

The Role of Student Culture in Beginning Music Teachers' Instruction in Urban School Settings

Authors : Kiana Williams

Abstract : The purpose of this case study was to examine beginning music teachers' perspectives of cultural relevance in relation to music instruction in urban school settings within a large Southwestern city. Research questions focused on the role of student culture in beginning music teachers' instruction. Data were collected based on Seidman's (2013) three interview series, consisting of audio recordings from two semi-structured individual interviews for each participant, a 15-20-minute video recording from each participant teaching in their classroom, and an audio recording of one focus group interview. Participants included three beginning music teachers currently employed in urban schools in a major metropolitan city in the Southern United States. In this study, a teacher was considered a beginning teacher if they had zero to three years of experience teaching music in urban school settings. The results revealed three broad themes related to connectivity and relatability, concerts, and differentiated instruction. Implications for current music educators as well as music teacher educators in higher education are included in this study. Further research should consider examining the effect of culturally relevant pedagogy on student retention in urban school music programs.

Keywords : culture, instruction, music, pedagogy, teacher, urban

Conference Title : ICME 2021 : International Conference on Music Education

Conference Location : New York, United States

Conference Dates : June 03-04, 2021