Choral Methods Instructors for Dissertation (Spring 2012)
     • Redesigning of Curriculum UM, ASU (2011-present)
   • Presented Database Potential Uses at NAfME (March 2012)
   • Presented Exploratory Curriculum Review #1 (Feb 2013)
   • Presenting Exploratory Curriculum Review #2 (Sept 2013)
   • Proposing strategic organization of music degree program component research (NAfME (March 2014)
Method for the Exploratory Curriculum Review #2

1) Utilized a random number generator to identify a sample of 140 NASM-accredited schools out of 502 that offer a degree program of study leading to teacher licensure.

2) Analyzed degree programs from 140 schools for:
   • Required music technology for MuEd Majors
   • Required jazz courses for MuEd Majors
   • Required theory/history courses for MuEd Majors
   • Interesting music courses/requirements

3) Analyzed Music Technology and Jazz Requirements and the number of theory/history courses for each school

4) Identified themes in each of these areas in addition to Innovative practices.
Results for the Exploratory Curriculum Review #2

140 NASM-accredited schools – Glimpse of 21st century MuEd degree

1. 55 out of 140 (39.3%) schools require some type of music technology course for the MuEd Degree

2. 43 out of 140 (30.7%) schools provide some type of course related to Jazz Music counting towards the MuEd degree
   a. 20 out of 140 (14%) schools require some type of course related to Jazz Music
   b. An additional 23 out of 140 (16%) schools provide an elective option to take a course relating to Jazz Music that counts towards the music education degree

3. 4 courses (4.3) required in Music Theory – Range 3-6 courses

4. 3 courses (3.1) required in Music History – Range 2-6 courses
Music Technology Courses

- Computer Applications in Music
- Computer Literacy
- Computer Proficiency
- Computer Skills for Musicians
- Computer Technology in Music
- Digital Music Technology
- Electronic Music Media
- Electronic Music Methods
- Introduction to Basic Music Technology
- Introduction to Electronic Music
- Introduction to Microcomputers in Music
- Introduction to MIDI
- Introduction to Music Software
- Introduction to Music Technology
- Mac and Media Literacy for Musicians
- Media and Technology in Music Classrooms
- MIDI Composition and Arranging
- Music and Computers
- Music and Computer Technology
- Music and Sound Technology
- Music Education Technology
- Music Technology
- Music Technology Tools
- Producing Electronic Music
- Technology Assistance in Music Teaching-Learning
- Technology for Music Educators
- Technology for Musicians
- Technology in Music
Jazz Course Options/Types

- (a) Not offered as a course option for degree
- (b) Elective course (e.g. jazz band) for degree requirement
- (c) Elective course (e.g. jazz history) for music history and/or ethnomusicology requirement
- (d) Required course (e.g. methods, theory, improvisation, composition/arranging) for instrumental music education majors.
Music Theory Themes

- “Traditional” four-semester sequence in conjunction with aural skills training.
- Additional theory courses are typically of two types:
  - (a) Advanced Theory extending the “traditional” theory sequence such as Form & Analysis, Counterpoint, Post-Tonal Analysis, etc...
  - (b) Application Theory to support music teaching such as composition/arranging and orchestration.
Music History Themes

- “Traditional” Music History 1 and Music History 2

- 3rd semester Music History course offerings
  - (a) Introductory (e.g. Survey of Music) preceding the traditional two semester sequence
  - (b) In-depth exploration of a specific historical time
  - (c) Choice of a Contemporary music history (e.g. Jazz History or American Music) or Ethnomusicology (e.g. World Music or Music from Latin America).
Innovative Themes

- Field components outside of Student Teaching/Internships
  - 120 field hours in 8 different education and music education classes prior to St. Teaching
  - Early degree program field experiences separate from education and MuEd classes
  - Mid degree program field experiences separate from education and MuEd classes
- A few degree programs provide concentration areas so that students attain additional content/skill knowledge in an area of interest
  - Acoustics of Music
  - Alexander Technique for Musicians
  - Eurhythmics
  - Guitar Methods (perhaps a revitalization?)
  - Music Technology
  - Music Therapy
  - Physics of Music
  - Professional Qualities and Assessment for Music Education Majors
  - Suzuki Talent Education
  - Worldview Issues in the Arts
- Music Research & Writing
Ideas for Future Research

- Yearly upkeep of the database
- 21st century innovative curriculum/degree program designs utilizing evidence based research

1) Exploratory content analysis of music education degrees
2) Study of music education coursework/topics (e.g. choral methods/vocal warm-ups with piano accompaniment)
3) Study of music content coursework/topics
4) Study of music performance and skills coursework/topics
5) Study of professional education coursework/topics
6) Study of general education coursework/topics
Domain of Music Teacher Knowledge

- Pedagogical Content Skill Knowledge (PCSK)
- Pedagogical Skill Knowledge (PSK)
- Content Skill Knowledge (CSK)
- Pedagogical Content Knowledge (PCK)
- Content Knowledge (CK)

General Knowledge

Teaching-Learning Contexts
Taxonomy for Music Teacher Education Research

Degree Program Components

1. Music Education (PCK and variants) via Music Unit

2. Music Content (CK and variants)

3. Music Skill and Performance - (SK and variants)

4. Professional Education (PK and variants) via Ed. Unit

5. General Education (GK and variants) via College/Univ.
Music Education (PCK and variants) via Music Unit

1. Music Education Coursework – All Emphasis Areas
   A. Music Skills & Techniques (e.g. playing an instrument)
      i. Piano/Keyboard Skills*
      ii. Singing Skills*
      iii. Other Instrumental Skills*
   B. Conducting
      i. Basic, Advanced
   C. Music Teaching Profession
      i. Administration
      ii. Special Learners
      iii. Technology
   D. Field Experiences prior to Student Teaching/Internship
      i. Peers
      ii. K-12 Students
      iii. Adult/Community Learners - Other
   E. Student Teaching/Internship*

2. Choral Music Methods & Materials
   A. For Choral MuEd Majors – PCSK Emphases
   B. For MuEd Majors – non Choral - PCSK Emphases

3. General/Elementary Music Methods & Materials
   A. For General/Elementary MuEd Majors - PCSK Emphases
   B. For MuEd Majors – non General/Elementary - PCSK Emphasis
   C. Orff/Kodaly/Suzuki

4. Instrumental Music Methods & Materials
   A. For Instrumental MuEd Majors – PCSK Emphases
   B. For MuEd Majors – non Instrumental – PCSK Emphases
   C. Secondary Instruments
Music Content (CK and variants)

1. Music History
   A. Required
   B. Elective Options

2. Music Theory – Written
   A. Required
   B. Elective Options

3. Music Theory – Aural
   A. Required
   B. Elective Options

4. Music Technology
   A. Required
   B. Elective Options
Music Skill and Performance - (SK and variants)

1. Music Skills/Techniques
   A. Piano/Keyboard Skills*
   B. Singing Skills*
   C. Other Instrumental Skills*

2. Ensemble Performance – Large and/or Small
   A. MuEd Major Requirements – Elective Opportunities
   B. General Music Degree Requirements

3. Individual Performance/Applied Lessons
   A. MuEd Major Requirements – Elective Opportunities
   B. General Music Degree Requirements
Professional Education (PK and variants) via Ed Unit

1. Admission Standards into Teacher Ed. Unit
2. Educational Psychology
3. Special Learners
4. Technology
5. Pedagogy
6. Education Profession
7. Field Experiences with Prof. Ed. Coursework prior to Internship
8. Student Teaching/Internship*
General Education (GK and variants) via College/Univ

1. Humanities
   A. Arts
   B. History
   C. Philosophy

2. Natural Sciences
   A. Astronomy
   B. Biology
   C. Chemistry
   D. Physics

3. Social and Behavioral Sciences
   A. Economics
   B. Political Science
   C. Psychology
   D. Sociology

4. Symbolic and Oral Communications
   A. English/Writing
   B. Mathematics
   C. Oral
   D. Technologies
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