

Research on Music Education in British Columbia

The following is a compilation of research that has examined issues in music education in the British Columbian context. Should you have knowledge of other research on music education in British Columbia please contact us in the form on the website – or at info@cmebc.org

Elementary Music Education

Speaking out for elementary music education: Inquiry to the status of music education in elementary schools in British Columbia. (2013). British Columbia Music Educators' Association. British Columbia Teachers' Federation. Retrieved from http://bctf.ca/BCMEA/News/Entries/2013/10/27_BCMEA-BCTF_Inquiry_Report_Released_files/BCMEA%20PQT%20Inquiry%20Report.pdf

The purpose of this inquiry was to determine the current state of elementary music programs in British Columbia, compare the quality of elementary music training for pre-service music educators and generalist elementary educators among post-secondary institutions in British Columbia and other provinces, and make recommendations for action.

Recommendations: Teacher Regulation Branch policies need to be revised to reflect that elementary music is a learning specialty, post-secondary institutions should ensure that pre-service educators have substantial training in at least one elementary music methodology, Ministry of Education policies should reflect stable funding designated specifically for music education, School districts and music education organizations should promote professional development and mentorship opportunities, BCMEA must continue advocacy efforts and complete a five-year follow up to this inquiry.

Secondary Music Education

Gouzouasis, P., Guhn, M., & Kishor, N. (2007). The predictive relationship between achievement and participation in music and achievement in core Grade 12 academic subjects. *Music Education Research*, 9(1), 81-92.

In this study, the researchers examined the relationship between participation and achievement in music and achievement in academic courses, based on data from three consecutive British Columbia student cohorts.

Findings: Music participation was associated with generally higher academic achievement, and that Grade 11 music course scores predicted Grade 12 academic achievement scores.

History of Music Education in British Columbia:

King, G. N. (1992). *A naturalistic study of an exemplary music educator: David Dunnet*. (Doctoral dissertation, Brigham Young University, Provo, Utah, U.S.A.).

King, G. (1998). An exemplary music educator: A case study. *Bulletin of the Council for Research in Music Education*, 137(), 57-72.

McIntosh, D. (1989). *History of music in British Columbia 1850-1950*. Victoria, British Columbia: Sono Nis Press.

Moore, A. (2011). *Bryan Stovell: A legacy of musical inspiration*. Master's thesis. Department of Curriculum & Pedagogy, University of British Columbia, Vancouver, Canada.

Turner, K., & White, J. (2011). New Westminster and District concert band. *Canadian Winds: The Journal of the Canadian Band Association*, 10(1), 32-34.

Assessment

Keddy, M. (2013). *Assessment in the secondary school band programs of British Columbia*. (Doctoral dissertation, University of Victoria, Victoria, British Columbia, Canada). Retrieved from <http://hdl.handle.net/1828/4726>

In this mixed methods study, the researcher investigated the current assessment practices of high school band directors in British Columbia, including the purposes and uses of classroom assessment methods, and potential implications for teacher education with respect to the use of classroom assessment.

Findings: This study found that band directors often use structures in their assessment practice that account for non-achievement, behavioural factors (i.e., effort, attendance, attitude, and participation) rather than musical outcomes. It also became apparent that band directors lacked sufficient pedagogical content knowledge in the early stages of their career that supports broad-based assessment within a comprehensive musicianship context.

Rural Music Education

Brook, J. (2011). *Rural routes: Place-based music education in two rural communities*. (Doctoral dissertation, Queen's University, Kingston, Ontario, Canada). Retrieved from <http://hdl.handle.net/1974/6637>

Prest, A. (2013). Challenges and place-based responses for music education in rural British Columbia: A UBC study. *Canadian Music Educator*, 55(2), 11-19.

Prest, A. (2014). *The growth and contributions of bridging social capital to rural vitality via school-community music education partnerships*. (Doctoral dissertation, University of British Columbia, Vancouver, British Columbia, Canada). Retrieved from <http://hdl.handle.net/2429/51362>

The purposes of this qualitative study were to investigate how three rural school-community music education partnerships in Powell River, Nelson, and Qualicum Beach, British Columbia have contributed to the social, cultural, and economic sustainability of their communities.

Findings: partnerships that promoted local attributes, high levels of community engagement, and a physical commons fostered goodwill and provided more opportunities for community members to address local social justice issues (e.g., equitable access to music education, cultural inclusion), drawing upon shared values as bases for resolving those issues.

First Nations and Music Education

Kennedy, M. (2009). Earthsongs: Indigenous ways of teaching and learning. *International Journal of Music Education* 27(2), 169-182.

Prest, A. (2012). Weaving First Nations ways of musicing into British Columbian school music education curricula. In J. Scott Goble & Tadahiko Imada (Eds.), *Proceedings of the 16th Biennial International Seminar Commission on Music Policy: Culture, Education, and Media. International Society for Music Education* (pp. 119-126). Vancouver: University of British Columbia.

Prest, A. (2013). Weaving First Nations cultural practices into music education in British Columbia. *Japanese Journal of Music Education Research*, 43(2), 15-21.

Community Music

Kennedy, M. (2009). The getting' higher choir: Exploring culture, teaching and learning in a community chorus. *International Journal of Community Music*, 2(2/3), 183-200.

The purpose of the study was to examine musical teaching and learning in an informal context in order to glean information and strategies that may be helpful to teachers and students in more formal settings.

Findings: Six strategies implemented by this community choir—singing music “off book” without notation, developing aural skills, raising money for global initiatives via performances, instituting in and off timetable sections of the same choir, promoting peaceful relations through the metaphor of choral harmony, and exemplifying inclusivity—may be beneficial in school settings.

Other

Kennedy, M., & Guerrini, S. (2012). Patriotism, nationalism, and national identity in music education: ‘O Canada,’ how well do we know thee? *International Journal of Music Education*, 31(1), 78-90.