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
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.*
The "Anti-Theorist"

• All curriculum making is practical and context specific
• No such thing as sweeping, generalized resolution to abstract curriculum problems
• Curriculum decisions do not require curriculum theories
• Non-linear, flexible, discursive

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

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?
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 Scientific

Post-Modern Critical

Tyler Schwab Freire
• Goal of education is to "improve the learner."
• "Correctly name the writer" vs. "Identify important stylistic characteristics of the specified passage"—still measurable, but not as specified

SWBAT... (behavioral objectives)

• Guideline #1: objectives should be explicit descriptions of post-instructional behavior
• Guideline #2: instructors may wish to devote a reasonable proportion of time to unassessable objectives
• Guideline #3: criteria of adequacy
• Guideline #4: content generality over test items
• Guideline #5: establish minimal proficiency levels
• Guideline #6: use Taxonomies for both constructing and selecting objectives
• Guideline #7: teachers should select objectives from existing collections of such objectives

Popham
Objectives

Measure that...
• 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


1620 1660 1700 1740 1780 1820 1860 1900 1940
Colonial (1620-1800)
Public School Music (1800-1864)
Curr. Dev. (1864-1920)
Exp.Mus.Perf. (1920-1960)
AE (1960- )


1620 1660 1700 1740 1780 1820 1860 1900 1940
Referentialism (1620-1955)
Realism (1955-95)
Relativism (1995- )


1620 1660 1700 1740 1780 1820 1860 1900 1940
Colonial (1607-1783)
National (1783-1876)
Metropolitan (1876-1976)
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).
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)
<table>
<thead>
<tr>
<th><strong>Traditionalists</strong></th>
<th><strong>Progressives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Traditionalists</td>
<td>Progressives</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>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</td>
<td>Align themselves with the young, who are untainted by past prejudices—against entrenched power base—youth is innocent and good</td>
</tr>
<tr>
<td>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</td>
<td>Freedom more important than discipline—only original exploration can discover directions toward a better future</td>
</tr>
<tr>
<td>Traditionalists believe that individuals must conform to the prevailing views, which are usually the views of those in power, supported by traditional ideas</td>
<td>Individuals must think for themselves, to combat the tendency toward authoritarian control</td>
</tr>
</tbody>
</table>
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"