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# Off Bass: Identifying Critical Gaps in String Bass Education of Pre-Service Music Educators and Their Consequences for Public Schools

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**Off Bass: Identifying Critical Gaps in String Bass Education of Pre-Service Music Educators and their Consequences for Public Schools.**

Music Educators find themselves ill prepared and overwhelmed during their first years of teaching for a number of reasons. Due in part to this issue, less priority is placed on string bass education for pre-service teachers. The implications this are a consistent neglect of string bass players and instruments from emerging teachers resulting in loss of students and inventory. Originally noticed in Denver Public Schools, this article will seek to identify this problem as systemic, provide scope, and offer solutions toward correcting it.

**National Standards for Music Education and College Preservice Music Teacher Education:**

**A New Balance**

Abrahams, Frank. "National Standards for Music Education and College Preservice Music Teacher Education: A New Balance." *Arts Education Policy Review* 102, no. 1 (Sep, 2000): 27-31. <https://search-proquest-com.du.idm.oclc.org/docview/210995940?accountid=14608>.

The National Standards for Music Education hoped to create some consistency among various music education programs in the united states. This article does a great job of quickly defining them, describing their importance as well as how to implement them. This is a great article for anyone hoping to gain understanding of the National Standards.

## **What Music Teachers Want: The Emergence of a Unified Understanding of an Ideal Teacher Education Course**

Ballantyne, Julie. "What Music Teachers Want: The Emergence of a Unified Understanding of an Ideal Teacher Education Course." *Australian Journal of Teacher Education* 31, no. 1 (06, 2006): 1-12. <https://search-proquest-com.du.idm.oclc.org/docview/1720065277?accountid=14608>.

This interview based report analyzes the wants of 15 different early service secondary level music educators and attempts to create a template for an "ideal" music education course. Over the course of the article, the author looks at the teacher's wants and concludes that in many cases, these teachers are in shock and cannot effectively conceptualize an "ideal" course. These are interesting findings useful to any researcher interested in examining the effectiveness of early service music educators.

## **Integration, Contextualization and Continuity: Three Themes for the Development of Effective Music Teacher Education Programmes**

Ballantyne, Julie. "Integration, Contextualization and Continuity: Three Themes for the Development of Effective Music Teacher Education Programmes." *International Journal of Music Education* 25, no. 2 (2007): 119-136.

doi:<http://dx.doi.org/du.idm.oclc.org/10.1177/0255761407079955>. <https://search-proquest-com.du.idm.oclc.org/docview/61859011?accountid=14608>.

Music education in Queensland, Australia is suffering and this study was conducted to get to the root of the problem. Questionnaires and interviews were given to in-service music education teachers who had recently graduated from three accredited universities. That data was gathered and analyzed to determine whether or not per-service music educators were being taught skills to immediately benefit them once they were working. This is a useful resource for anyone looking for how to conduct a similar survey and analyze it's results.

### **The Music education/arts Education Path**

Colwell, Richard. "The Music education/arts Education Path." *Arts Education Policy Review* 101, no. 3 (01, 2000): 19-20. <https://search-proquest-com.du.idm.oclc.org/docview/821019638?accountid=14608>.

This article is one of many in a call for music education reform however this article does a nice job of making the point that while, music education previously had little oversight at universities, with growing teacher attrition, these programs have undergone much ore scrutiny. Anyone looking to read a quick article on the conversation of music education reform will find a lot of value here.

## **The Potential Use of Micropolitics in Examining Personal and Professional Experiences of Music Teachers**

Conway, Colleen, Shannan Hibbard, and Jared R. Rawlings. "The Potential use of Micropolitics in Examining Personal and Professional Experiences of Music Teachers." *Journal of Music Teacher Education* 25, no. 1 (10, 2015): 23-36.

doi:<http://dx.doi.org/du.idm.oclc.org/10.1177/1057083714539768>. <https://search-proquest-com.du.idm.oclc.org/docview/1871591530?accountid=14608>.

This article defines the term Micropolitics and applies it to the landscape of music educators in school. It makes interesting claims about the relevancy of this knowledge and it's affect on teacher performance and retention. This may prove research would prove useful to any researcher seeking to understand the dynamics of teaching in a school and potential problems that teachers may faced not covered in traditional music education research.

### **Connections with the Schooling Enterprise: Implications for Music Education Policy**

Frierson-Campbell, Carol. "Connections with the Schooling Enterprise: Implications for Music Education Policy." *Arts Education Policy Review* 108, no. 6 (Jul, 2007): 33-38. <https://search-proquest-com.du.idm.oclc.org/docview/211009280?accountid=14608>.

This article examines the systems in which music educators perform and the forces that hinder them. The author does a nice job outlining how governmental agencies create challenging policies unique to music educators. It also talks about what larger music organizations like

NAFME can do in order to better support music educators. This is a great article for anyone looking for perspective into the larger political challenges faced by music teachers.

### **Musical Education for Public School Music Teaching**

Grodner, Murray. "Musical Education for Public School Music Teaching." In *A Double Bassist's Guide to Refining Performance Practices*, 107-109. Indiana University Press, 2013.

This informative essay is a great prospective form a bass player who realizes many gaps in string education at the collegiate level. The claim is that music teachers are ill equipped in their string techniques classes to teach all string instruments and that further study is required. He also describes how he instituted one such program. He addresses that there would be push back but states that it is still vitally important. This is useful for anyone who is studying gaps in string music education.

### **Thoughts Concerning Teaching**

Grodner, Murray. "Thoughts Concerning Teaching." In *A Double Bassist's Guide to Refining Performance Practices*, 105-106. Indiana University Press, 2013.

This short essay gives some insight from a master pedagogue of the double bass. Their perspective is simple and easy to understand. It illustrates the concept of how classroom music education often falls short and that private instruction is critical. This is useful for anyone advocating for private music instruction.

**Teaching teachers: Methods and experiences used in educating doctoral students to prepare preservice music educators**

Kelly, Steven N. and Kimberly VanWeelden. "Teaching Teachers: Methods and Experiences used in Educating Doctoral Students to Prepare Preservice Music Educators." *International Journal of Music Education* 35, no. 4 (11, 2017): 490-499. doi:<http://dx.doi.org/10.1177/0255761416667469>. <https://search-proquest-com.du.idm.oclc.org/docview/2009560255?accountid=14608>.

People are often concerned with teacher development and the music education system is often called to reform. This article focuses on professors of music education who are instructing future university professors and how they structure their curriculum. The findings state that once students attain the level of PHD their focus is primarily teaching practice of undergraduate students. During this time, there is less emphasis on community involvement or working with public school teachers. I'm most interested in the methodology of this. The method used in this resource employs a survey of 46 different universities and has a high response rate of 92%. This is particularly good and has to do with a random sample that was carefully chosen.

**An Analysis of State Music Education Certification and Licensure Practices in the United States**

May, Brittany Nixon, Karen Willie, Cherilyn Worthen, and Allyssa Pehrson. "An Analysis of State Music Education Certification and Licensure Practices in the United States." *Journal of*

*Music Teacher Education* 27, no. 1 (10, 2017): 65-88.

doi:<http://dx.doi.org>.du.idm.oclc.org/10.1177/1057083717699650. <https://search-proquest-com.du.idm.oclc.org/docview/1969019963?accountid=14608>.

Whether or not a musician is deemed qualified to teach is often determined by a test or set of qualifications that they must meet. This article examines the requirements and license practices of all 50 states, compares them to each other as well as years past. This also looks at how states distinguish “music certification” and whether it should be further specialized. This article is useful for any researcher studying certification practices of music educators.

### **The Evolving Bassist**

Reid, Rufus, Lewis Nash, and Mulgrew Miller. *The evolving bassist*. Alfred Publishing Company, 2007.

One of the best resources available for someone learning the double bass. Reid takes an honest and concise approach in explaining what it takes to be an effective bass player as well as all of the logistical and technical considerations that must be made. This is useful for anyone looking for a crash course in playing the double bass without a primary teacher.

### **Beginning Music Teachers' Perceptions of the Transition from University to Teaching in Schools**

Roulston, Kathryn, Roy Legette, and Sarah Trotman Womack. "Beginning Music Teachers'

Perceptions of the Transition from University to Teaching in Schools." *Music Education*

*Research* 7, no. 1 (03, 2005): 59-82. [https://search-proquest-](https://search-proquest-com.du.idm.oclc.org/docview/62127966?accountid=14608)

[com.du.idm.oclc.org/docview/62127966?accountid=14608](https://search-proquest-com.du.idm.oclc.org/docview/62127966?accountid=14608).

Teacher retention is a major issue and music education is no exception. This qualitative study seeks to analyze the transition experienced by every teacher between graduating college and teaching professionally. It makes five important points about similarities between interviews. Researchers should expect a well written and researched article useful to anyone interested in preparing themselves or others for a career in music education.