



## Comprehensive Musicianship to the National Core Arts: Tracing Music Education Standards

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Abstract:

The Comprehensive Musicianship movement of the 1960s and 70s brought attention and change to relevant issues in music education at all education levels across the country. Though the Comprehensive Musicianship name has faded from most programs and literature, its influence still resonates within the 1994 National Standards for Music Education and the 2014 National Core Arts Standards. The Comprehensive Musicianship movement, along with being the subject of research, resulted in a number of curriculum projects, seminars, symposia, texts, and teaching materials. The 1971 Symposium on Evaluation of Comprehensive Musicianship resulted in a set of competencies for all K-12 music education programs that could be interpreted as an initial step toward the development of a set of national standards. The purpose of this research was to explore the Comprehensive Musicianship movement and competencies as an underpinning for the 1994 and 2014 standards, then analyze emerging trends.

*Presented at the 2018 Pennsylvania Music Educators Association Annual Conference – Lancaster, PA on April 19, 2018*

### *Applications to Teaching*

- Music educators have often been critical of the strong focus on performing and creating. Despite the Comprehensive Musicianship movement working to bridge the disconnect between musicianship roles and listenership roles, it has taken decades for written guidance to achieve a stronger and explicit balance of these roles in the newest music education standards.
- Performances and composed works should be informed, refined, analyzed, interpreted, and developed – rather than merely rehearsed or created for a performance.
- Higher order thinking skills were previously missing from musicianship roles in music education standards. The National Core Arts Standards include higher order thinking in all standards.
- Overall, the National Core Arts Standards are more balanced in quantity of musicianship vs. listenership roles, though they sacrificed specific musical language as they qualify for numerous forms of the arts.