

Multicultural Curriculum Transformation of ‘Music Theory Pedagogy’

Poster Abstract

by Nico Schöler

Texas State University

nico.schuler@txstate.edu

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In our globalized world, professional musicians (music educators, performers, etc.) have to perform and teach in many different musical styles from all over the world, yet our current Music Theory / Aural Learning curriculum – and how it is taught to graduate students in Music Theory Pedagogy courses – focuses primarily on Western art music. This poster will present the results of such a multi-cultural curriculum transformation at Texas State University. In the revised course, musical diversities across the world and within the U.S. are critically analyzed in the context of teaching music theory and aural skills. Construction of knowledge, specifically the construction of knowledge and skills related to music theory (as in existing curricula and textbooks) is being analyzed, and students develop new, diverse and multicultural curricula, teaching repertoires, and teaching approaches. Students then use those multicultural curricula, repertoires, and teaching approaches in teaching free music theory / aural skills classes to community members in the San Marcos Public Library (as a service learning component for this course). Furthermore, multi-cultural approaches to instructional strategies, assessment of student knowledge, classroom interactions, and course evaluation have been integrated in this curriculum transformation. Such transformation does not only reflect our current musical life, but also necessities of the current job market, which our graduates will find themselves in shortly.