

July 3, 2019

Left overs from Monday's readings:

Historical precedents, Bantock, Three Curriculum
Commonplaces

Essential Questions

Aims, Ch. 3—review...

Aims, Ch. 4—Conceptualizing the curriculum

Curriculum & Aims reading:

Ch. 4, Conceptualizing Curriculum Phenomena

Curriculum Studies Reader reading:

Herbert Kliebard, "The Rise of Scientific Curriculum Making
and its Aftermath", Ch. 5

Questions...

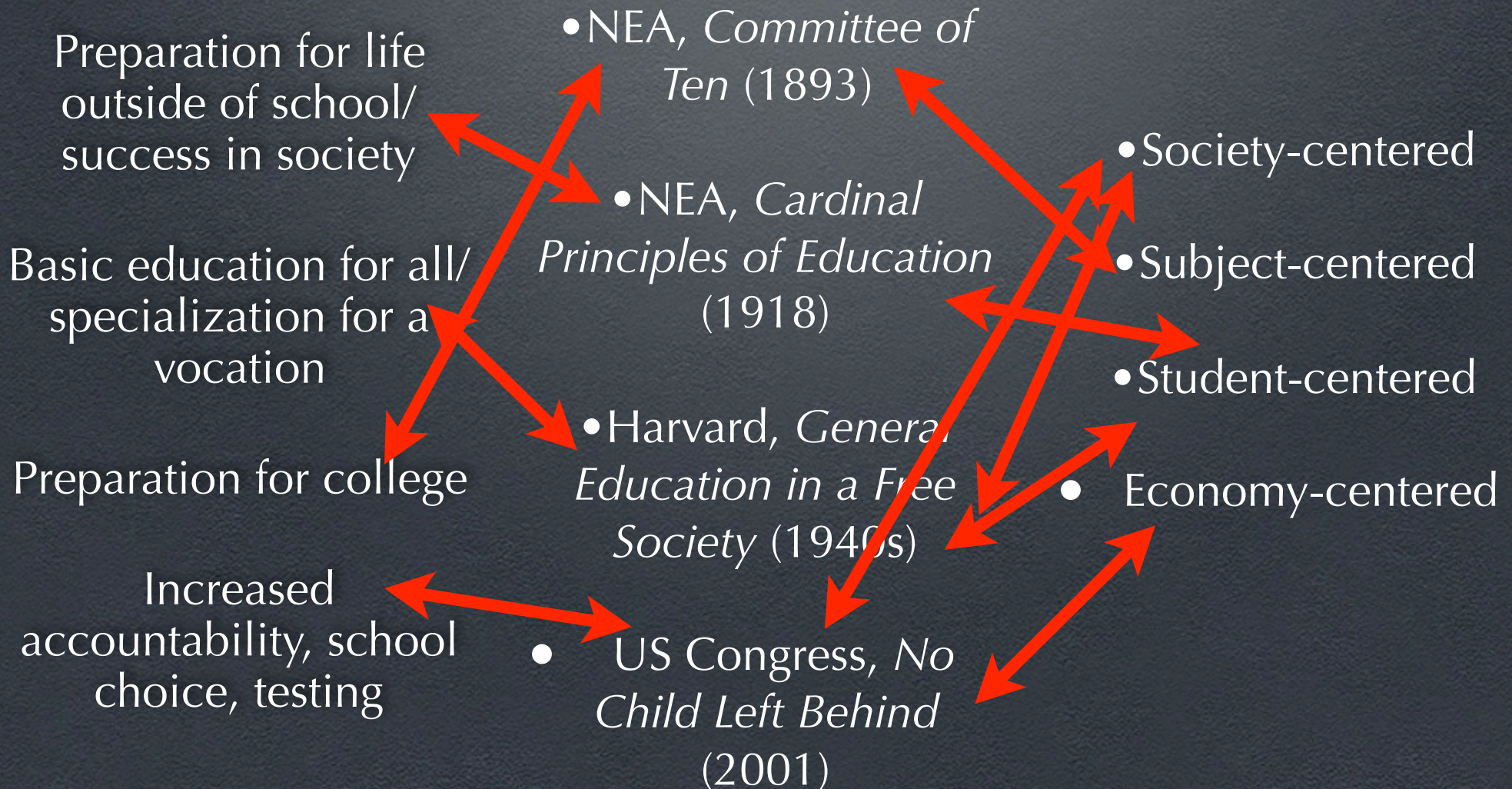
1. The levels of Bloom's Taxonomy include:
 - a. Knowledge and Comprehension
 - b. Application and Analysis
 - c. Synthesis and Evaluation
 - d. All of the Above

2. What truths did Addams expose through her indictments of the public schools?
 - a. There was a lack of concern with the practical and unique needs of the immigrant child
 - b. Schools were not preparing immigrant children for life outside of school
 - c. There was a lack of respect for the culture and heritage of the immigrant child
 - d. All of the above

3. Which of the following, according to Kilpatrick, is NOT one of the four phases of purposeful acts using the project method?
 - a) purposing
 - b) predicting
 - c) planning
 - d) judging
 - e) executing

Historical Precedents

match the characteristics in the left column with the report or group from the center column that developed it, then match the movement from the center column to the curricular commonplace on the far right that informs it



Bantock

Wrote that 19th cent. Western civilization supported 2 different cultures. . .

- a *high culture* of the upper classes
- a *folk culture* comprised of traditions of oral communication

The routine of industrialization impoverished the life of the working class and undermined (even eradicated) folk culture.

Universal literacy and compulsory schooling (late 19th cent) imposed the rudiments of *high* culture on the working class, leaving no room for the non-literate, oral traditions, alienating the working class from their own traditions, and failing to fully induct them to the high culture.

Substitute the word *urban* for *folk*, and what has changed for today's inner city youth?

Bantock

Bantock further believed that today we have a *popular* culture, not a *folk* culture because the masses don't create the culture but rather consume what is offered through the media.

Still largely non-literate; schools largely offer the “remains of a high, literate culture to a population of children whose lives at home are built around a completely different mass culture” (*Aims*, p. 32).

This correlates with what Stauffer and Shehan Campbell and others have written about the gap between *music* and *school music*.

Bantock

Argues that no one single curriculum can meet the needs of children of both *high* and *folk* or *popular* cultures

Proposes an elementary curriculum designed for *education of the emotions*, as that is how he believes the folk populace interacts with the world. The methods and concerns of the arts (movement, music) are central to this curriculum.

What do you think of this approach? Does it bother you that Bantock proposes an educational system that divides students by class? What are the implications for social mobility and equality of educational opportunity, dearly held democratic ideals?

Three Curriculum Commonplaces

The Subject-Centered Curriculum

Literacy

Command of basic skills

Mastery of basic facts, theories

Critical thinking

Problem solving

Good study and work habits

Desire to learn

Three Curriculum Commonplaces

The Society-Centered Curriculum

Civic responsibility

Vocational preparation

Development of democratic attitudes

Health

Personal and social adjustment

Ethical behaviors and values

Concern for the welfare of others

Three Curriculum Commonplaces

The Student-Centered Curriculum

Self-realization

Self-esteem, emotional stability, mental health

Creative expression

Cultivation of personal talents and interests

Wise use of leisure time

Preparation for contemporary life

Health and safety



Sparta's education system was designed to support its military aims.

Is our current education system designed to support teaching & learning, or our economic aims? (global competitiveness)



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Essential Questions

from Curriculum & Aims, Ch. 3

- **What** kind of education would best ensure every person's attainment of responsible membership in our society?
- **What** kind of education would best prepare each student for life?
- **Should** all students receive the same kind of education?
- **What** studies (subjects, disciplines) are so basic as to be required of **all** students? (literacy, numeracy, sciences, inter/intra-personal skills, political/civic education, health/physical education, fine arts, driver's education, technology/computer education, building trades, food service, foreign languages)



Essential Questions

from Curriculum & Aims, Ch. 4

“Conceptualizing Curriculum Phenomena”

What is knowledge?

What sorts of things can be taught and learned?

Is a list of **subjects** the only or best way to conceptualize a curriculum?

What are some useful ways for teachers and curriculum designers to think about the stuff a curriculum is made of?

Conceptualizing the Curriculum



Ways of thinking and talking about **knowledge**, including naming, making distinctions, defining, noting important features.

In music education, Reimer calls this “ways of knowing”

Freud: conceptualized 3 distinct parts of personality—id, ego, superego. This allowed us to ask certain questions and explain things we couldn’t have otherwise. Also provided ways to treat illness.

Ryle: Knowing “*that*” vs. Knowing “*how*” ...a student can “know” that the D scale has 2 sharps, and still play a D major tune in Dorian mode...

Ways of Conceptualizing Curricula



Broudy, Smith & Burnett:

Replicative: repeating music facts

Associative: using what you know about music to discuss a concert or CD with a friend

Applicative: using musical knowledge to solve a problem (as a composer might do?)

Interpretive: using knowledge of cycles of music history to understand cyclical change in art history

What does your teaching prepare your students for?

Ways of Conceptualizing Curricula



Benjamin Bloom: Bloom's Taxonomy

Knowledge (replication)

Comprehension (association, interpretation)

Application (application)

Analysis (breaking down)

Synthesis (building up)

Evaluation

What does your teaching prepare your students for?



Ways of Conceptualizing Curricula

Alfred North Whitehead:
The Rhythm of Education

Romance

Precision

Generalization

What does your teaching prepare your students for?

Ways of Conceptualizing Curricula



John Dewey

Analogy of the explorer and the map. . .

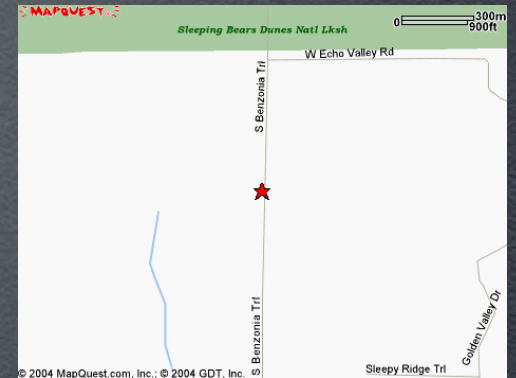
The explorer's journey has all the richness of an adventure, while the map is a 2 dimensional rendering of the more vivid experience, and no substitute for the actual experience of the journey

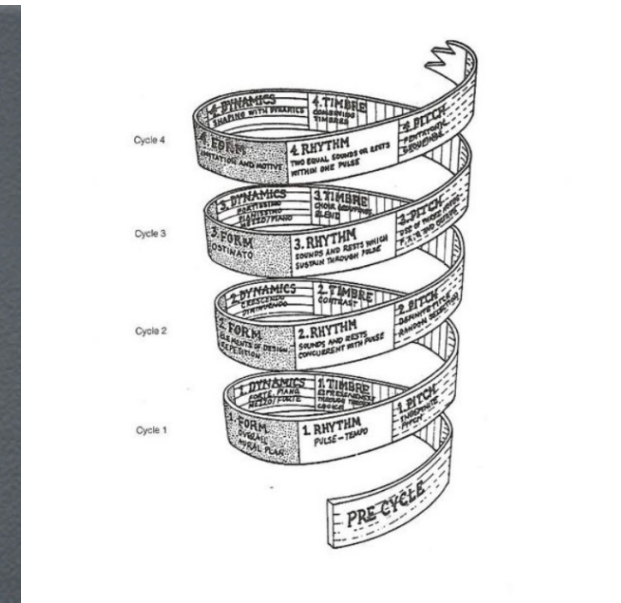
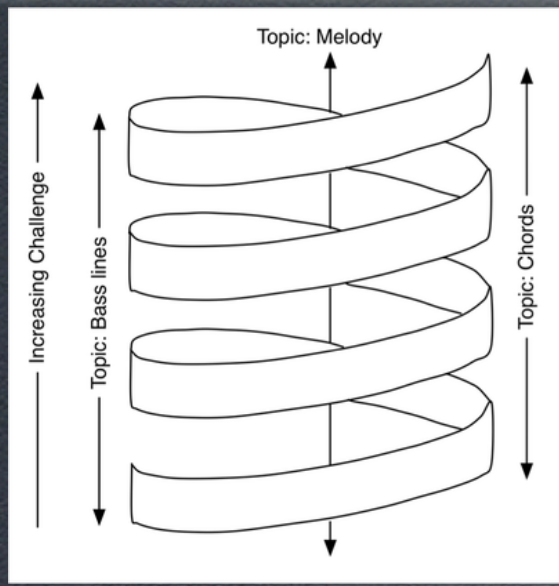
Dewey believed that progressive education was about providing student's with the experiences to be their own explorers, not merely the map of the trip (traditionalists)

“logical” (organization and form: map) vs.

“psychological” (the learner's experience)

What does your teaching prepare your students for?





Jerome Bruner's Spiral Curriculum

- no difference between man at the frontier of knowledge and young students attempting to understand
- *the foundation of any subject may be taught to any learner at any age in some form*
- “maps” get progressively richer as students mature and revisit the field of study

What does your teaching prepare your students for?



Ways of C C William Kilpatrick



2 students in music class;
one under direct compulsion to reproduce a replica of a composition from a proscribed “basic music list”;
the other engaged in creating a self-initiated “cover tune” or original song

the first student’s performance may sound fine, but s/he lives in fear of being “marked down” for missing a note in a scale or playing their song too fast or too slowly;
the second student is excited to create a musical work that has personal relevance and meaning

Ways of Conceptualizing Curricula



E.D. Hirsch's Cultural Literacy

there is a set of facts, names, dates, etc. that every person needs to know to be

“culturally literate”

see this list

What does your teaching prepare your students for?

Read for July 5

From Reader,
William Pinar, "The Reconceptualization of
Curriculum Studies", Ch. 14

Articles (download from syllabus page):
Hanley & Montgomery, "Challenges to Music
Education: Curriculum Reconceptualized"
Barrett, "Planning for Understanding: A
Reconceptualized View of the Music Curriculum"