

MusicVentures Curriculum Design Rubric Averages

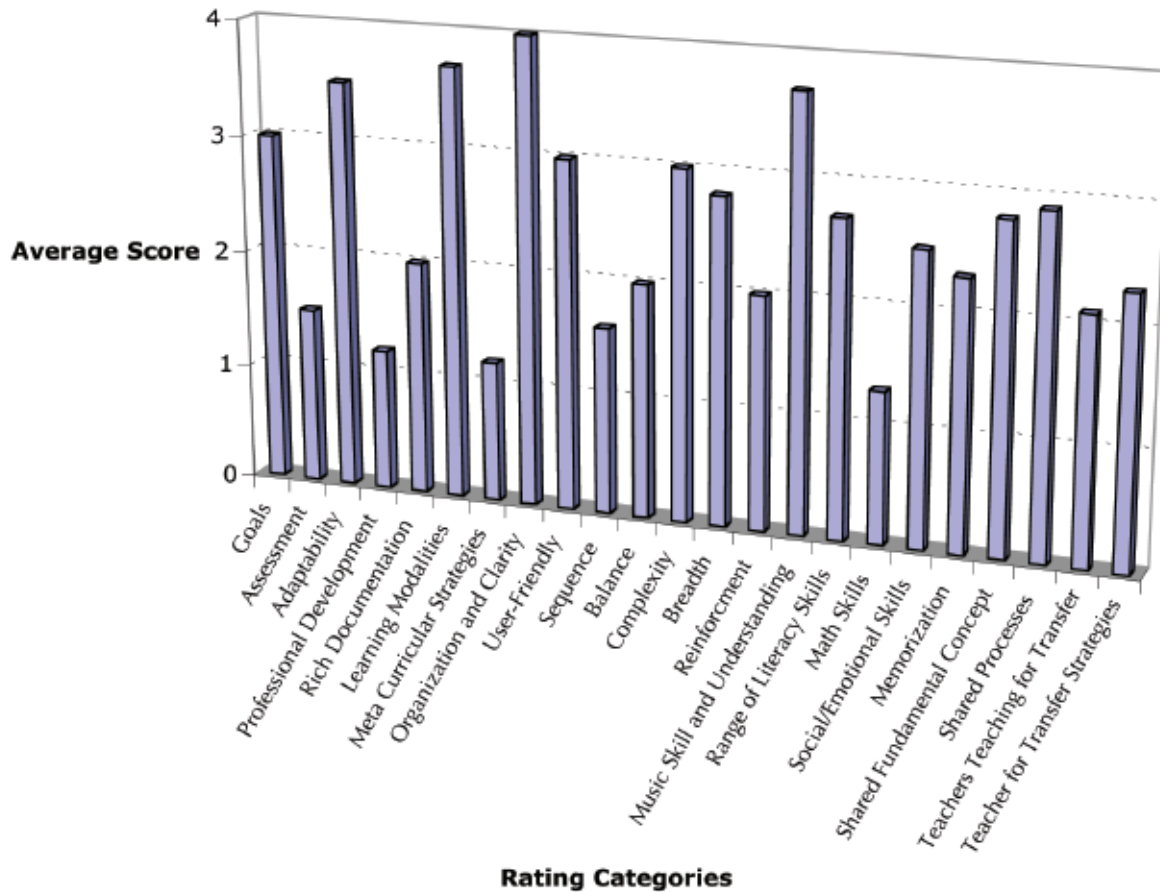


Figure 1: A profile of Music Ventures curriculum factors rated according to the MIENC Curriculum Design Rubric. With respect to this profile, the research and evaluation study focused most on issues of assessment, professional development, and meta-curricular aspects of the Music Ventures program.

The profile ratings of the Music Ventures Curriculum Materials indicate its curricular design is consonant with its goals of music learning and integration with literacy skill development. That is, the curriculum itself (a) ensures its conceptual validity by addressing authentic learning processes and concepts in both language arts and music, and at the same time (b) ensures its practical validity by virtue of its focus on organizational clarity and teacher user-friendliness.

Curriculum Implementation, Modeling, Guidance

The following inquiry questions addressed the area of quality and relevance of classroom practices to the curriculum or program design:

- How do the Music Ventures curricula or programs differ from what schools offered in literacy instruction before the project?
- What kinds of support do teachers need in order to understand high quality delivery of music instruction and teaching practices that will support music integration interventions in their classrooms?

The Music Ventures curriculum and professional development program differed considerably from what, on the average, schools like Beaumont offer in literacy instruction. As reported by teachers, incorporating music into the core language literacy curriculum fundamental differences include:

- the necessity for developing and assessing diverse elements of music literacy skills;
- the need for ‘teaching for transfer’ strategies for teaching fundamental skills and processes shared across contrasting domains of literacy;
- the emphasis on the flexible interchange of multiple modalities of literacy skill learning; and
- a wider range of class management skills that include differentiated instruction, learning center activities, peer assessment, and large group creative and guided inquiry processes.

Teachers reported that the differences