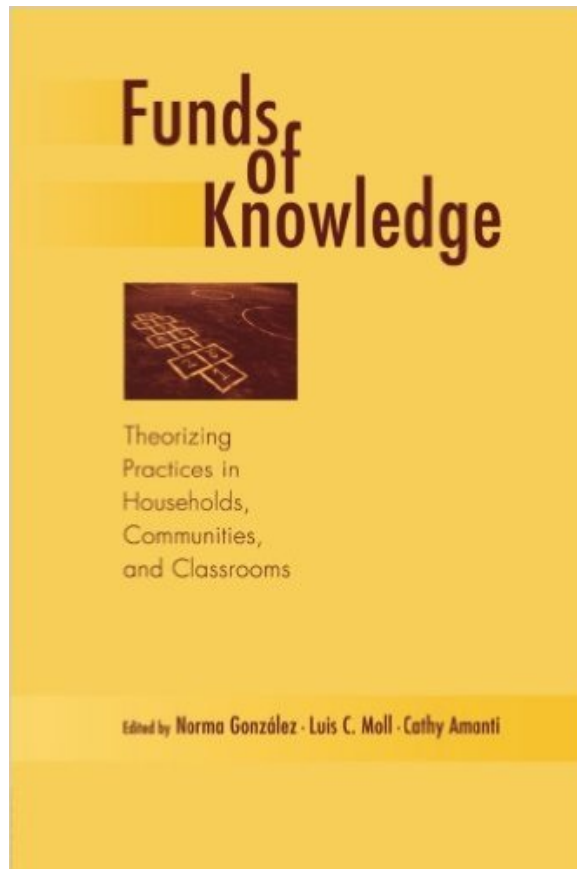




Developmental Considerations

Implications for
Learning



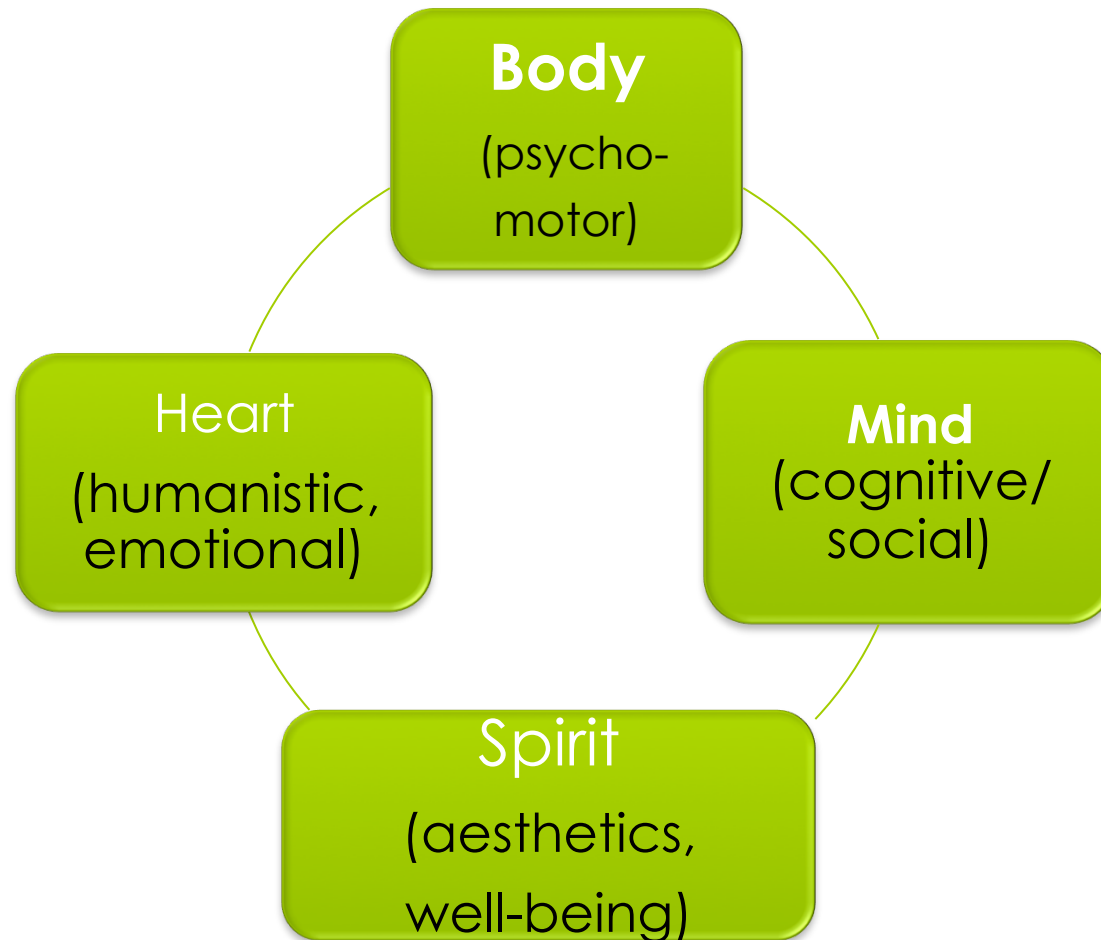
“... the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.”

Moll et al., 2001, p. 133

Funds of knowledge (Moll et al, 2001)

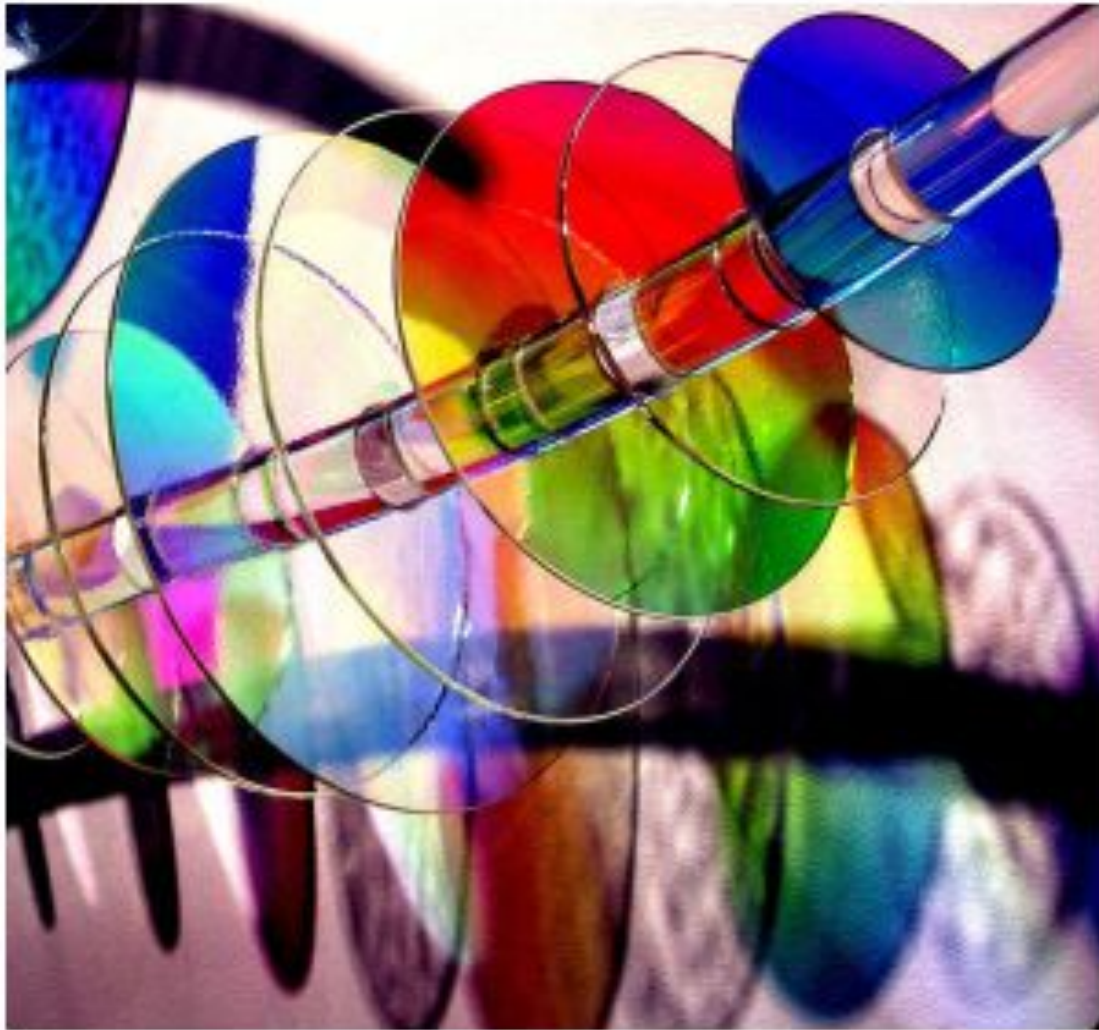
- the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133).
- **Teachers:**
 - new role as **learner**
 - **come to know** their students and the families of their students
 - begin to see that the households contain **rich cultural and cognitive resources**
 - resources can and should be **used to provide culturally responsive and meaningful lessons** that tap into students' prior knowledge.
 - Information that teachers learn about their students in this process is considered the student's **funds of knowledge**

Bio-psycho-social-spiritual model



National Wellness Institute





Different ways of looking at & theorizing child development

- Behavioral (Skinner, Thorndike)
- Cognitive (**Piaget**, Bruner, **Bloom**)
- Moral (**Kohlberg**)
- Social-Emotional (**Maslow**)
- Social-cognitive (Bandura)
- Learning Style (**Gardner**, Myers-Briggs)

Four Principles of Child Development (Wood)

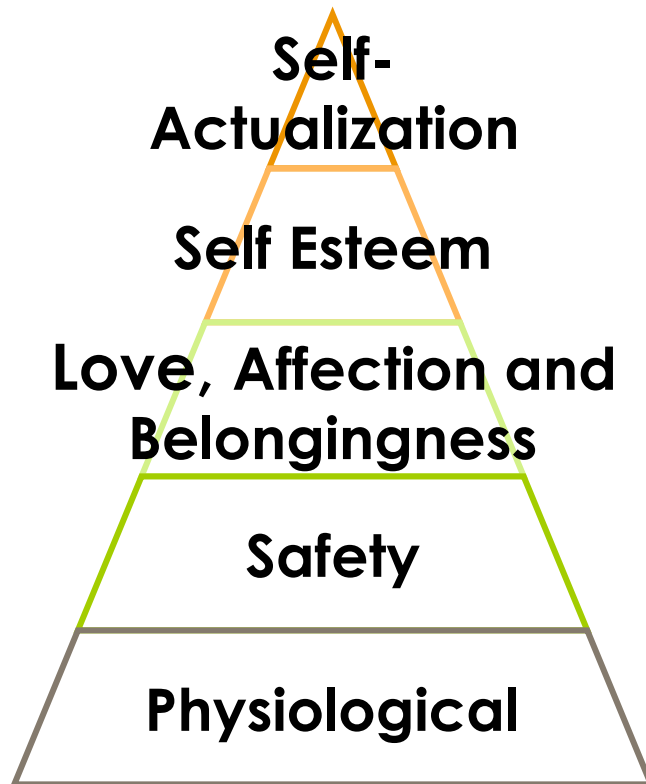
- Reasonably predictable patterns
- Patterns in similar order, but not rate
- Diversity in aspects of development
- Growth is uneven

* social/cultural/personality influence

Piaget, Kohlberg, Maslow, Bloom

- What **aspect of child development** is the psychologist working with? (social, emotional, moral etc.)
- Identify **3 ideas that are key** to understanding the theory.
- Apply these ideas to the classroom - come up with **2 ways** in which they can be useful to the music teacher.

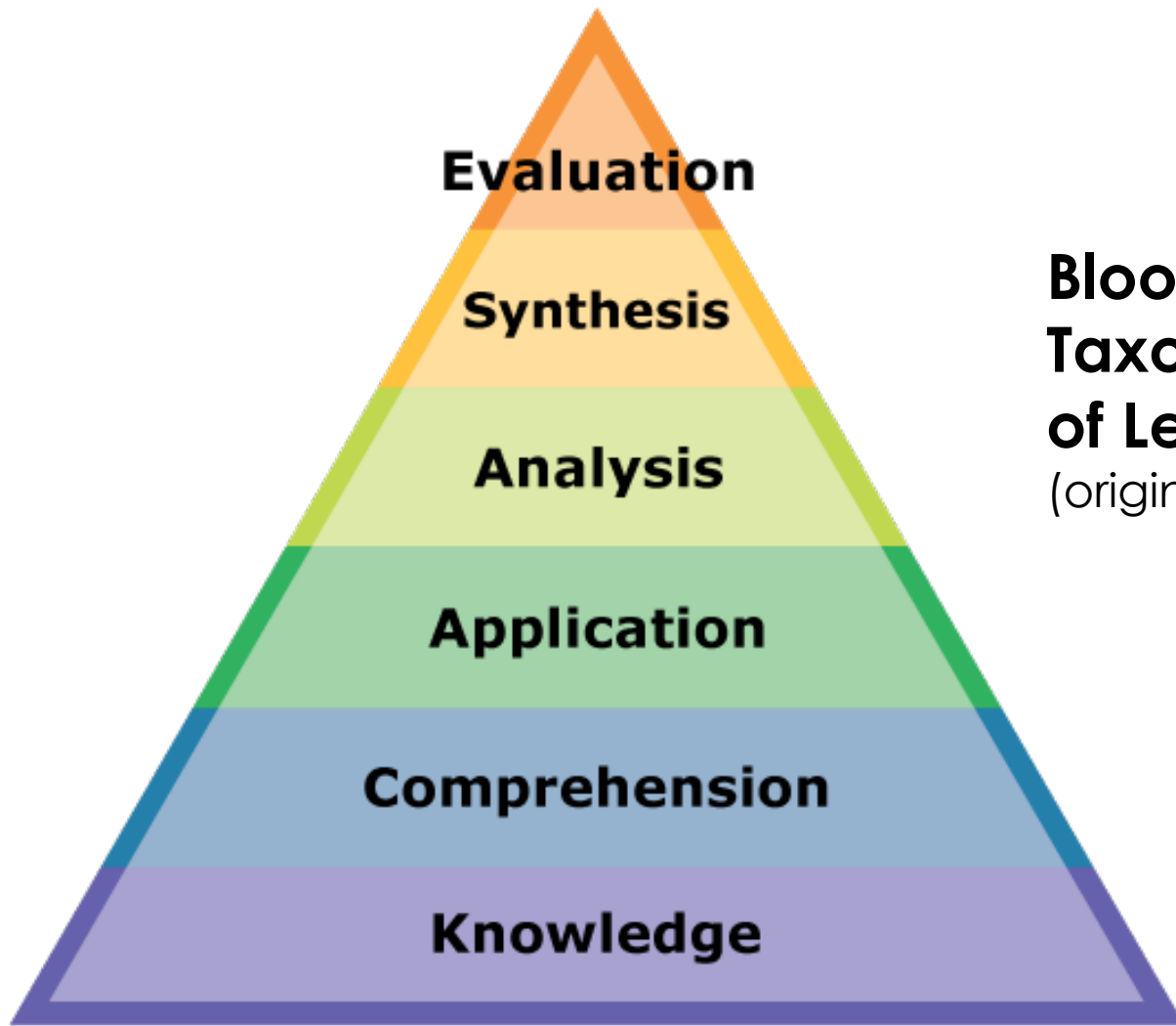
Maslow's 'Hierarchy of Needs'



- Holistic view
- Individual
- Focus on growth
- Self-actualization

“... to become everything that one is capable of becoming.”

Maslow, 1943, p. 382



**Bloom's
Taxonomy
of Learning**
(original)

1956

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

Noun

2001

Create

Evaluate

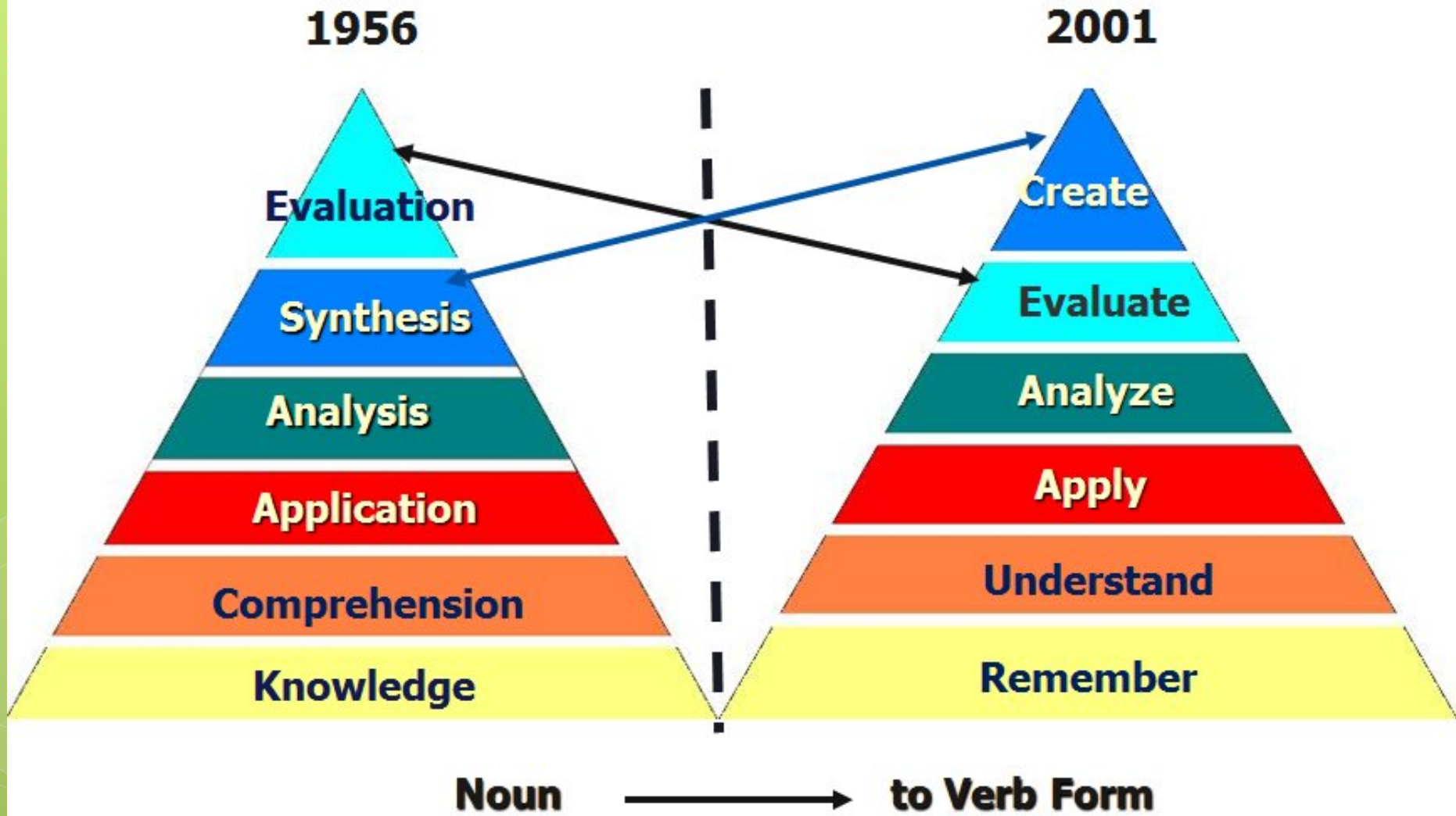
Analyze

Apply

Understand

Remember

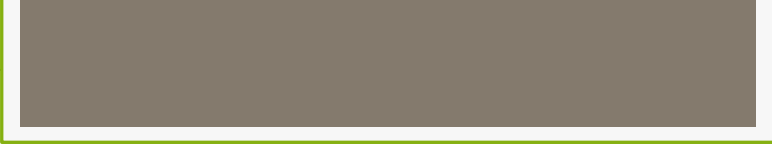
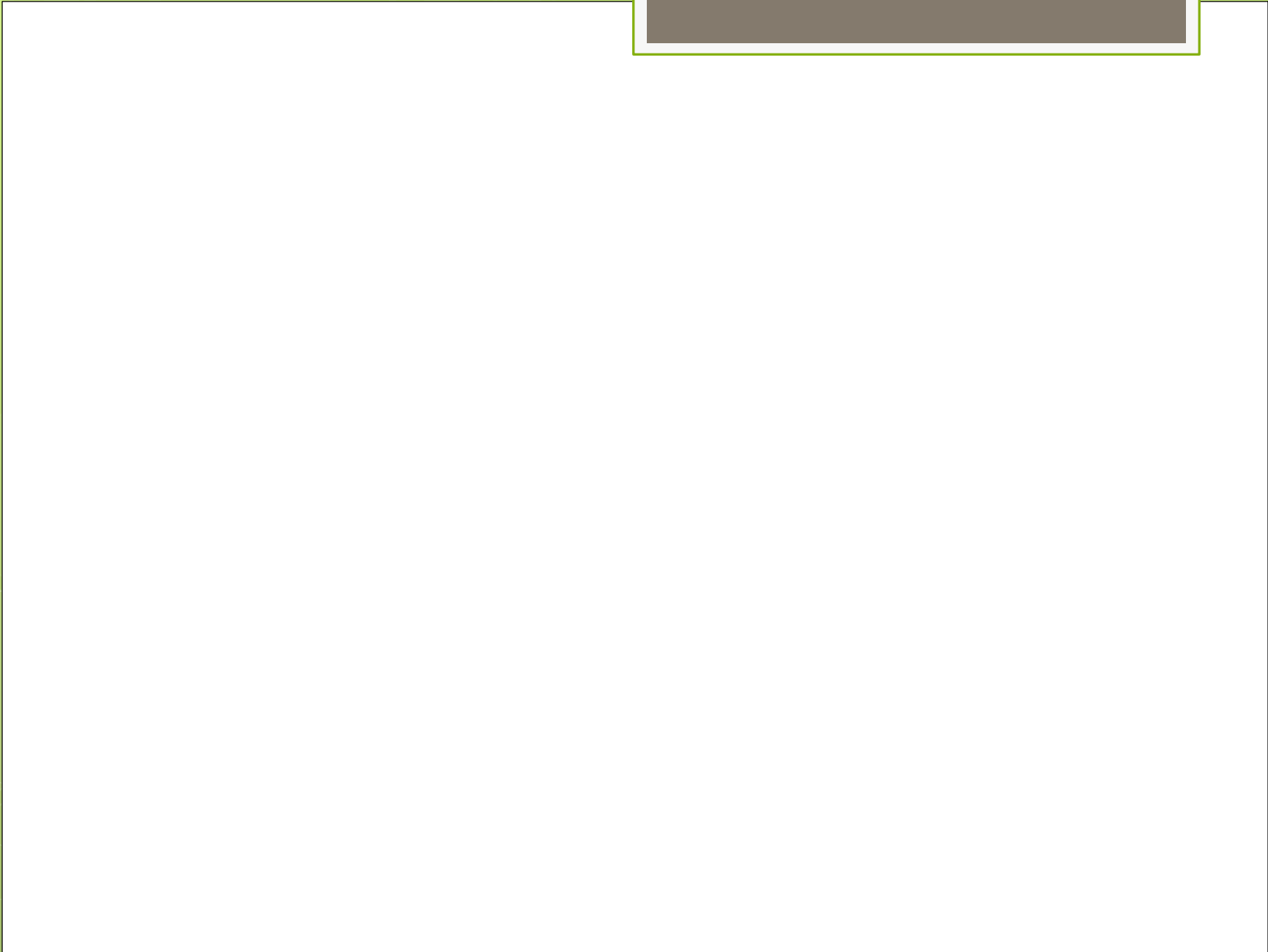
to Verb Form





Linguistic Logical-
Math. Spatial Musical Bodily/
Kines-
thetic Inter-
personal Intra-
personal

Howard Gardner, *Frames of Mind*



P. Bourne, “Bringing Heart Inside the Music Classroom”

- What students may lack:
- What teachers/schools can model:

Do you agree with the author's view of children today?

“Looks like, sounds like, feels like”

- Come up with scenario like the one on p. 75

Examples:

- Setting up students at instruments
- Bringing students from a circle to a position for a singing game
- Creating groups for an activity
- Listening to a piece of music

Cases – what's the rule?

- Sixth grade
- Derek
- Chorus rehearsal
- Peg
- Flat class
- Alex

Of myths, mountains and magic

- Which mythical statement do you identify with (if any)? Change it to make it more realistic.
- Which “classroom mountain” are you most anxious about? What kinds of preparation and experience will likely help you conquer it?
- Which 2 “Magical” statements are most important to you? What does that say about your values?