

Music Teachers' Approaches to Curriculum and Assessment



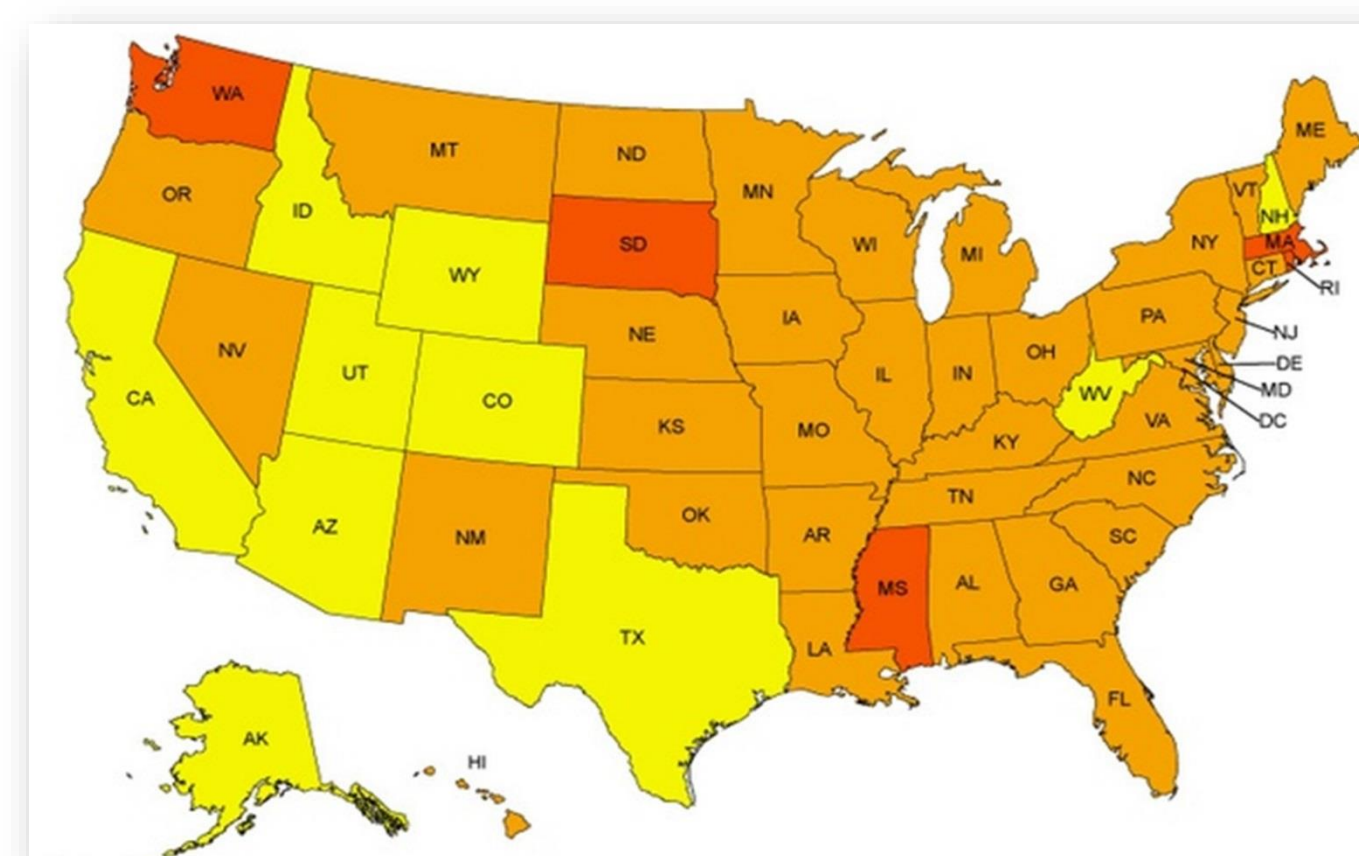
William I. Bauer, Sangmi Kang, & Hyesoo Yoo
- University of Florida, Gainesville, FL

Purpose of the Study

The purpose of this study was to determine if there were differences in approaches to music curriculum and assessment (a) between elementary and secondary music teachers and (b) by music teachers' years of experience.

Data, Research Design, and Methods

The National Center for Education Statistics (2010)



The participants included regular public elementary and secondary schools in all 50 states and the District of Columbia.

Group:

- Elementary music specialists ($n = 1,355$)
- Secondary music specialists ($n = 1,354$)

Variables:

- Curricula Goal (11 variables)
- Types of Assessment (7 variables)

Years of Teaching Experience

Group	Years of Teaching
Group 1	1 - 5 ($n = 494$)
Group 2	6 -10 ($n = 412$)
Group 3	11 -15 ($n = 347$)
Group 4	16 -20 ($n = 263$)
Group 5	21 -25 ($n = 295$)
Group 6	26 -30 ($n = 194$)
Group 7	Above 30 ($n = 208$)

Results

Research Question 1

Is there a difference in approaches to music curriculum and assessment between elementary and secondary music teachers?

➤ Music Curriculum

$$\Lambda = .790, \chi^2(11) = 770.422, p < .001$$

- 4-point Likert-type scale that ranged from no emphasis (1) to major emphasis (4).
- Elementary teachers reported greater emphasis on singing ($M = 3.4$) than did secondary teachers ($M = 2.8$).
- Secondary teachers ($M = 3.36$) stressed evaluating music/music performances more than elementary teachers ($M = 2.96$).

➤ Assessment

$$\Lambda = .908, \chi^2(7) = 317.363, p < .001$$

- Using a 4-point Likert-type scale that ranged from not at all (1) to great extent (4).
- Secondary teachers indicated using short written answers/essays (Secondary: $M = 2.02$; Elementary: $M = 1.30$), rubrics (Secondary: $M = 2.41$; Elementary: $M = 1.80$), and performance tasks/projects (Secondary: $M = 3.44$; Elementary: $M = 2.85$) to a greater extent than the elementary teachers.

Curricular Goal	Elementary ($n = 1,148$)		Secondary ($n = 1,065$)	
	Mean	SD	Mean	SD
Singing	3.40*	.88	2.80*	1.20
Performing	3.05	.86	3.12	1.02
Improvising	2.56	.83	2.37	.81
Composing	2.33	.86	2.12	.87
Reading/Notating	3.54	.65	3.66	.59
Listening/Analyzing	3.25	.74	3.17	.79
Evaluating	2.96*	.83	3.36*	.73
Musical Expressivity	3.23	.76	3.46	.70
Making Connections to Other Disciplines	3.14	.86	2.91	.79
Understanding Music in Relation to History/Culture	3.07	.78	3.01	.77
Using technology	2.49	.91	2.53	.88

* Variable correlated with the discriminant function that exceeded 0.4.

Type of Assessment	Elementary ($n = 1,148$)		Secondary ($n = 1,065$)	
	Mean	SD	Mean	SD
Observation	3.26	2.71	3.55	1.75
Selected-response Assessment	1.73	2.50	2.06	1.71
Short Written Answers/Essays	1.30*	2.40	2.02*	1.70
Performance Tasks/Projects	2.85*	2.72	3.44*	1.78
Portfolio Collection of Student Work	1.03	2.31	1.52	1.66
Developed Rubrics	1.80*	2.57	2.41*	1.81
Other Types of Assessment	.69	2.18	.99	1.46

* Variable correlated with the discriminant function that exceeded 0.4.

Research Question 2

Is there a difference in approaches to music curriculum and assessment based on music teachers' years of experience?

➤ Music Curriculum (Elementary, $p < .001$) →

➤ Music Curriculum (Secondary, $p > .05$)

➤ Assessment (Elementary, $p > .05$)

➤ Assessment (Secondary, $p > .05$)

Curricular Goal	Group
Improvising	Groups 1 & 7 ($M_1 = 2.69, M_7 = 2.32, p = .002$)
Composing	Groups 1 & 5 ($M_1 = 2.48, M_5 = 2.15, p = .003$) Groups 1 & 7 ($M_1 = 2.48, M_7 = 2.13, p = .008$) Groups 2 & 5 ($M_2 = 2.47, M_5 = 2.15, p = .006$)
Reading/Notating	Groups 1 & 7 ($M_1 = 3.58, M_7 = 3.36, p = .042$)
Listening	Groups 1 & 4 ($M_1 = 3.37, M_4 = 3.12, p = .045$) Groups 1 & 5 ($M_1 = 3.37, M_5 = 3.18, p = .029$)