

“PLANTING THE SEEDS”: INSTRUMENTAL MUSIC TEACHER EDUCATORS PERCEPTIONS OF CREATIVE MUSIC-MAKING

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Background

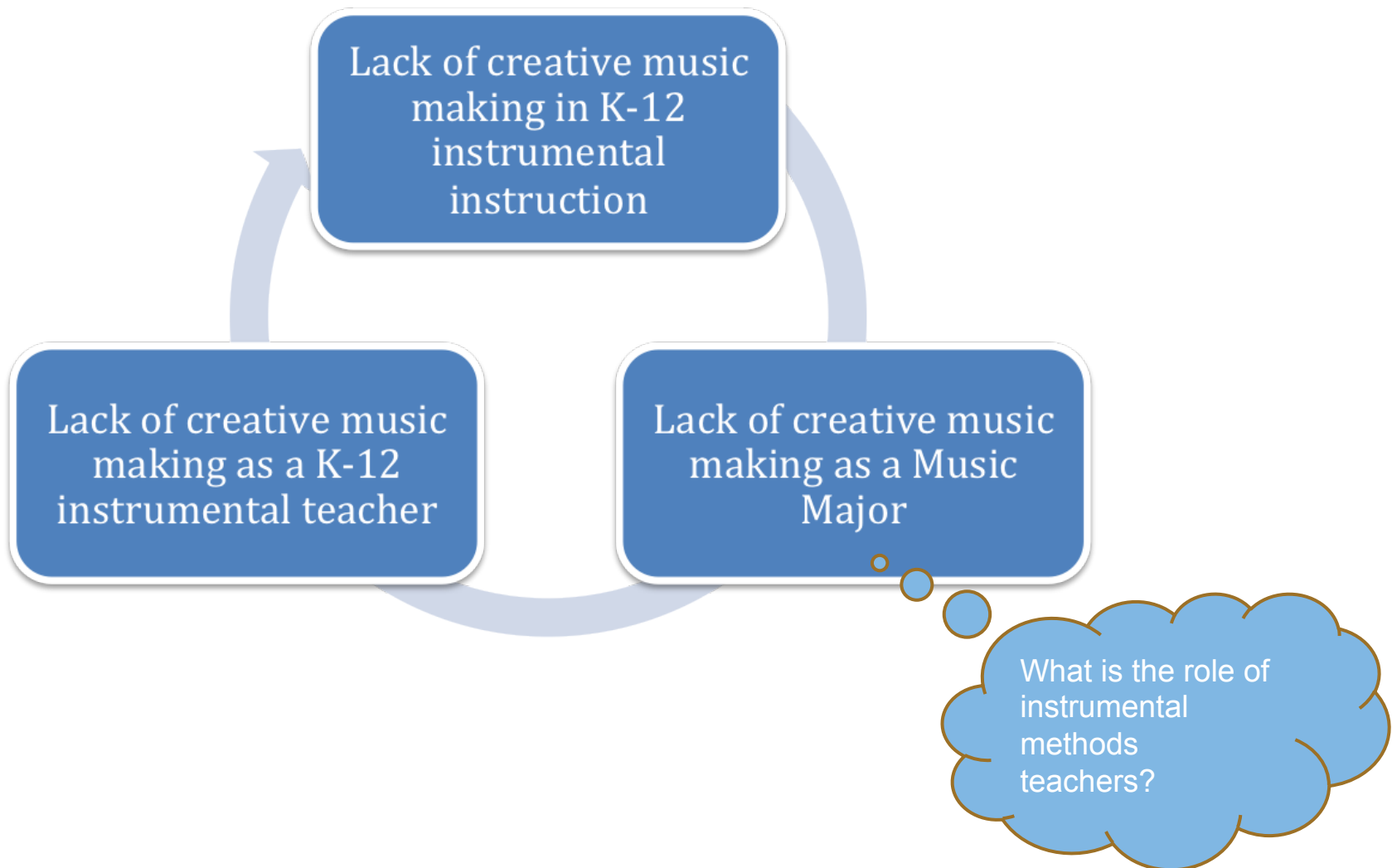
Creative music-making in instrumental instruction seems sparse

(Bell, 2003; Byo, 1999; Louk, 2002; Orman, 2002; Sarath, 2002)

Instrumental music education teachers seem to consider National Standards 3 & 4 least important for methods classes

(Hewitt & Koner, 2011)

The Cycle



Purpose

- To examine how teacher educators' **experiences, values, and curricular decisions** may affect the presence of creative behaviors in instrumental methods courses.

Method

Mixed Methods

National survey



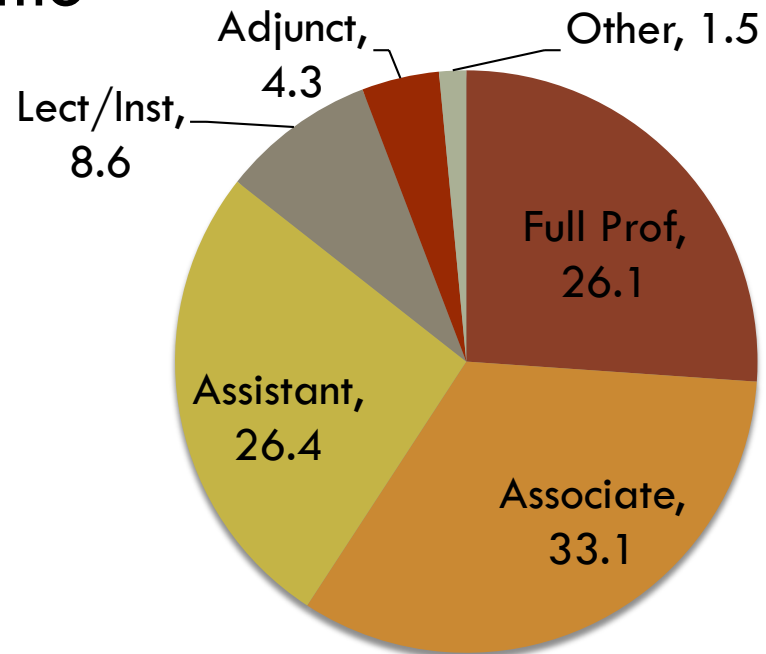
Interviews

Survey: Our Participants

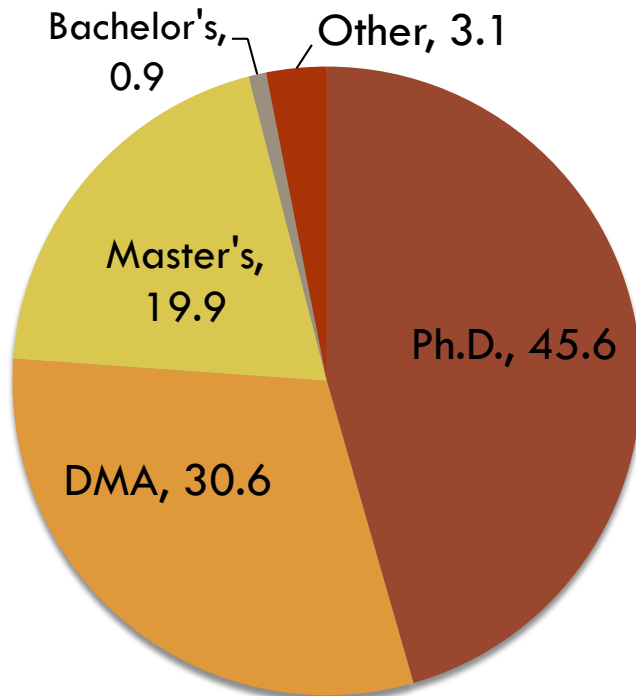
386 participants began the survey; 355 completed
(response = at least 33.77%)

92% full-time, 8% part-time

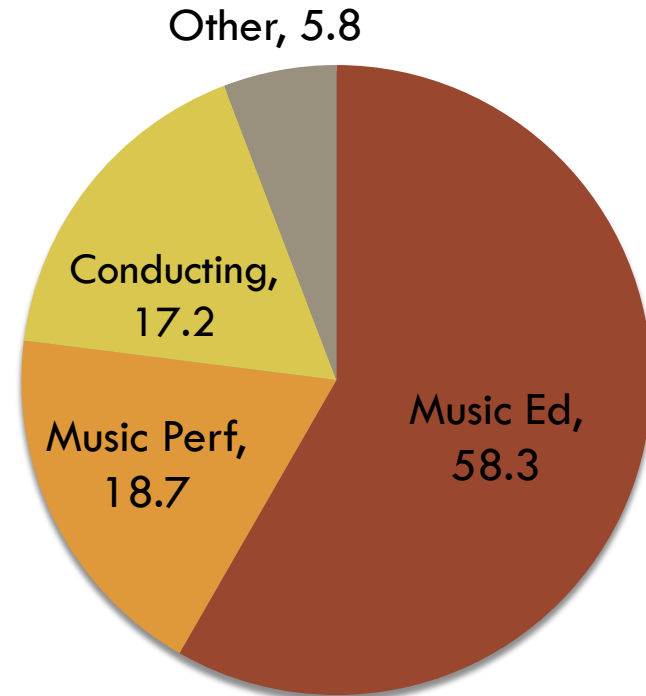
The types of positions
held were:



Participants' Highest Degree Earned

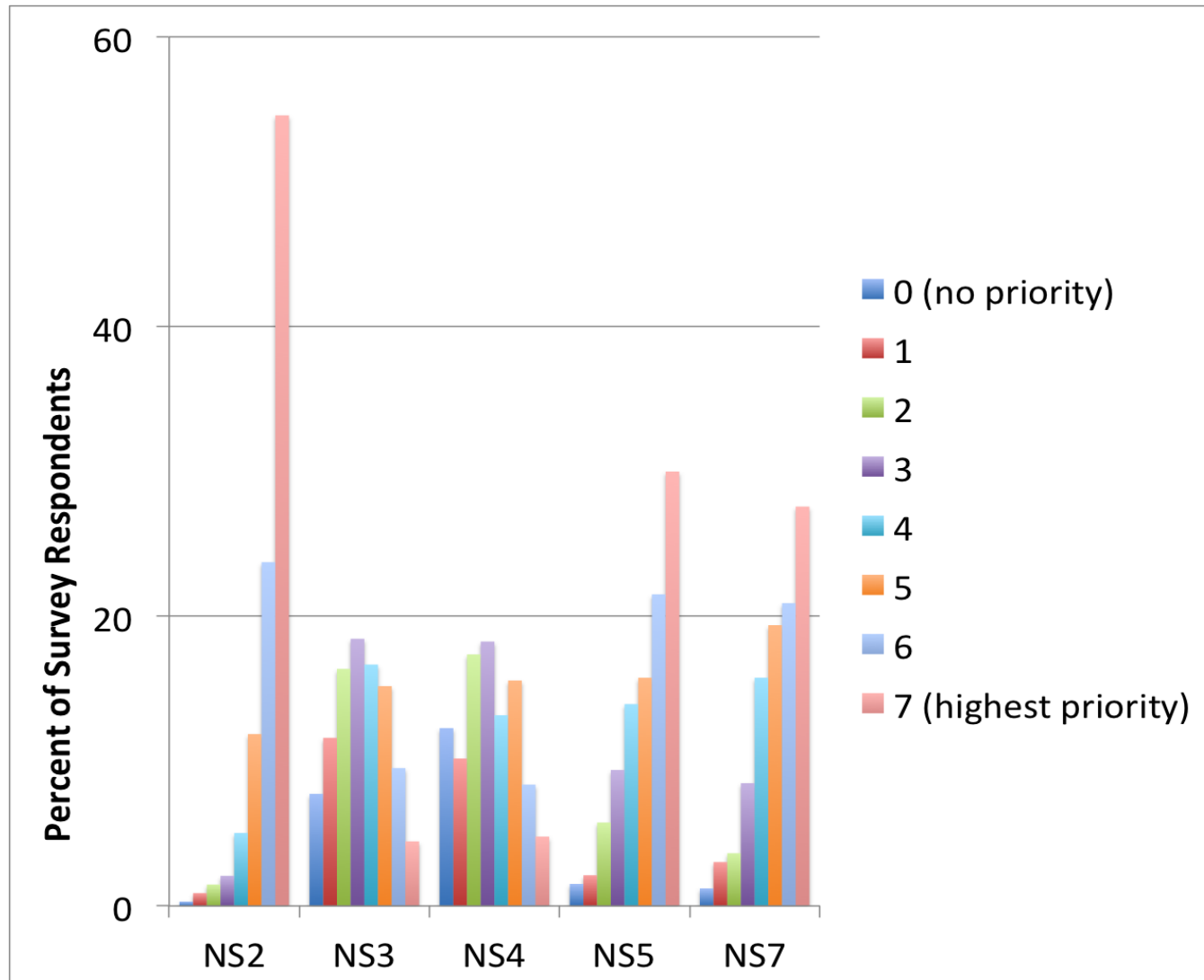


Level of Degree

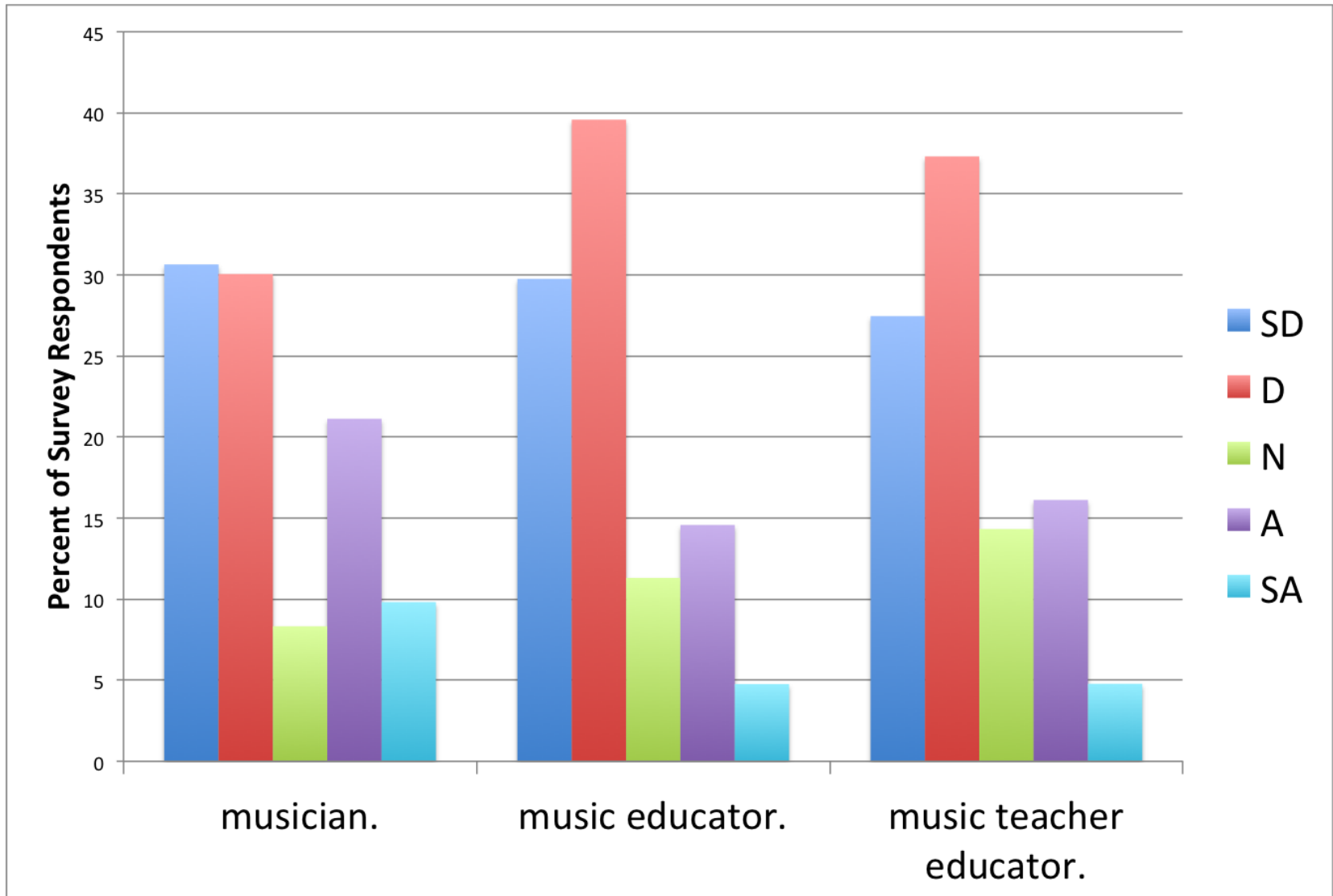


Area of Study

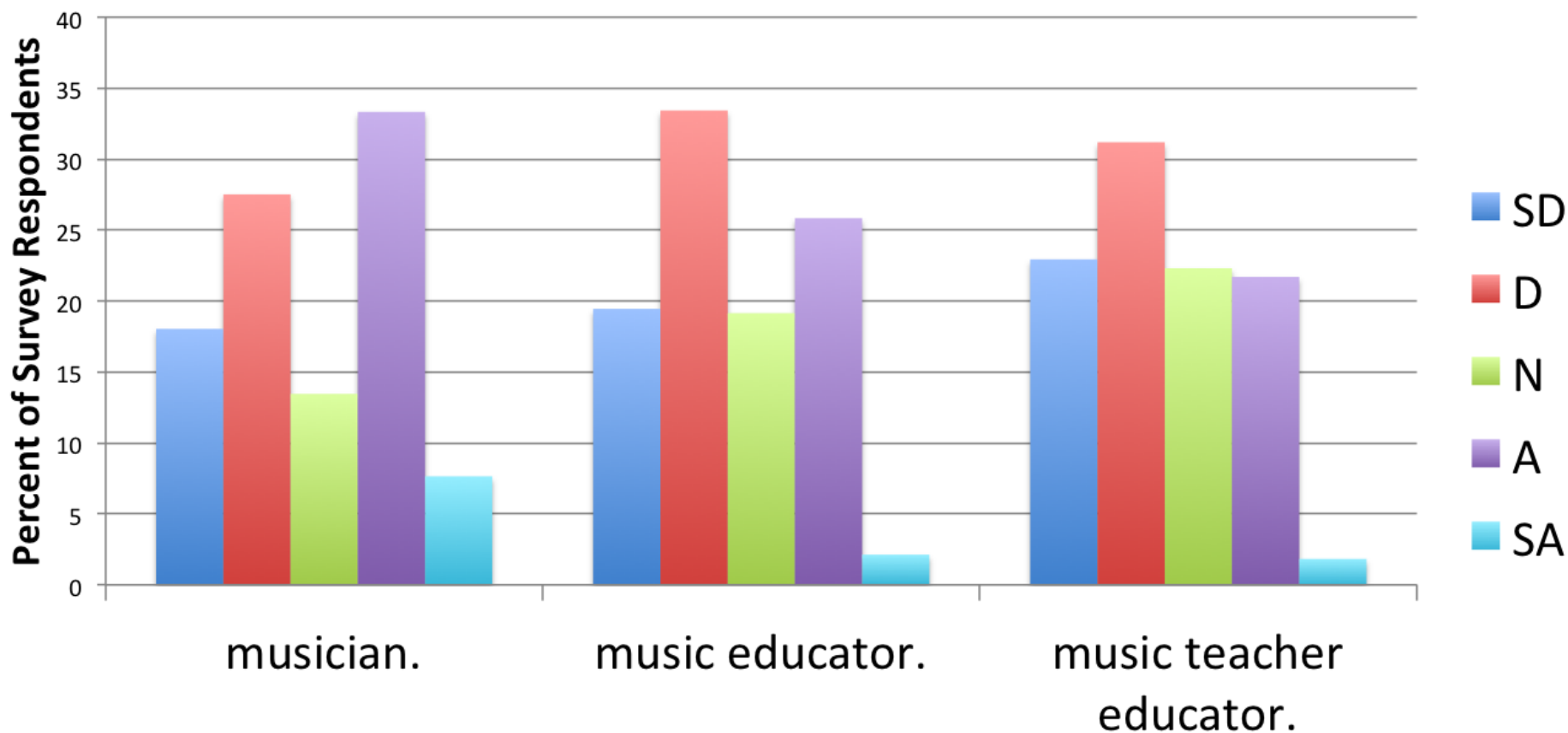
Priority of National Standards in Instrumental Methods Courses



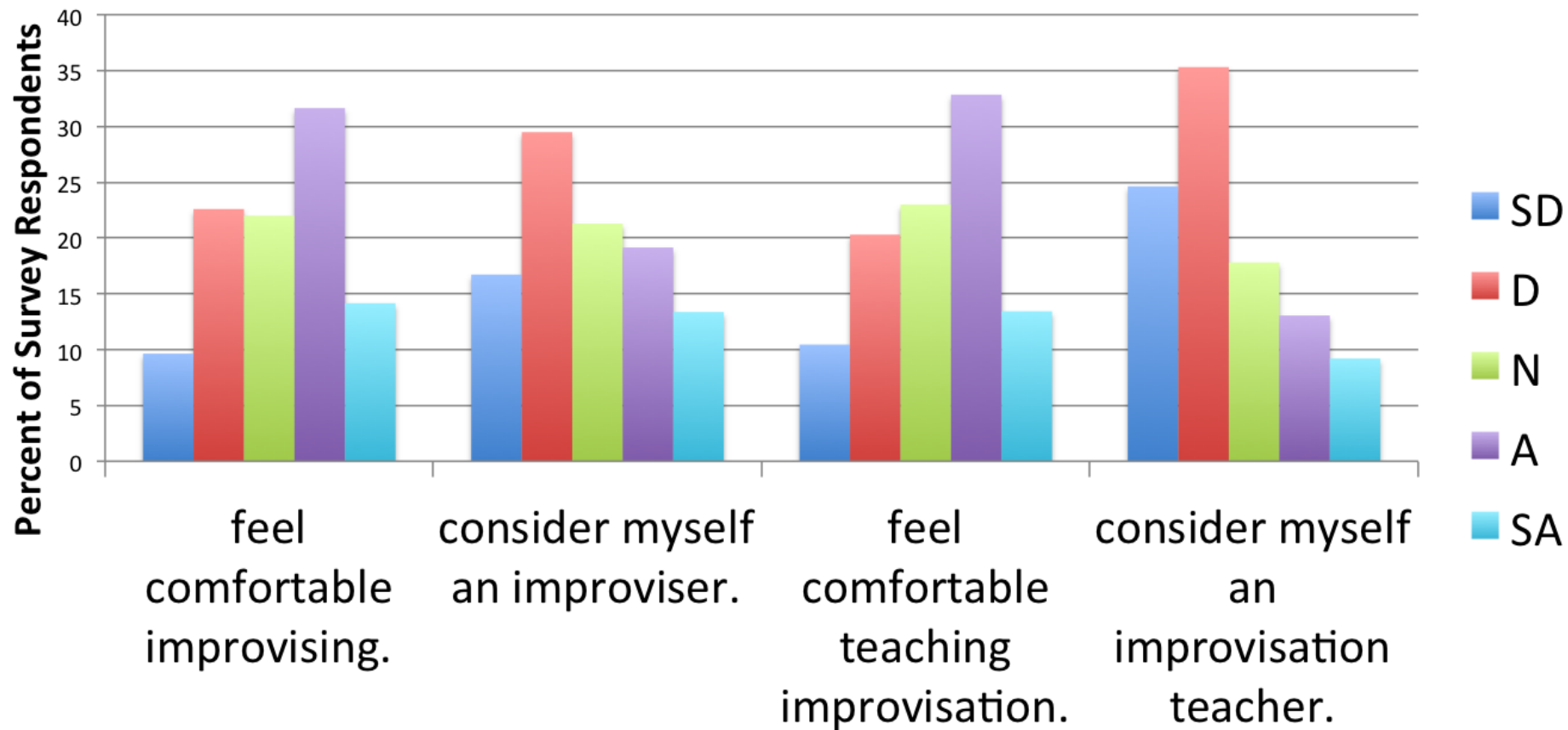
Improvisation was emphasized in my training as a...



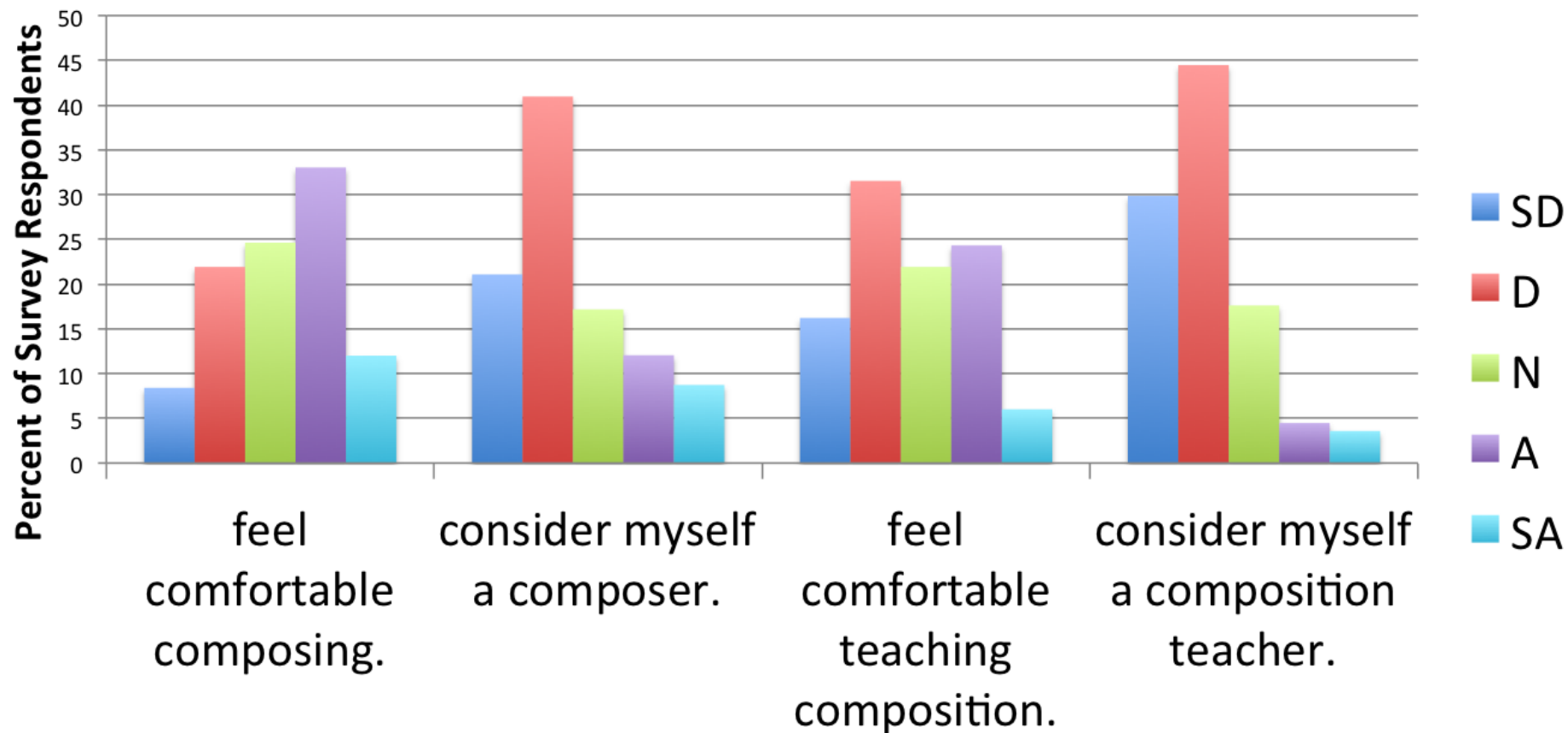
Composition was emphasized in my training as a...



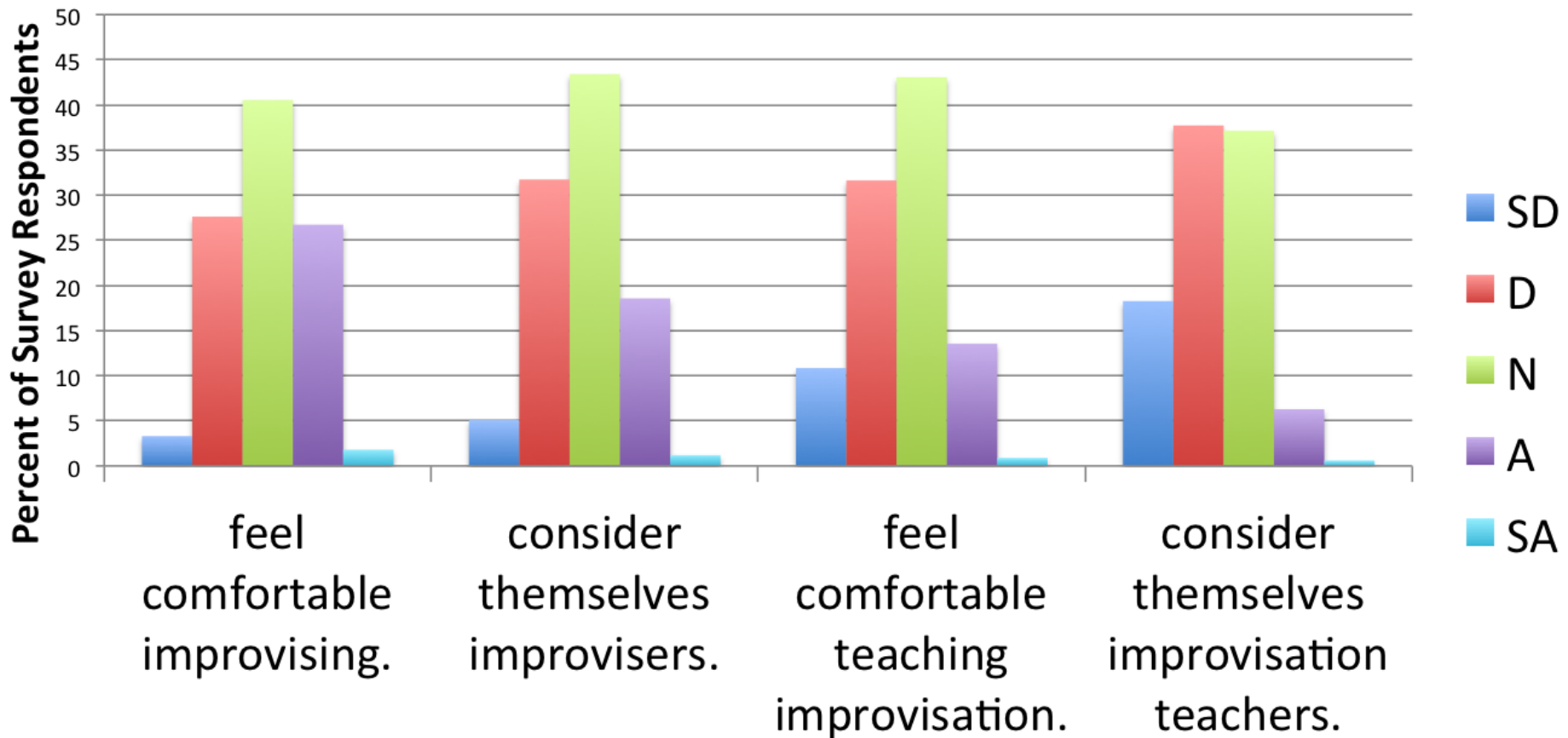
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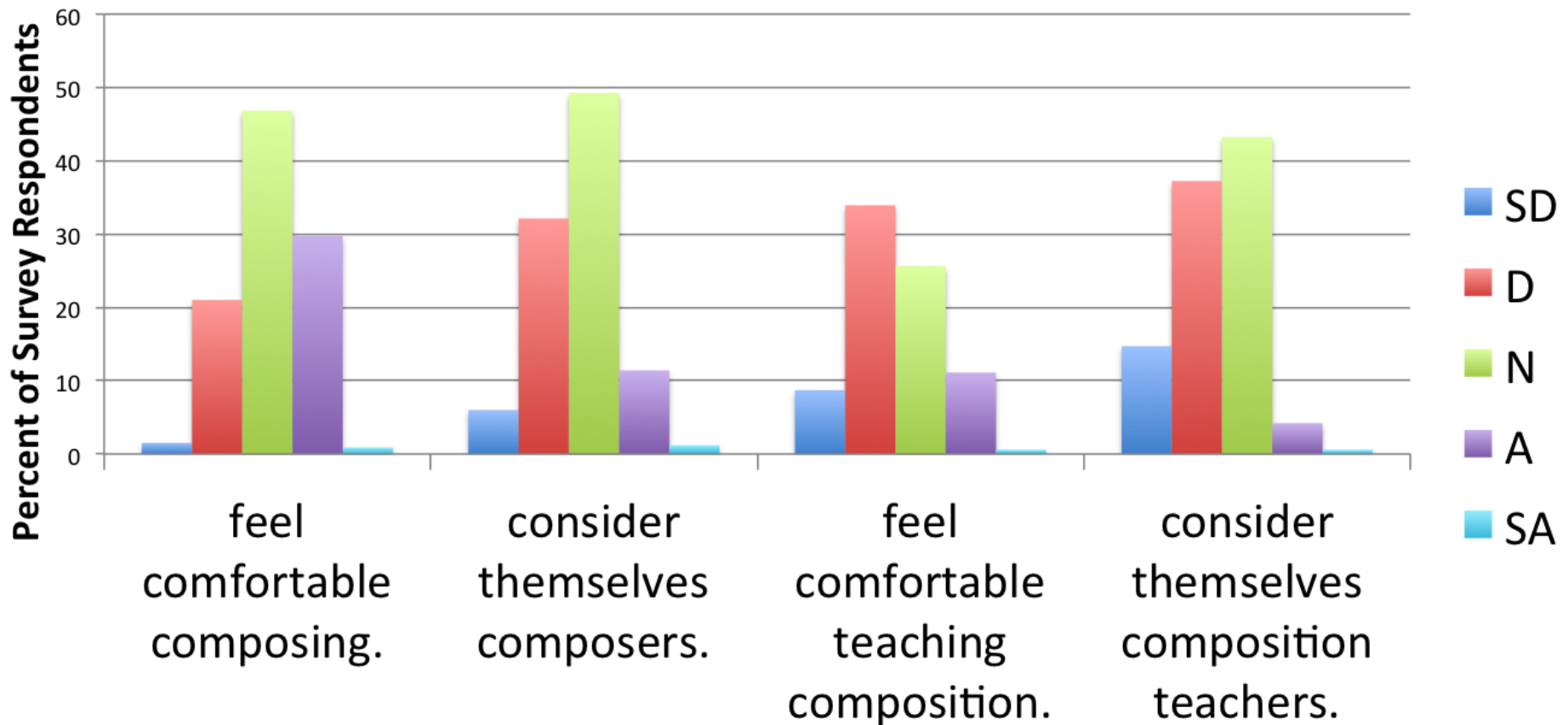
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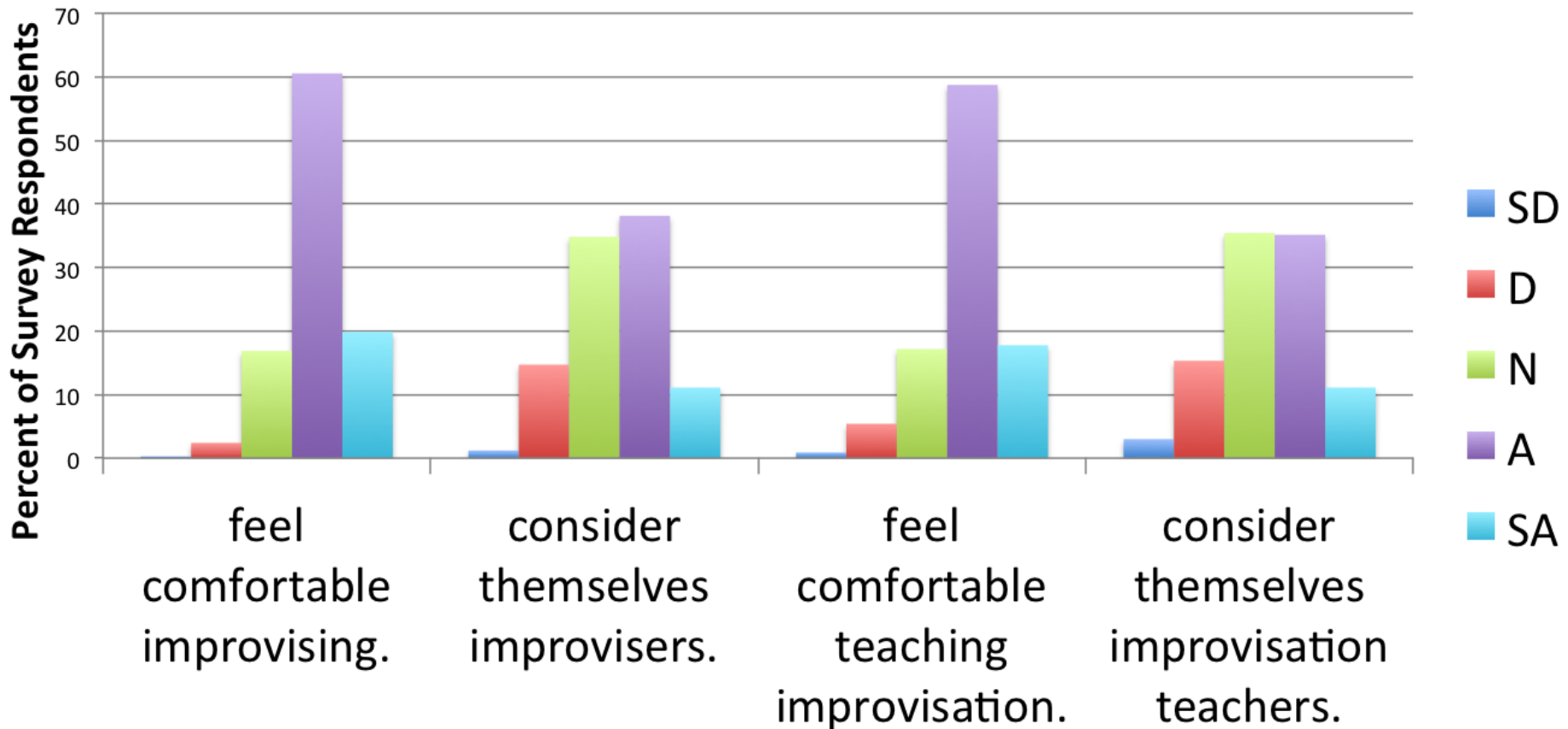
My students...



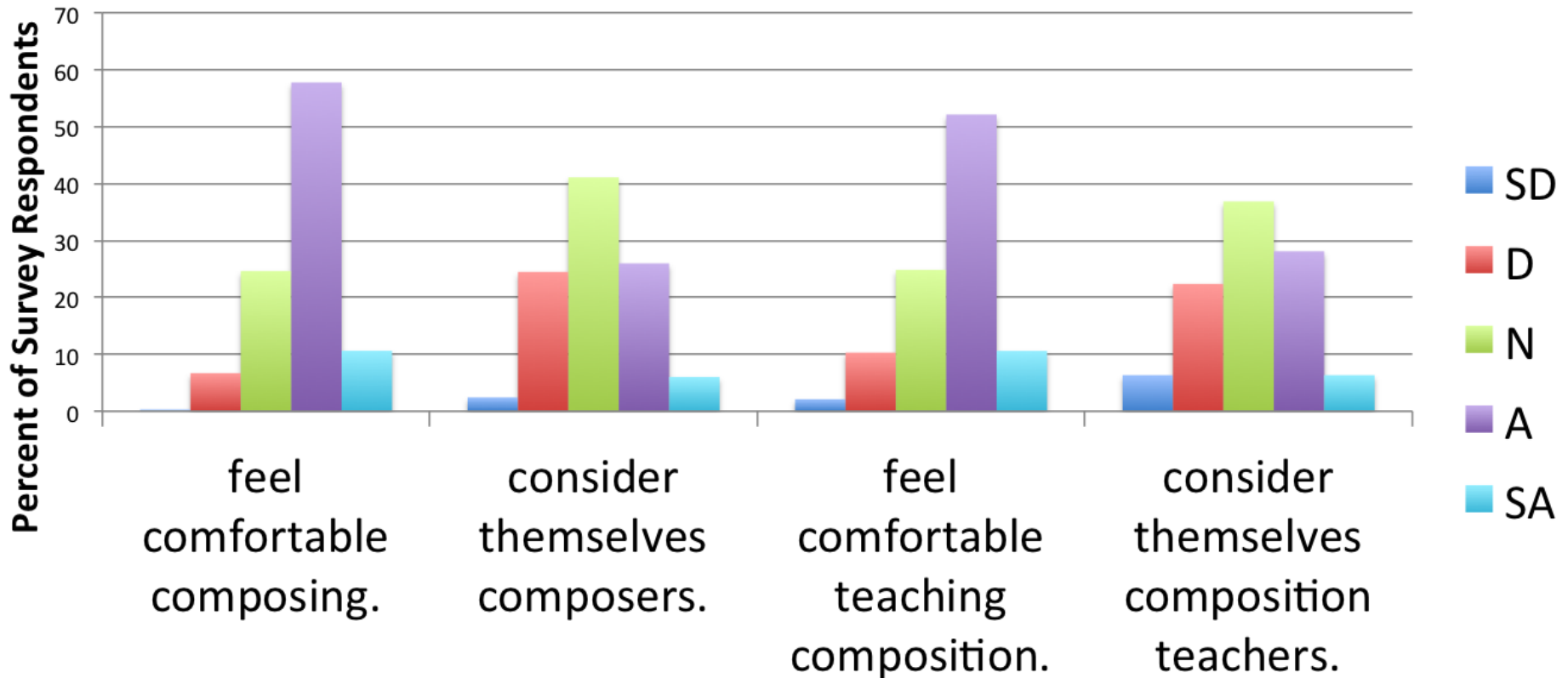
My students...



It is important that my students...



It is important that my students...

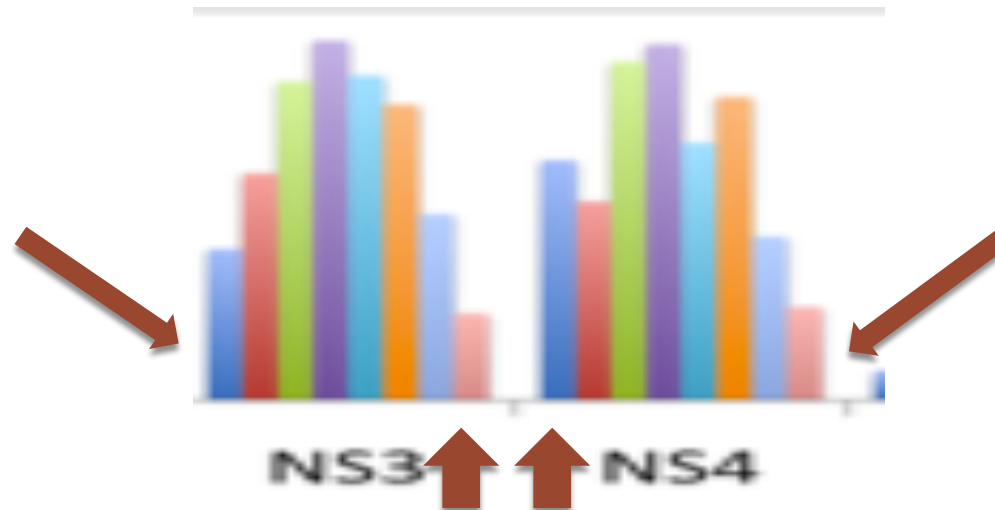


Part 2: Interviews

Interviewed 9 participants

4 HPs (indicated standards 3 and 4 as high priority)
and

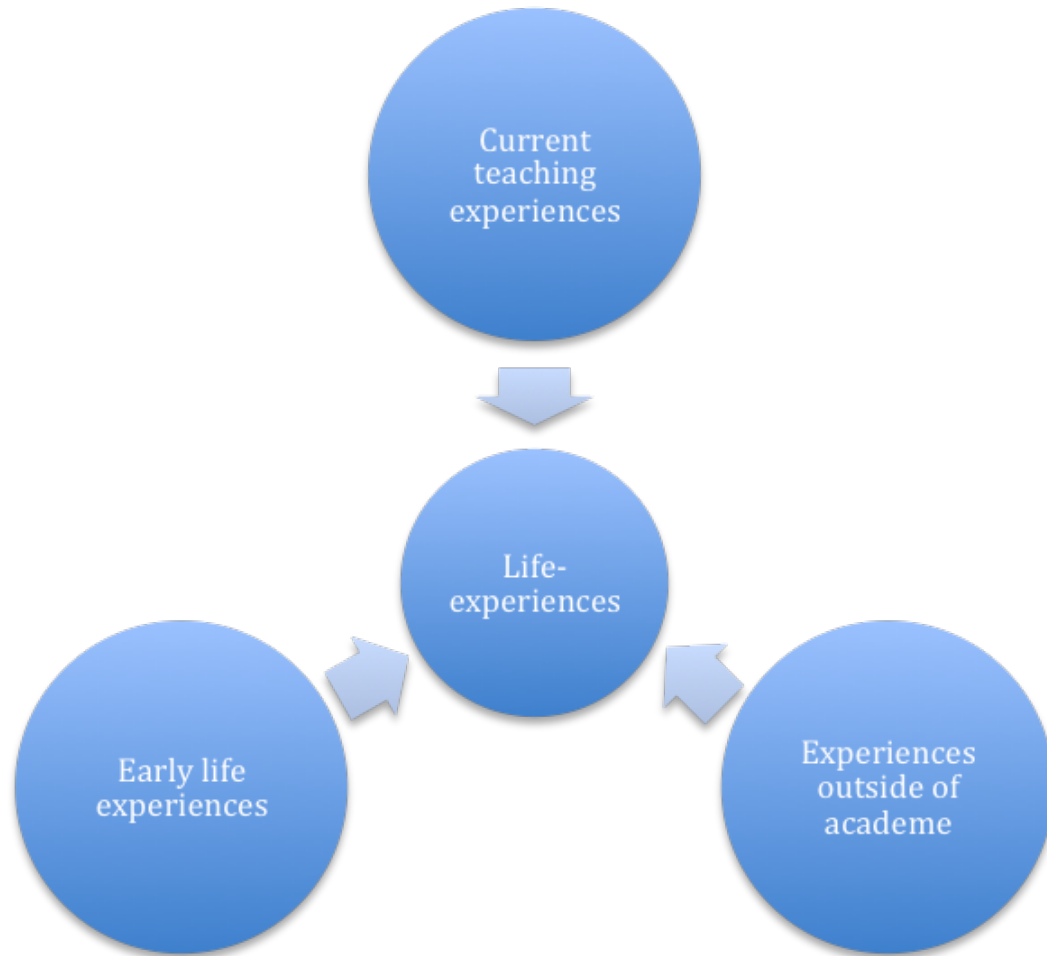
5 LPs (indicated standards 3 and 4 as low priority)



Themes

- Four themes emerged
 - ▣ Life Experiences
 - ▣ Techniques
 - ▣ No Room
 - ▣ Jazz

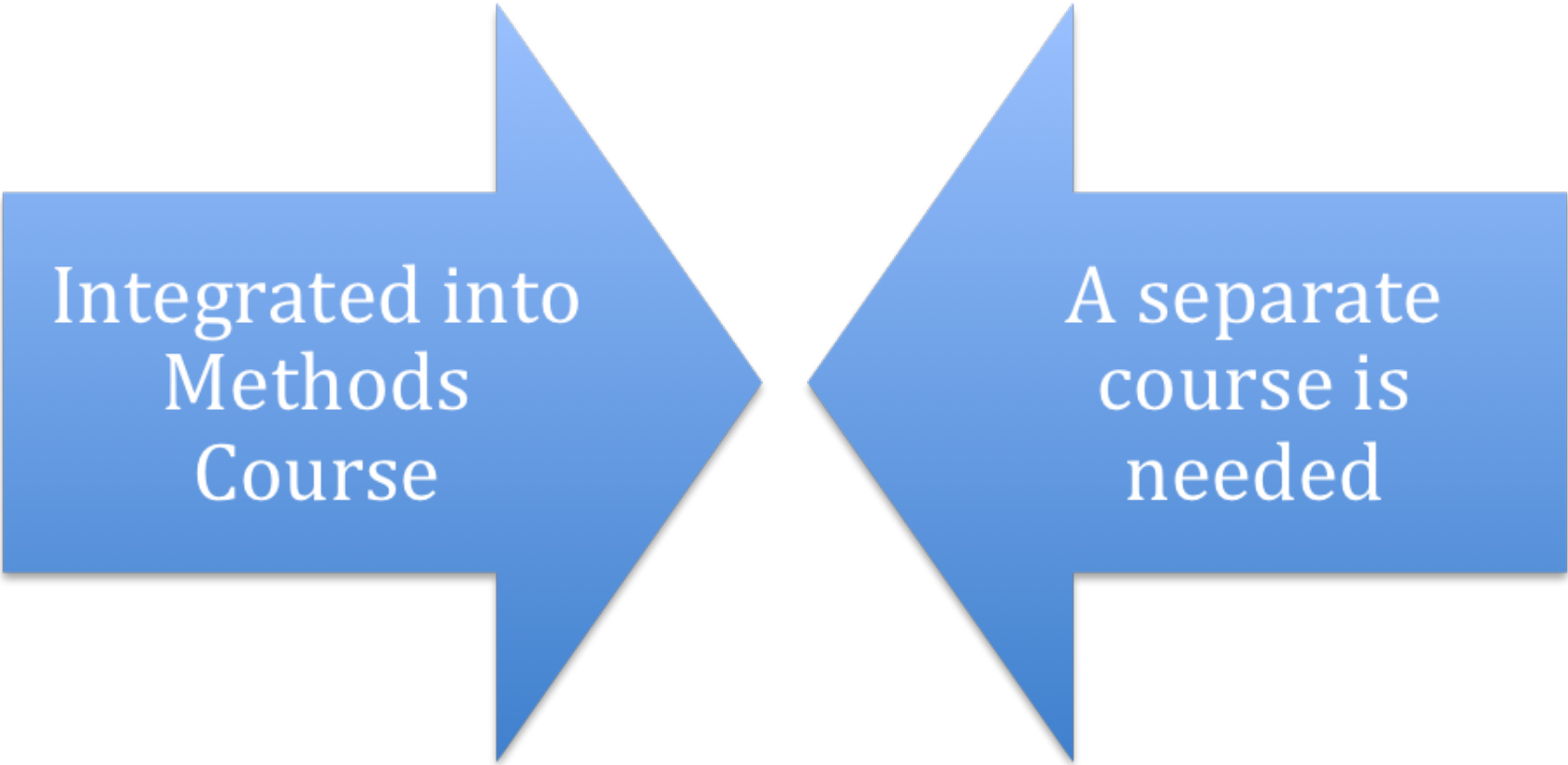
Theme 1: Life Experiences



“Life-experiences”

- "I was an oboe major, and so really it was almost kind of **beaten out of me not to improvise**; My teachers at the time were very strict about playing exactly what was on the page. There really was not a lot of room for [improvisation]." (Raphael) LP

Theme 2: Techniques



Integrated into
Methods
Course

A separate
course is
needed

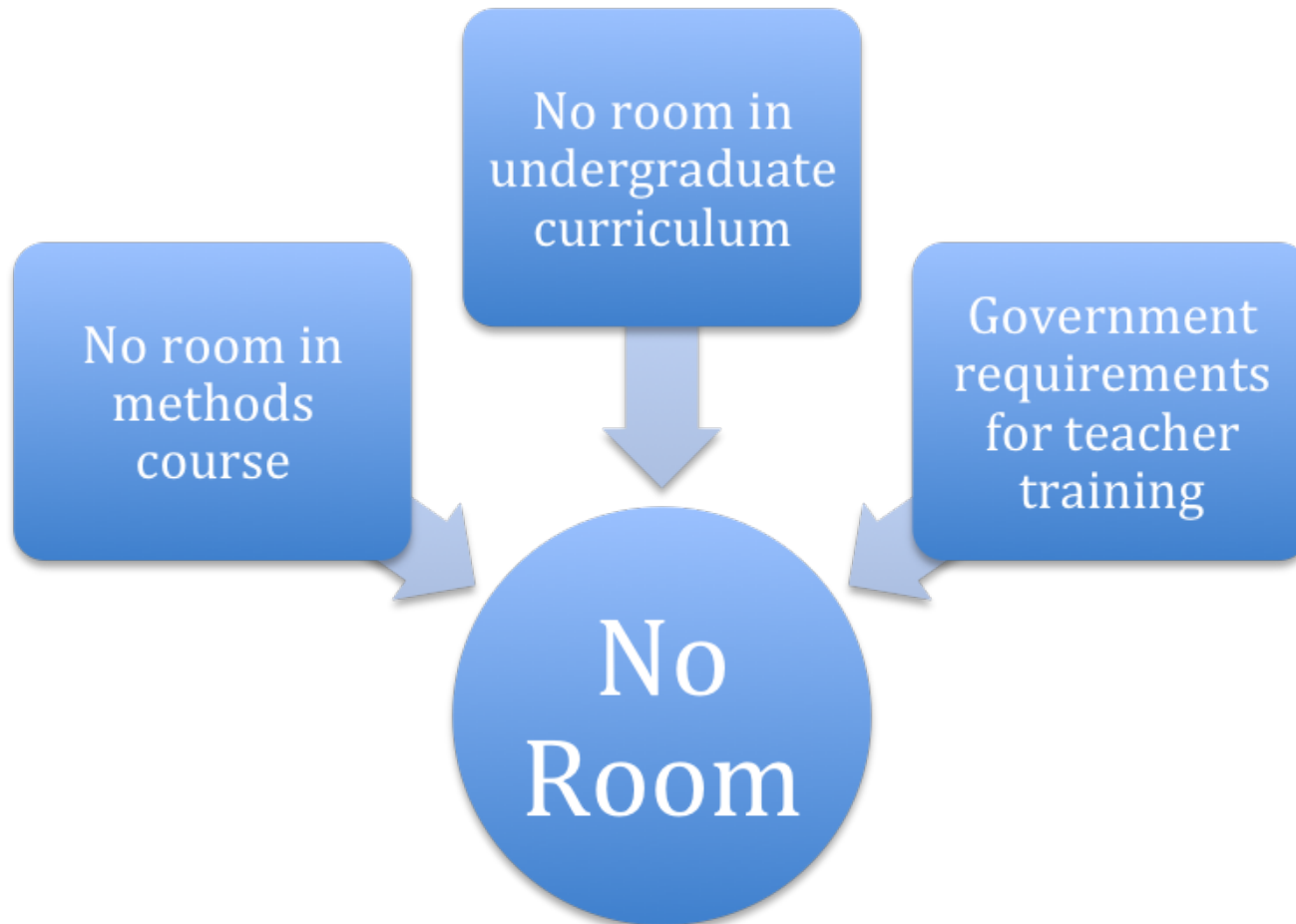
Quotes about techniques

- “It’s tough to make room for the basics you see will need to be covered, unless it is a specific course that deals with improv, or jazz, or theory, or jazz history, or composition.” (Wayne) LP

vs.

- “I spend one week of every methods class doing improv stuff, which is mostly stuff from [my] book.” (Hansel) HP

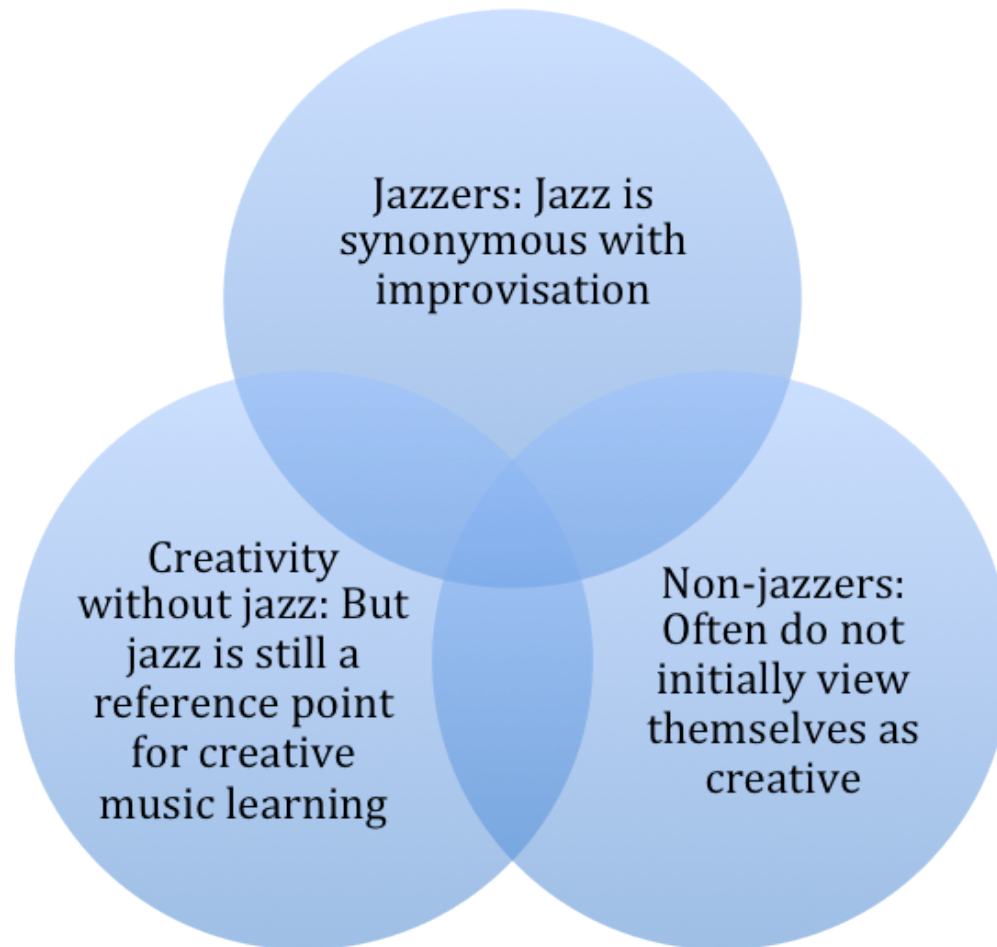
Theme #3: No Room



Quotes about "no room"

- "I've fought the fight here because we're restructuring our curriculum right now. There's no room for it with the things the **university** and the **state** are requiring. **There's absolutely no room** in the curriculum unless we want to be over 130 hours." (Dalton) HP

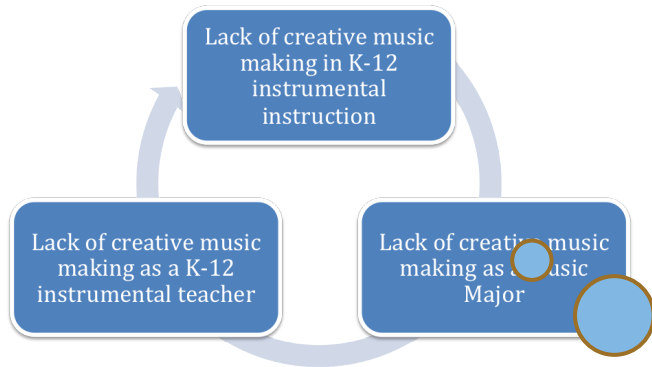
Theme #4: Jazz



Quotes about jazz

- "It's probably fairly obvious that the Jazz Band people are better improvisers than the flute players and the people who have only done the one-week [section in the instrumental methods course]" (Hansel) HP

The Cycle



Where do we
“plant the
seeds”?

Questions

Creative music-making in an instrumental K-12 classroom – what does that look like?

What would an instrumental methods course look like that would prepare a teacher for that kind of classroom?

What would preparation/professional development look like for higher ed. faculty to be able to teach that kind of instrumental course?

