

Action Research on Elementary Music Class By Pre-service Teachers Based on Curriculum Literacy

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Abstract

This research is to understand a pre-service teacher's class teaching performance in music based on a 'curriculum literacy'. Teacher's curriculum professionalism is an important aspect for professional development on teaching. Ability to interpret a curriculum is crucial not just to enhance teacher's self-control and self-awareness on their classes, but also to make them ultimately 'a developer' of what they deliver to learners during classes. For collecting a data, 15 teaching performances have been video-taped and detailed class plans were collected along with lesson notes, and class writings, etc. Single session of the class is a standard of class analysis, and data has been analyzed according to criteria, created for this research purpose; class content vs. method, teacher interpretation vs. performance. Through this research process, hope that we can have an opportunity to think and define a concept of curriculum literacy finer and more adaptable to the field. So it can be utilized more susceptibly by teachers. Also understanding on pre-service teacher's curriculum literacy can be an important foundation for their future training, and ultimately for suggesting an ideal goal they should be headed for.

Keywords: *Curriculum literacy, Elementary music class, Teacher professionalism*

1. Introduction

Class is a real formation of education and reality of its value. Interest on class has been diverted from a superficial level of interest on person who was teaching and learning to an interactive and organic networking level, including circumstantial elements, and so on. Especially interest on teachers has been evolved from the point of 'what to teach' and 'how to teach' to the point of more fundamental and cause explanation, like 'why'. Based on teacher's practical knowledge, self-study on teachers can be counted as one of these current research streams. This action research is focusing on classes by pre-service teachers. Collecting research cases of their class teaching, and analyzing them upon criteria, set-up for this research, a purpose of this research is to understand the reality of the class, based on curriculum literacy. Pre-service teacher's experience in field training is their first confrontation to reality of their future professional field. Therefore it is crucial how to step their foot first into the field and find their potential as their professional career. This ultimately leads to the question of how to help them improve that. In addition to this, their field training in school is affected and instructed by field teachers in various ways. So it is a good opportunity to 'see' what is going on in field classes, since it has been challenging to see a natural form of the class.

Focusing on reality of classes through a case study, curriculum literacy becomes a foundation of this research. National curriculum is a goal and an object of a class. In Korea, the national level of curriculum is enacted by law, in the form of promulgating document. Depending on subject who is receiving the right, it is distinguished in learner's right, teacher's right, and institutional right in curriculum [1]. In Korea, a curriculum had been considered as a guideline or an instruction, which should have followed faithfully and rather obediently. This has been encouraged to change into something interactive and

creative upon necessity, centered on teachers and students in accepting it. Myungsoek Seo (2011) explained this point of view toward a curriculum as distinction of ‘the view point of reality’ and then ‘the view point of text’ [2]. ‘Reality point of view’ means that a curriculum is something real and being completed, so it naturally requires a process of realization as an authoritative guideline and instruction. According to ‘the text point of view’, the curriculum is something which teacher can alter and even create newly on behalf of their benefit and need in teaching for the best. Intention of this research on pre-service teacher’s curriculum literacy is neither for criticizing nor for presenting negative points appearing in the process of analyzing data, but for finding and developing pre-service teacher’s potential in teaching. Ultimately it is for making a foundation an onward research and improving their professionalism in teaching.

2. Background

2.1. Class and Curriculum

Class is a realization of teacher’s deed in education, and also of a subject of a designated curriculum. Therefore teachers who are preparing for teaching should know about the curriculum. Understanding on curriculum is an important foundation for improving not just for a class quality but also for teacher’s professionalism. According to Kwangsoon Jeong (2012), in Korea, a curriculum has been changed in its character from quantitative to qualitative one. If a quantitative development emphasized on control through policies toward a curriculum, a focal point of a qualitative change has been a voluntary management within an open boundary, centered on designated schools and teachers. Since renewal of the national curriculum in 2007, the 7th national curriculum in Korea, educational policies changed and moved direction to allow each school and local community to expand its voluntary involvement in managing and reorganizing its own curriculum, and even creating one upon necessity. For instance in this movement, there are ‘School voluntary managing plan’ (Dept. of Science & Education & Technology, Korea, 2009), ‘Schedule plan for responsible and voluntary school managing’ (Dept. of Science & Education & Technology, Korea, 2008) [3]. As a part of a result of controlling for quantitative development, academic achievement in volume became high within relatively short period of time, and also it came along with constructing a systematic structure to be followed rather obediently. However now this requires more qualitative development, meaning is more important than simple given steps to follow; personal satisfaction in school life and happiness, significance in action, etc. This kind of change from a simple instruction to a meaningful action needs a new way of approach and interpretation on curriculum, because curriculum is an ultimate object and a goal of a class. In the curriculum, created and reflected of any need, based upon quality improvement, teacher is a subject of deed and he/she has a responsibility to how to practice it to the field of education. Therefore quite a number of current research approaches from this point of view. Some of the research related to this subject, a few of them are devoted on searching how teachers actually interpret a curriculum in their class rendition, or on curriculum potential toward class performance. These are closely related to the subject of ‘curriculum reconstructing’, or a concept of curriculum literacy.

2.2. Teacher’s Curriculum Professionalism

When teachers teach, the point is ‘what to teach to students’. The national level of curriculum is a document, written on this. It means teacher should be based on the curriculum for their class teaching. Class result can be widely different, depending on how well teachers understand about the curriculum, and how teachers structure it to adapt and practice their understanding in classes. Autonomy on curriculum by teachers can be categorized, according to the way of adaptation;

fidelity, mutual adaptation, enactment [4]. Fidelity point means, just like a word itself representing, how faithfully and obediently teacher follows instruction as its given form. Mutual adaptation is an action in between 'fidelity' and 'enactment', and current stream of trend is certainly encouraging to move toward 'enactment'; considering and even judging the status of field situation on spot, teachers should not be afraid of 'altering' or even 'developing' a new curriculum upon their own necessity to maximize learner's right to learn for the best. On developing a curriculum, there are different levels. Goodlad (1966) divided into three different levels, such as 'instructional level', 'institutional level', and 'societal level' [5]. These divisions can be in the same line of thought with a division of region, school, and teacher's level respectively. Among these levels, teacher's reconstructing on a curriculum is the most closely related to the class teaching and therefore the most interesting point in study of classes. Class begins from teacher's understanding on curriculum. Then what does a 'teacher understands a curriculum' means? Understanding is only possible when interpretation happens first. Interpretation does not mean a 'reproduction'. It is rather close to 'creativity'. Teacher should not be a simple user of a curriculum, but should try to be a 'developer' and a 'virtual organizer'. To be what should be, once again teacher's professionalism cannot be emphasized enough. On the character of teacher's interpretation on curriculum, Nam-jin Paik (2014) suggests a few important points; it should be based on the national level of curriculum, representing teacher's professionalism well enough, exploring various contents and different methods to be able to adapt to the class, encouraging learner's creative interpretation and thought, if necessary, being able to criticize on subject content of curriculum, stimulating a mutual interaction between old and new knowledge [6]. Teacher's curriculum interpretation appears in the form of reconstructing it. Young-ju Hur (2011) gives a definition on a 'curriculum reconstructing', starting from an indication of different levels of curriculum: a 'curriculum reconstructing' means a linear process of making a national or regional level of curriculum into a school or more importantly to a teacher's own level of curriculum. Then even it includes a teacher's individual process of preparation on making a 'class plan' [7]. However this stream of researches, focusing on curriculum's different managing levels, or on teacher's practical points, using a curriculum in teaching has its own difficult aspect to solve. For instance, simply representing different levels of practice by teachers does not include any direction to go; where should be the ideal goal to be headed? Also 'curriculum reconstructing' is always based on a curriculum, which is already made for use. So it is difficult to be independent and completely free of pre-planned thought. In the discussion on curriculum, teachers are strongly encouraged to be self-regulated in conducting their classes; this becomes a limit to them [8]. Reconstructing a curriculum is closely related to curriculum literacy and the way of doing it can be important practical issues in teaching. This subject needs a constant interest and research, so it won't stop simply to present a theory, which won't be used or adapted to the real field.

3. Method

This study is an action research on music classes, conducted by pre-service teachers. Specially selects and chooses proper teaching cases in music and analyzed data upon criteria to get information about curriculum literacy, showing in class teaching.

3.1. Participants and Research Process

Participants are all pre-service teachers, majoring music education in C-educational University. This study meeting started since 2013 and it has been continued for 2 years. Total 60 students involved in each cycle of sessions. Among them, about 20 % are usually

males. Grades of participants are junior and senior students in University, and they have been divided into two groups according to their grades. Main subjects dealing in sessions are about class teaching in music. Each session happens once a week regularly. Group meetings of juniors are closer in character to a preparation for their up-coming field training, happening in senior year. So sessions are divided into two tracks; one for juniors and other for senior participants. Sessions are categorized into three parts upon time schedule.

Table 1. Schedule & Subject of Session Cycle

Category	Content	Method
Preparation	Knowledge on different level of Music Curriculum; -National level Curriculum -School level Curriculum -Teacher personal level Curriculum	Lectures Open discussions Class practice
Performance Practice	Field Class in Designated Elementary Schools; -Teacher understanding vs. Teacher interpretation -choice of pedagogical approaches and purpose	Video-taping, Making class plan, lesson notes, class writing, etc.
Reflection	Difficulties in teaching music class and reasons	Free description; class writing, open discussion, etc.

Session cycle can be divided into two parts; first part is dealing with general academic backgrounds in teaching music class, such as music curriculum, music text book, music theory and history in text book, *etc.* Later part is concentrating on teaching practice, utilizing theoretical knowledge from the first part of sessions; making a detailed class plan, writing an individual class note, conceiving musical activities based on class subject of their own choice, *etc.* For senior sessions, 4 weeks of practicum period are included. In regularly scheduled meetings for two hours, individual interview and consulting in overall class practice have been preceded. During sessions for senior group, teaching practice performed before and after their practicum period, and on this teacher performance practice, feedback and peer-comment are shared among participants.

The premise of this research is participant's understanding on curriculum and experience of class practice related to subjects on music can be an effect on a result. Research process was premeditated on structure to know on pre-service teacher's class teaching based on curriculum literacy. Schedule of session cycle and subjects dealt in sessions for senior group are summarized in Table 1.

3.2. Material Collecting and Analysis

Class cases for this research has been performed and taped from March to June, 2015. 15 class-cases were selected as final and theses were all represented on behalf of class teaching by pre-service teachers in music during practicum. From 15 selected cases, teacher class plan in the form of a 'detailed class plan (Sae-ahn)' were collected along with their teaching video-tapes. Based on these collected materials, teaching plans and class videotapes were analyzed upon criteria respectively, and also cross analyzed with these two sources. While cross analyzing, points are how pre-service teachers utilize their pre-planned theories or teaching materials into real class situation. In other words, how

they understand the class situation and how well they respond upon circumstantial need, which is not pre-planned are points to find out through analysis. Figure 1 is showing the class analysis criteria, used in this research.

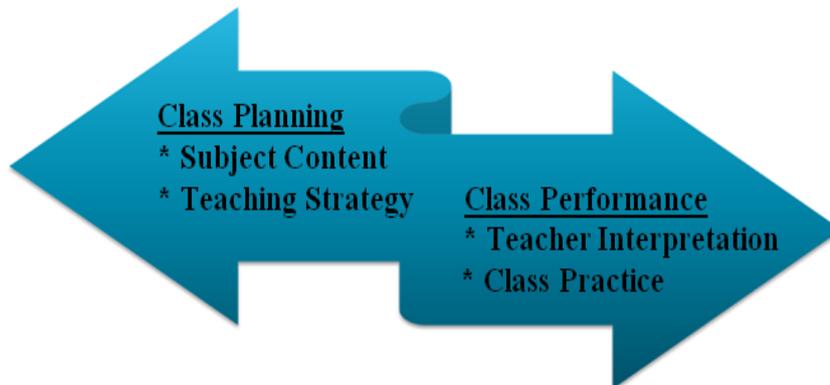


Figure 1. Criteria for Class Analysis

4. Pre-service Teacher's Curriculum Literacy

4.1. Class Planning

The most important thing on class planning while pre-service teachers prepared teaching is 'Jidoahn (class plan form)', in other word, teaching-learning process plan (onwards referred as TLP). This TLP has its certain systematic structure and divided into several sections. According to contents, each section subject has been reorganized to analyzing.

4.1.1. Class Contents: Class contents include a class subject and a class goal, based on one session of each teaching class; for example, lower grades students in elementary school, usually one class time is 35 minutes, comparing 45 minutes for higher grades students, meaning 4th ~6th grades. Among 15 of class teaching cases, 5 teaching cases on 4th grades are the most frequent, and then 2nd and 3rd grades in higher number in order. This reflects a certain level of field school's intention to assign a pre-service teacher to get experienced in the most of field teaching; higher or lower grade classes are apt to be involved with other factors more than teaching and learning, like caring and consulting, etc. In Table 2., teaching subject related contents, appearing in TLP are charted in order.

Table 2. Categories of Subject Contents in TLP

Grade	Frequency	Class Subject	Class Goal	Core Element
4 th grade	5 times	Improvisation	Understanding Tempo, Forte/Piano	Expression
		Singing	Tempo, Forte/Piano	Expression
		Singing	Understanding multi-Cultural aspect	Appreciation
		Physical Expression	Knowing a note's position	Expression
		Canon	Knowing harmonies	Expression
2 nd grade	4 times	Brotherhood	Changing rhyme	-
		Recycling	Knowing recycling	-
		Singing	Song in 3 beats	-
		Singing	Singing with feeling	-
3 rd grade	3 times	Singing	Text altering upon rhythm	Expression
		Playing instruments	Knowing a rhythm pattern and meter	Expression
		Singing	Feeling music	Expression/ Living
5 th grade	2 times	2 parts song	Knowing a beauty of choral music	Expression
		Choral singing	Knowing a harmonic music	Expression
6 th grade	1 time	Choral singing	Knowing syncopation and rests	Expression

In Table 2 Class subjects and goals are presented in order from participant's TLP. Structure of TLP is started with object information related to the session of the class; responsible teacher's name, how many class times are planned for specific class goal and what is the order of today's class, *etc.* Among them, class subject and goal are the most important section, indicating what teacher will teach in the class and whole class should learn for designated class time. As shown in Table 2 class subjects and goals are closely related. In most of participant's TLP, they describe these two sections with the same or very similar expression with same vocabularies. However the noticeable point is if class subject is focusing on elements of musical activities, class goal is more for understanding or elements involved more with cognitive centered knowledge. In above chart, core elements are indicating this and divided in categories of the national curriculum. However in 15 participant's TLP, there isn't any indication of the difference and almost all participants is using the same or very similar sentences for both of these sections. This will be another interesting point to know on their recognition of these two sections difference or not, when they prepare for the plan.

Table 3. Class Strategy Elements in TLP

Grade	Activity Form	Purpose of Learning Strategy	Applied Class Model
4 th	Individual	Voluntary and uniqueness	Expression focused learning model
	Group	Susceptibility	Singing focused activity model
	All Class	Understanding multi-cultural character	Singing focused activity model
	Group	Creativity/Improvisation	Dalcroze method
	Group	Musical	General learning model
2 nd	All Class/individual	Learning a technique	Expression focused activity model
	Individual/group	Conceptual learning through playing	Expression focused activity model
	Individual/group	Expressing	Singing focused activity model
	Individual/All	Musical susceptibility	Expression playing model
3 rd	Individual/Group	Creativity	Creativity learning model
	All Class/Group	Learning a musical concept and technique	Singing focused learning model
	All Class/Group	Musical susceptibility	Expression playing model
5 th	All Class	Musical susceptibility	Singing focused learning model
	-	Learning musical elements	Singing focused learning model
6 th	All Class	Knowing a musical concept elements	Understanding focused learning model

4.1.2. Class Strategy: Class strategy of this research means teacher's choice on learning activities, learning tools and materials, and class models if applicable. These are all matters on pedagogical methods by teachers. Among these, specially needs on class models were high and considered by pre-service teachers very important aspects in TLP. Charted summary on participant's class strategy is presented in Table 3.

In Table 3 a section of 'purpose of learning strategy' is an indication of teacher's implied intention in choice of class strategies in TLP. In other word, this can be the real teaching purpose and the reason of teacher's choice of activities and class models, however it is not described in TLP and all terms can be found in the national curriculum in music.

4.2. Class Performance

In a process of class preparation, making a class plan is the most important priority. Just like in a class plan, planned schedule roles as a key factor in class performance. How well a teacher can keep up with his/her own class plan in time and in using class materials, and so on, is a crucial point to evaluate a teacher's performance whether it has been successful or not.

4.2.1. Teacher Interpretation: Content knowledge, like a class subject and a class goal, should be digested by teachers before it transforms to an action during class. This process of digestion by teachers is a teacher interpretation. This is a basic idea of teacher's reconstructing a curriculum, or curriculum literacy. Teacher interpretation of class contents is to know what level it is and where it belongs in curriculum. Just like the idea that teacher should know about what they teach, they should know about the curriculum, which class contents originated from. Only after a proper interpretation, thoughts become possibly into an action. For this, understanding about the national curriculum in music in Korea is necessary. The national curriculum in music divided into three sections; expression, music appreciation, and life experience. In 'expression' category, it includes a conceptual understanding and knowledge related to music. Music theory and a history of music, proper level for elementary students, are in this category. Music appreciation is, as a word representing, a way of appreciating music; listening can be the main activity and also playing, singing, performing, making music are all in this category, as long as students are appreciating and enjoying what they are destined to do. Music is one of the hardest subjects to 'evaluate' in educational system. Think about this! How can you measure appreciation in music and assess it as a number? Even though evaluation in education serves many positive purposes, still this isn't enough. 'Life experience' is for an emphasis on experience of students itself, so music can be more than a simple score to be presented in a score board. Each section in these has its own detail contents, including an assessment level of achievement. Detail contents in each category are music elements which can be presented as a goal of a class and organized according to a grade system in Korea. What is in the national curriculum in music is different from what is used for a teacher's class performance. In curriculum, only indication of content knowledge in music can be found. There is no suggestion of actual approaching method for a class. Curriculum offers only a foundation and information as a guideline. In participant's teaching performance, there is no indication of any teacher interpretation of curriculum. Considering that these classes are all from their field training in teaching, teacher interpretation from what has been suggested as a guideline as curriculum to what they prepared for a class should be a core idea in training. For instance, 'core elements' in table 2. and 'purpose of learning strategy' in Table 3 can be a teacher interpretation. If 'learning to sing' is suggested as a class subject, through singing activity, students can learn a musical concept of forte/piano. Then 'learning a musical concept' becomes a class goal. In order to teach effectively, teacher should know not just what is 'forte/piano' but also how to utilize 'singing' to help students learn. While doing this, students are not just learning a musical concept but also enjoying singing as a form of learning activity. To achieve this, teacher should be able to distinguish difference of elements in curriculum and interpret it into the class with flexibility. About teacher interpretation, ideal directions or approaching methods can be suggested, only after constant interest and research on this subject, and it will be valid when it comes from field experience and based on needs.

4.2.2. Class Practice: Class practice is a teacher's actual teaching performance, through his/her interpretation on class subject and content for efficient result on learning. All 15 participant's classes follow a linear time schedule, such as introduction, presentation, and development, then summary. In each class, teacher has his/her own detail way of proceeding to the next step. Besides this, class managing steps can be generalized and each step has own function and character; when class starts, teacher usually writes down the class goal on board before or at the beginning of the class. Teacher instructs to the whole class to read out loud what is written on board. Or teacher reminds the class about the subject they learned a class before. These steps connect to so-called activating of motivation. These steps

are usually happening during an introduction of the class. After introduction, in music class, usually learning activities are followed. This is one of unique characters of music classes. Learning activities are important part in music classes, and usually 2 or 3 consecutive activities are presented. These activities can be connected in contents or individually each activity carries its own purpose. In elementary music class, teachers do not spend much time to explain a concept or subject knowledge. Rather than to do this, in most of a class time, teacher encourages and tries to make a whole class involve to 'do something'. In many cases, class subject or goal in music class is 'doing something'; singing a song, or playing a such and such instrument, and so on. Much important as it is, teacher's ideas and thoughts, appearing in class practice, are very fresh and creative. Below is from teacher K's actual class recordings and a part of written down of a class conversation.

A class of teacher K:

Class subject is 'distinguishing between high tones and low tones in songs, while singing'.

Class goal is 'learning a song and expressing pitches physically while singing'.

Teacher appears, wearing a mask of a bird with a protruding beak on it.

Teacher K: I am a skylark. Do you want to hear my day?

Students: Yes!!!

Teacher K: (sing a song from the music text book, which a class should learn today and moving along with a text of a song just like in mono-drama) Did you all see a skylark coming into our class?

Students: Yes!!!

Teacher K: today we will learn about a skylark song...

K teacher didn't explain a concept on music pitches, which was a class subject of today. She was showing to the whole class what should be coming and done, playing a mono drama. This means teacher was focusing on activity rather than explaining in words. This mono drama was a part of 'activating of motivation' and it connected to the next activity she planned to do very smoothly. Since the class goal was 'learning a song and expressing pitches physically while singing', her introduction served all by showing her own example. A protruding beak was good enough to get the attention of a whole class as soon she appears, and then while her singing of a song of skylark, she played along with a text of a song. While pitches were ascending, she placed her body higher and when it was descending, placed along the pitches and lower. Her first learning activity was a 'singing a skylark song'. This should be followed by the second activity, which was a physical motion on student's liberty while they were singing. The third, which was the last activity of her class, was a student group competition and a peer-evaluation on each group's rendition. K teacher's mono drama actually showed a whole class plan and at the same time, getting an attention of a whole class. In elementary level of education, showing and presenting an example is very powerful and instant in getting a result. However it should be considered carefully not to become only one correct answer, restricting student's freedom and creativity. In K teacher's class, when students were asked to express a song physically, whole class was mimicking what they have shown at the beginning. Free expression became to a pre-meditated group dancing.

Class practice in elementary music means almost all learning activities. So teaching music in elementary schools means how well planned and efficiently done in learning activities during class, without losing students attention within a scheduled time frame. Teacher's creativity and uniqueness is encouraging in utilizing contents of teacher interpretation. This comes from an actual need of teaching and that much is susceptible to utilize into another form of realization. While teacher's endeavor on making various

channels for class practice and realization is practice, teaching has its own character and color to deliver. Class materials and tools can be shared and even ideas are shared through PLC (professional learning community) or other forms of communities, teaching is a teacher's own territory, having uniqueness upon teachers. Therefore what is showing in class practice in here can be a positive aspect on potential of future improving on teacher's literacy on curriculum.

Current class practice happening in a classroom strongly depends on faithful performance, given to teachers-even though class planning is made by teachers themselves, it becomes another boundary to keep in. Teacher performance, class content interpretation and teaching practice, should not be limited or set any boundary to keep. In teaching, teacher should be flexible even from his/her own plan. So adaptability and flexibility of teachers in managing classes and teaching can be served as a real teacher's right in classroom conducting, and at the same time it helps to improve a quality of a class in general.

5. Summary

A purpose of this action research is to know how pre-service teachers understand and construct a curriculum for their class teaching. Based on data from analyzing teacher's class plans (Jidoahn) and class recordings, action research has been chosen for the purpose. Focus of this research is not in criticizing a current situation of classes, but rather is in diagnosis on a present circumstance how music class is. Knowing can be a first step to see and judge for understanding a real voice from the field, and based on this, something can be done better than it is now. This research focuses on finding and exploring possibility and potential on pre-service teacher's classes, based on curriculum literacy. Curriculum usually means in Korea the national level of curriculum. So 'curriculum literacy' can be understood simply by the ability to understand a given curriculum for teaching. However understanding can mean nothing, if it is not getting into an action for result. Through this research, we can try to make this definition finer and more valid for a class, so it can be accessible and easy to grasp and utilize anytime it is necessary. Only then curriculum serves a real purpose of its existence in any levels. Through the result, we know most of pre-service teachers are faithfully following what was given to them, whether that comes from a person or a textbook or rarely a curriculum. It is especially true for a class subject and a goal in their TLP. Most of them didn't even think to alter or change an order of class contents, even though it was desperately needed while they were teaching. Here necessity came from several situations, like too difficult activity has been planned for students, or misplaced of learning activities in order of plan, or miscalculated a time schedule for a class, etc. Actual class situation needs to be amended and get changed. However those were a rare case in participant's classes. Even the most carefully made plan can't be perfect at all times. Pre-service teacher's field training is affected by 'Dannim' who is responsible for an assigned class of pre-service teachers, and usually he/she has experienced more than a couple of years in teaching. In almost all cases, 'Dannim' is responsible to give an instruction and to make an actual training schedule for pre-service teachers. They are the first hand. Therefore classes by pre-service teachers are reflection of the field class in certain level.

In class teaching, pre-service teachers evaluated their class performance depending on how faithfully they completed a pre-planned schedule. As mentioned above, as a part of an introduction, teachers let the whole class read out loud a class subject and a goal. However reading this is simply one of the many steps to follow, and that doesn't mean any further; even though something in plan doesn't fit well to complete a class goal or a subject during class, nothing is changed. In a music class, learning activities are considered the most important parts. Most of time in a class spent doing activities, so whether all activities are completed within a planned time frame or not is a key factor of a successful class performance by participants. Based on given curriculum, teachers make a

plan of their classes. Then for teaching, a plan needs to be adjusted, such as reconstructing, reorganizing or sometimes omitting something from a plan. If this is considered as a first step for teacher interpretation on curriculum, pre-service teachers rarely do this.

Neither textbook is an almighty principle, nor is a curriculum a sanctuary not to be intruded. In order to maximize learner's right and at the same time, efficient practice of teacher's autonomy in profession, curriculum professionalism conducted by teachers and their understanding in action can't be emphasized enough. This research is only a primary step to achieve a goal on development of teacher's professionalism. Constant interest and devotion in this newly expanded area are crucial to get a result of anything already started.

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