








The New England Conservatory

Journal for **MUSIC-IN-EDUCATION**

ADVANCING MUSIC
FOR CHANGING TIMES

*Portraits & Portfolios
of the Evolving Role of Music in Education*

		
RUBRIC 1: PRE-PROFESSIONAL TRAINING	RUBRIC 2: CURRICULUM DESIGN	RUBRIC 3: CURRICULUM IMPLEMENTATION
	THE RUBRICS CUBE DIGITAL PORTFOLIO SYSTEM	
RUBRIC 8: CONTRIBUTION TO MIE RESEARCH	RUBRIC 4: DOCUMENTATION OF STUDENT WORK	
		
RUBRIC 7: CONTRIBUTION TO INSTITUTIONAL ADVANCEMENT	RUBRIC 6: TEACHER PROFESSIONAL DEVELOPMENT	RUBRIC 5: ASSESSMENT OF STUDENT WORK/TESTS

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The MIENC created the RUBRICS CUBE System as an action research framework to guide the documentation and assessment of its Learning Laboratory School Network program outcomes from eight perspectives.

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SUBMISSIONS

The Journal for Music-in-Education (JMIE) invites the submission of articles which advance the research into, and/or tell the story of, the importance of music-integrated teaching and learning, learning transfer, arts education partnerships, and arts/music education policy.

Submissions should be (1) 10-30 pages double spaced in length (longer only at the editor's request); (2) formatted according to the publication guidelines of the American Psychological Association; and (3) submitted electronically in Word to Editors Larry Scripp, Patrick Keppel, and Randy Wong at lscripp@newenglandconservatory.edu, pkeppel@newenglandconservatory.edu, and randy.wong@newenglandconservatory.edu. Editors will respond within two months.

For more information, please consult the JMIE's listing in the 8th Edition of Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods.

ON THE FRONT COVER

From the point of view of this Journal, music's evolving role in education has many faces.

The Portrait—Portfolio collage on the front cover depicts four evolving roles of music in the professional development of classroom teachers (top left), the role of teaching artist/music integration consultants in schools (bottom left), original opera production in schools (bottom right), and social action programs spreading throughout South America based on Dr. Abreu's model of excellence in and community development through music.

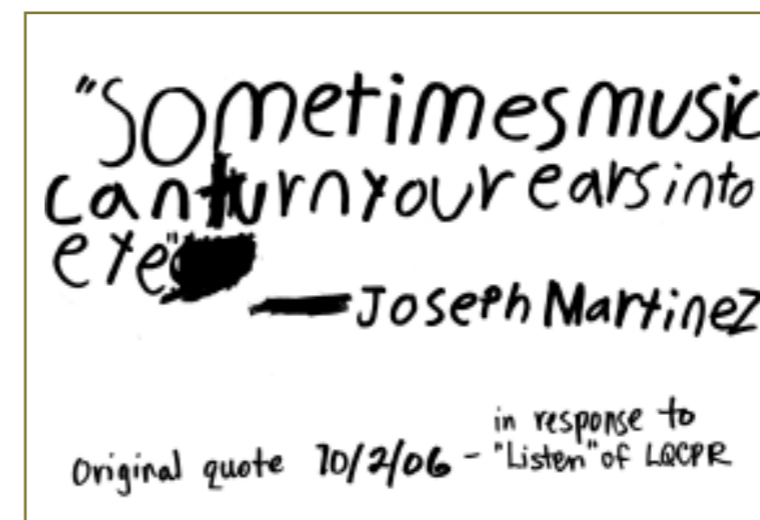
Top Left: Teaching artist and percussionist Andrew Grueschow of the Music Center in Los Angeles uses a multicultural approach to teaching rhythm reading to classroom teachers as a way to understand music's connections to language literacy at the Morrison Elementary School in Norwalk, CA.

Bottom Left: Jazz pianist and New England Conservatory teaching artist Michael Cain works with students from Boston Public Schools

through the Digital Playground Music Project collaboration between NEC and Chicago Arts Partnerships in Education (CAPE).

Bottom Right: Carroll Rinehart has presided over 1500 original opera productions in schools over many decades, and is a primary founder and workshop leader of the Opening Minds Through the Arts school programs in Tucson, Arizona.

Top Right: World-renowned conductor Simon Rattle sees José Antonio Abreu's Youth Orchestra programs emanating from communities in Venezuela and many other South American cities as "leading the way to a new Latin-American century where the arts are transformed in an irreversible way into a social right of all our people and where the artistic development of the young becomes a social revolution" (Abreu, Acceptance Speech for the Right Livelihood Award, 2000).



SIR DUKE

Music is a world within itself
With a language we all understand,
With an equal opportunity
For all to sing, dance and clap their hands...

Music knows it is and always will
Be one of the things that life just won't quit
But here are some of music's pioneers
That time will not allow us to forget

For there's Basie, Miller, Satchmo
And the king of all Sir Duke
And with a voice like Ella's ringing out
There's no way the band can lose

You can feel it all over,
You can feel it all over, people
You can feel it all over,
You can feel it all over, people

Top: This mural, a homage to musician Stevie Wonder, can be found at the Orozco Elementary School in Chicago. As a "teaching mural," it was developed with the idea that Mexican-American children should not only know their own cultural traditions, but also cultural histories (including musical histories) of others. The African-American cultural organization Little Black Pearl and Orozco Elementary's art teacher, Ed Pino, led the school in its design.

Bottom Left: At Morrison Elementary School in Norwalk, CA, students are encouraged to reflect on their music program in terms of the Learning Through Music five learning processes—Listen, Question, Create, Perform, and Reflect. In this example, a student is asked to keep a 'running record' of what it means to be a good listener and how to develop listening skills. The partners in the MIENC program feel that process-oriented journal entries like these deepen the impact of music on the school's curriculum. Throughout the Consortium, children are asked to reflect on the challenge of listening to music from all genres. This student expresses an important idea about music: that listening is a primary mode of perception that is performed and represented both aurally and visually.

Bottom Right: Lyrics from "Sir Duke," a song composed by Stevie Wonder in homage to Duke Ellington. Musicians and music students appreciate Wonder's message that "Music is a world within itself, with a language we all understand." In other words, music is for everyone in schools. Everyone should have "an equal opportunity" to participate, and to know deeply, the authentic forms of music in all genres, including music by the artists the lyrics mention: Count Basie, Glenn Miller, Louis Armstrong, and Ella Fitzgerald.