Music Objectives Planning in Prevailing Psychomotor Domain

Abstract

The paper presents the results of a study in which we analysed planning of musical objectives in the psychomotor domain prepared by 372 Slovenian general education teachers. The research results showed high share of objectives pertaining to the taxonomy category of speech behaviours, which was followed by the categories of gross bodily movements, finely coordinated movements and non-verbal communication. The above facts confirm that music objectives can be classified in the prevailing psychomotor domain and show the utilization of a chosen taxonomy model. The research results also indicate that Slovenian general education teachers are aware of the need for active approaches to music teaching although they pay less attention to music objectives planning in the category of non-verbal communication which exceeds the mere use of words and represents the basis for contemporary approach of music teaching through musical doing and making.

Keywords: music education, music objectives, lesson plan, primary school, psychomotor learning domain

Introduction

In pursuit of a quality music education the teacher is faced with the question of what musical knowledge and skills enable higher quality of music teaching/learning and how to achieve that.

In line with process-objective curriculum guidelines and the humanistic-constructivist paradigm, we talk about holistic learning which presupposes a balanced