

July 8, 2019

QOTD: What did Hanley, Montgomery, and Barrett leave out of their articles on “reconceptualizing” the music curriculum?

Decide Methodology Groups:

Kodaly, Orff Schulwerk, Dalcroze/Eurhythmics, Edwin E. Gordon/Music Learning Theory (MLT), Suzuki/Suzuki Talent Education—others?

Essential Questions from Chapter 5 of Curriculum & Aims

Curriculum Writing & Making

“Curricularists”

Music Ed Periods Handout

Curricular Tensions: Progressives & Traditionalists

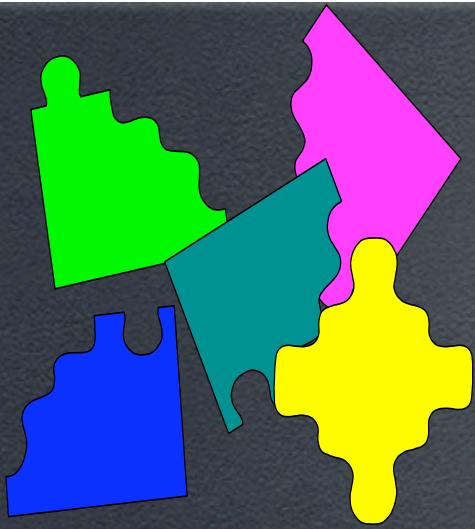
Questions...

1. Elliot W. Eisner states that the practice writing educational objectives has which of the following limitations?

- a. Does not consider how the process of instruction yields outcomes far too numerous to be specified in advance
- b. Does not take into account how subject matter affects precision in stating objectives
- c. Overlooks modes of achievement that are capable of measurement
- d. All of the above
- e. None of the above

1. Freire's fundamental concern is with the liberation of the (choose all that apply):

- a. Poor
- b. Powerless
- c. Wealthy
- d. Uneducated
- e. Educated



Essential Questions

from Curriculum & Aims, Ch. 5

- If reasonable people disagree about curricular decisions, how should we proceed? (***Are you an ant, or a spider?***)
- Are there different ways of figuring out what the curriculum should be?
- Are some ways better than others?
- How should we go about making a curriculum?
- Where should we start and what should we do?

Curriculum Making

Tyler--the Tylerian Rationale

Schwab--the Practical & Eclectic Approach

Freire--the Emancipation Approach

Goodlad and Richter--the Political
Approach



Tyler

The Tylerian Rationale

State objectives

Select learning activities

Organize learning activities

Develop means of evaluation

Linear, sequential, value-free, hierarchical, teacher- and subject-centered

How of curriculum, not the *what...process*.



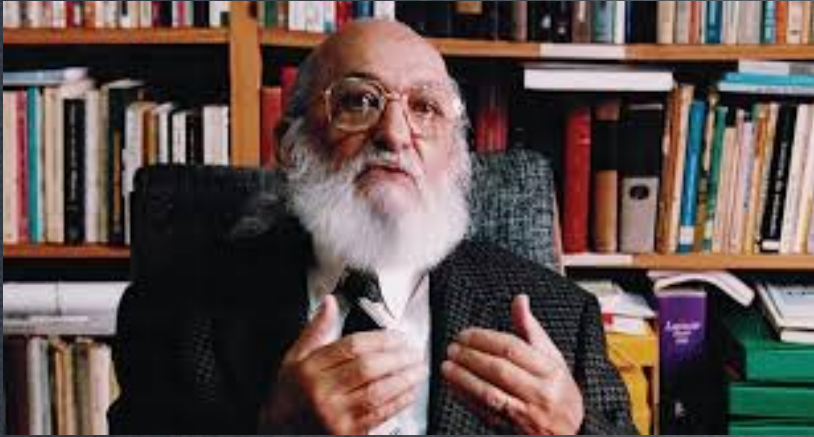
Schwab

Eisner: "To expect all our educational aspirations to be either verbally describable or measurable is to expect too little."

Walker

The Platform

- Curriculum development does not follow Tyler's 4 steps
- Many groups **never** stated objectives at all; those that did only did so at the **end** of their work, to express their purpose
- Starting point was a set of shared **beliefs** and **images** about content, students, their needs, how they learn, society and its needs
- Walker called this "The Platform"



Freire

The “Emancipator”

- His goal was to raise the “critical consciousness” of oppressed people
- Main goal was to liberate the poor and powerless who were being oppressed by the wealthy
- Teacher as collaborator
- Educator’s task is to pose problems, not provide solutions
- Combination of procedural (Tyler) and rationalizing (Schwab) approaches?



Goodlad & Richter

Proposed 3 political levels of curricular decision making. . .

instructional: teachers, students, first hand experience, what happens in the classroom

institutional: school, district, local board of ed, state ed dept

societal: certification, licensure, national testing, standards

Consider. . . how much relationship is there between societal decisions (National Standards) and what happens in the classroom (instructional)? What do you think about this?

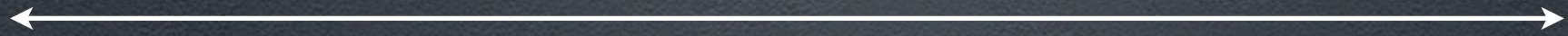
Tyler, Schwab & Freire

Modern

Post-Modern

Scientific

Critical



Tyler

Schwab

Freire

Popham

Objectives

Measure
that...

- G
- "C
- of
- SV
- G
- in
- G
- tir
- G
- G
- G
- G
- G
- objectives
- Guideline #7: teachers should select objectives from existing collections of such objectives

Eisner



Educational Objective—Help or Hindrance?

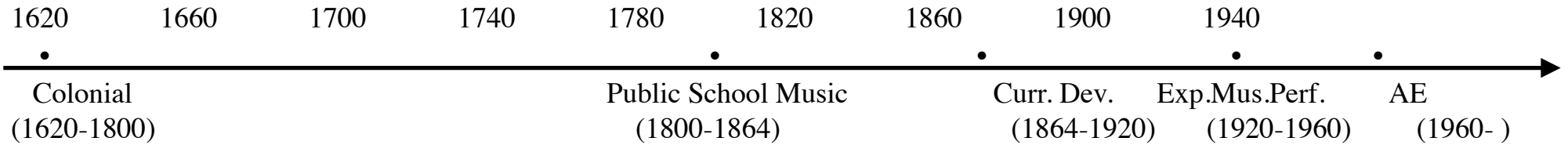
- Teachable moments; the classroom is dynamic, not mechanistic; this atmosphere is too dynamic and yields outcomes too numerous to be specified.
 - Not every subject (art, music) lends itself to precision, and that precision and predictability may not in fact be desired.
 - Disagrees that objectives can be turned into evaluation tools, at least not in all subjects.
 - Disagrees that objectives need to be formulated prior to instruction; no matter what we thought we were attempting to do, we can only know what we accomplished after the fact; objectives are devices which become altered in the flow of instruction; the teacher doesn't ask "what am I trying to accomplish?," but rather, "what am I going to do?," and out of the doing comes the accomplishment.
- "Imposing logical requirements on the process because they are needed for assessing the product is an error"

Music Education Periods

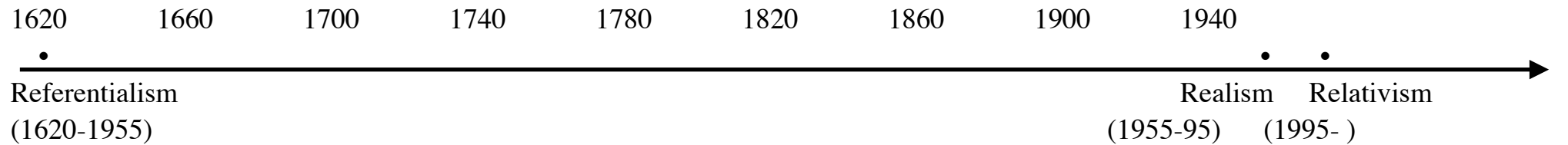
see handout...

Music Education Periods

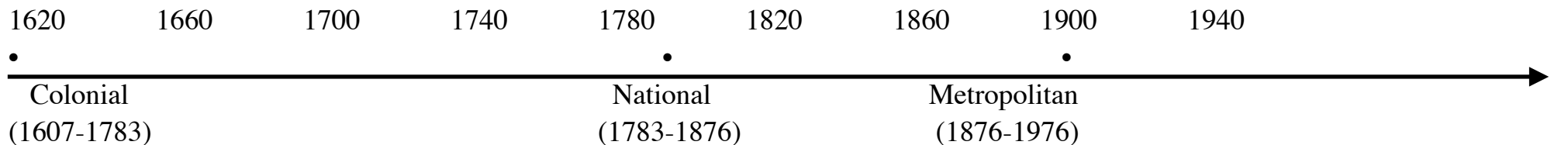
Mark, Michael L. (1996). *Contemporary Music Education*. (3rd ed.) New York: Schirmer Books.



Livingston, C. (1994). "Music education in three eras: Referentialism, realism, and relativism" *Critical Reflections on Music Education: Proceedings of the Second International Symposium on the Philosophy of Music Education*, pp. 183-90.



Cremin, Lawrence. (1977). *Traditions of American Education*. New York: Basic Books, Inc.



Historical Foundations of Curriculum, Pt. 2

Tyler (1949)—*Basic Principles of Curriculum and Instruction*, proposed a scientific footing for curriculum

Pinar (1995)—*Understanding Curriculum*, in this reconceptualization of curriculum, understanding and meaning making replace improvement (improvement as a means of preserving practice by incremental changes to teaching/learning practices)

Curricular Tensions



Traditionalists vs. Progressives: a good example is the polarity of positions held by Bobbitt and Dewey on the direction that curriculum planning should take. According to Bobbitt, children should enter the world of adults, and learn the skills and valuations adults need to become productive members of the workforce and society. Dewey believed that for education to be meaningful, teachers should enter the world of the child.

Product vs. Process: content (what to teach—E.D. Hirsch's *Cultural Literacy: What Every American Needs to Know*) vs. pedagogy (how to teach—Howard Gardner, *The Disciplined Mind*). Hirsch provides a 63 pp. list of facts, names and dates that he believes all persons need to know in order to be “culturally literate.” Gardner proposes a curriculum based on understanding and problem solving that revolves around the search for the true, the good and the beautiful.

“In deciding what and how to teach our children, we are expressing and thus exposing our identity—personal, social and cultural. In expressing what we think is true and important, we run the risk that others who disagree may oppose us or that we may come to question our own beliefs.” (Gardner)

Traditionalists

Progressives

Suspicious of change—our knowledge has been created by struggles over many years and is too precious to tinker with; its important to leave our legacy for our children—better future can only be built on solid base of past achievement

Favor change—prevailing ideas are aligned with the past, and tend to be conservative if not regressive; present is imperfect and we must work to improve it

Treats past with reverence and respect, as a valuable inheritance to pass on to our young See history as dynamic—no need to worry about preserving what is valuable from the past—tremendous inertia built into human affairs will protect our inheritance

See history as dynamic—no need to worry about preserving what is valuable from the past—tremendous inertia built into human affairs will protect our inheritance

Traditionalists	Progressives
<p>Align themselves with the mature adult, who is the wise judge of what the young need to know; discipline is required to curb impetuous nature of the young</p>	<p>Align themselves with the young, who are untainted by past prejudices—against entrenched power base—youth is innocent and good</p>
<p>Study of discrete academic disciplines provides training for the mind; both rationality and mastery of knowledge are essential—traditions and institutions bring order to life</p>	<p>Freedom more important than discipline—only original exploration can discover directions toward a better future</p>
<p>Traditionalists believe that individuals must conform to the prevailing views, which are usually the views of those in power, supported by traditional ideas</p>	<p>Individuals must think for themselves, to combat the tendency toward authoritarian control</p>

Read for July 10

Read: From Reader,
Paulo Freire, "The Adult Literacy Process as
Cultural Action for Freedom", Ch. 15

Articles,

Abrahams, "The Application of Critical Pedagogy
to Music Teaching and Learning: A Literature
Review"

Schmidt, "Music Education as Transformative
Practice: Creating New Frameworks for Learning
Music through a Freirian Perspective"