

**October 29, 2018**

**Songs: Jasmine Bustard-Johnson**

**We will be reading the curriculum chapter in our text, but in prep:**

**THINKING: MUSIC EDUCATION CURRICULUM AND LESSON PLANNING**

**As music educators, we are usually given a curriculum and told to implement it. The curriculum changes from place to place depending on the school and parents as well as geographic location.**

**But if we were to design our own curriculum, what might we want to include:**

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**How often would our students experience music? How long would classes be?**

**Would there be a designated music classroom?**

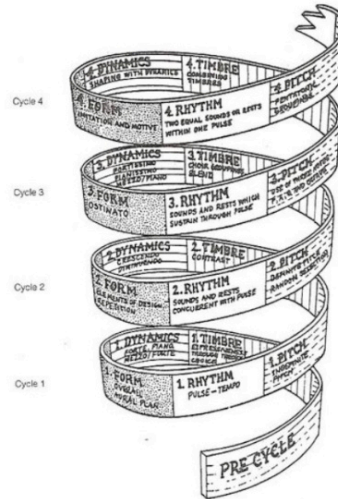
**Would there be textbooks, sound equipment, instruments? Other things?**

**How would we provide for our students' developmental levels?**

**What kinds of activities would take place in the music class?**

**What would we not want for our students?**

*We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development. (Bruner, 1960 p.13).*



## MMCP – Manhattanville Music Curriculum Project From Wikipedia,

MMCP refers to the Manhattanville Music Curriculum Project(Program); a [music education](#) curricular plan that sought to improve music education through a child-centered approach. From 1970.

MMCP is an alternative educational model to music education as a response to the declining interest in school music which is often noted in students as they grow older. The problems in music education the MMCP sought to address were the students' rejection of music education upon reaching the stage of formal operations (logic & reasoning) observed by [Jean Piaget](#), and the rejection of music in the educational environment as compared to the strong acceptance of music outside school.

Fostering the continued relevance of music to a student in school and contemporary society is a key purpose for MMCP in the areas of:

- **Artistic Relevance** – How can students recognize the aesthetic value of music?
- **Personal Relevance** – How can music satisfy the personal needs of students?
- **Social Relevance** – How can the changing nature of music in our society stay relevant to students as they grow older?

MMCP believes presenting music as changing and evolving rather than “static” like western art music increases the interest in new creation. Thus, when students act as musicians and not spectators, they discover comprehensive meaning on many levels of understanding.

**There is a similar spiral curriculum from 1986 proposed by Swannick and Tilman**



**Directions to Cedar Hollow Public School 10 -15 min (7.7 km)**

**cars: Dr. V., Haley, Eric, Aiden, Marija**

1. Head east on Windermere Rd toward Canterbury Rd
  2. Turn left onto Adelaide St N
  3. Turn right onto Fanshawe Park Rd E
  4. Turn right onto Cedarhollow Blvd
  5. Turn left onto Cedarpark Crescent to Arrive at location: Cedar Hollow Public School
- For the best route in current traffic visit <https://goo.gl/maps/ChwaLg4SV5B2>

<b>Stirring Our Gruel</b>	<b>(Alexandria, Jasmine)</b>
<b>Five Little Pumpkins</b>	<b>(Kirsten, Danielle) glove puppets</b>
<b>Five Little Skeletons</b>	<b>(Justine, Haley) instruments</b>
<b>Bats</b>	<b>(Sara, Kelly, Naomi) balloons</b>
<b>Hall of the Mt King</b>	<b>(Natasha, Aiden, Carinna) scarves</b>
<b>Old Woman All Skin and Bones</b>	<b>(Marija, Andrew, Victor) broom</b>

**Andrew will bring his guitar and play a few songs with the first graders**

**What else should we do?**

**Ordering event, facilitators for each song or activity**



**For Next Monday**

**Songs: Alexandria Asaad, Naomi Simpson**

**Next Mon: Musical Experience Victor Stec, Andrew Robichaud Musical Exp pushed forward . . .**