Research Questions

1. What are the opportunities and challenges posed by the Ontario elementary music curriculum 2009?
2. What are the differences in perceptions between generalist and specialist elementary teachers of music on this issue?
3. What are teachers’ perceptions of support desirable to teach the Ontario music curriculum 2009 effectively?

Introduction


1. The music curriculum was too challenging for generalist teachers to deliver and required the expert knowledge of a music specialist for effective instruction
2. Only a handful of school boards across the province employed music consultants to aide teachers in delivering the curriculum
3. There could be an inconsistent or unsatisfactory music education across Ontario

The Ontario curriculum, grades 1-8: The arts. (accessed August 17, 2010)

“Music literacy parallels language literacy in many ways...Music literacy is a higher-level thinking, one that is underestimated, and underutilized in the schools.”

“Music literacy is a higher-level thinking, one that is underestimated, and underutilized in the schools.”

RESULTS

Literature

Curriculum: A Definition & Implementation

“We define a working definition of ‘curriculum’...our must determine the context in which this work is used because this does not seem to be one precise meaning” (Carl, 2009; Hoffer, 2010; Marsh, C., 2004, Tannen & Turner, 2007, Wilos, 2009, Wilos & Bonat, 2011).

For the purposes of this study, ‘curriculum’ is the written document. The Arts: The Ontario Curriculum Grades 1-8, 2009 published by the Ontario Ministry of Education, which “identifies the expectations (overall and specific) for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and investigations, on curricula...” (Ontario Ministry of Education, 2009, p.11). Regardless of how we define ‘curriculum’ it is, in essence, a plan. It is the teachers who implement it and the students who experience that it make it is reality (March, 2004). Teachers are on the front lines of education and it is in their classroom that implementation of the curriculum meets either successes or struggles, regardless of how successful the planning and development was.

The State of Music Education

“...no legislation for a music specialist to teach music education, as for secondary education in Ontario...”

Lack of funding

A lack of proper resources such as a music room with well-maintained instruments

Minimal class time (Alliance for Music Education Ontario, 2008)

No generalist teachers came forward to be interviewed for the study. Is this significant?

“Music literacy is a higher-level thinking, one that is underestimated, and underutilized in the schools.”

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CONCLUSIONS

“Music literacy is a higher-level thinking, one that is underestimated, and underutilized in the schools.”

REFERENCES