

Analysis of 2015 Revised Music Curriculum in Korea

Jihyun Park ^{1*}

¹ Associate Professor, Dept. of Music Education, Gwangju National University of Education; jhp@gnue.ac.kr
*Correspondence: jhp@gnue.ac.kr; Tel.: +82-62-520-4178

Abstract: (1) Background: In order to improve the current curriculum, comparative studies with other curriculums are needed. This study aims to analyze the content of the 2015 revised music curriculum; (2) Methods: Research methods include documentary research and Delphi research; (3) Results: In the music curriculum, there were many contents related to music appreciation, and it was shown that Korean music was emphasized, on the other hand, it has been found that content such as the influence of music, or social phenomena that may be related to a wide range of music content, is less.; and (4) Conclusions: Various musical cultures should be presented in the music curriculum and ethical content added, and music culture contribution, thinking ability and competency-oriented education should be pursued.

Keywords: Curriculum; Music Curriculum; Content

1. Introduction

The music curriculum includes goals, content, methods and assessments for school music education [1] and is the most important foundation in music education. The curriculum has undergone various changes depending on educational values or social context. In 2015, the Korean Ministry of Education revised the music curriculum to contain a new educational trend. This curriculum has evolved more than ever in that it includes recent global education issues such as core competency building and understanding of key concepts. However, there are still limitations in actuality and application in the school field [2,3]. In addition, a new curriculum study [4,5] is being conducted as an international trend in the OECD. Therefore, it is necessary to examine how the content of the Korean music curriculum is consistent with this international trend.

In this regard, it is necessary to study the problems of the current music curriculum revised in 2015 and what needs to be improved in the future. So far, many studies have been conducted to analyze the curriculum that was revised in 2015 in the field of music education [6,7], but there are limitations in giving concrete implications because studies have been conducted in too macroscopic terms. Therefore, it is necessary to analyze the curriculum contents from a more detailed perspective.

In addition, the OECD, which has a great influence on improving curriculum worldwide, has been conducting various studies focusing on curriculum change and content composition from 2015 to present [8,9]. Since the OECD's music curriculum research includes trends in music education in various countries, it is necessary to reconsider the direction of music education in Korea by comparing this OECD study with the current Korean music curriculum.

Therefore, this study aims to analyze in more detail the contents of the 2015 revised music curriculum. It is also to suggest improvements that will be needed in future revisions to the new music curriculum.

2. Materials and Methods

Two research methods were used to achieve the purpose of this study. That is, documentary research and Delphi research. First, documentary research was used to analyze the contents of the music curriculum. The first comparison criterion is Korea's previous curriculum, the 2009 revised music curriculum [10], and the second comparison criterion is the recently studied OECD music content [11]. That is, the contents of the 2015 revised curriculum [12] were analyzed based on the comparison.

In addition, Delphi surveys were conducted for music education experts and music teachers. A total of 20 subjects who have been engaged in music education for more than 10 years and voluntarily participated in the Delphi survey of this study. The Delphi survey was conducted twice in a month. The first Delphi survey reviewed the main content of the Korean music curriculum and future directions for improvement. Based on major improvements in the results of the first Delphi and documentary research, the second Delphi survey collected answers to what was most needed to improve the music curriculum. Each question was composed of 5 questions, and it was written in a subjective way. In addition, major improvement measures were checked on a 5-point Likert scale.

3. Results

The main research results are as follows.

3.1. Analysis Result Through Comparison with 2009 Revised Music Curriculum

3.1.1. Comparative Analysis of 2009 and 2015 Revised Music Curriculum: Elementary School

First, the results of elementary school curriculum analysis. First, in the area of expression and appreciation, there is no addition or subtraction in the content, but it can be confirmed that the arrangement of the content is different in the document system. The reason is that in the 2009 revised curriculum, the content system of the elementary 3rd graders was the same and the hierarchies were revealed in the achievement standards of the 3rd and 5th graders. Because I wanted to reveal the difference. Accordingly, the items presented in the existing achievement standard level were specified by moving to the content system level in 2015. Also, if you look at the content system comparison table and the achievement standard comparison table together, the contents of 'expressed music such as situations and stories' presented in the 3rd-4th grade in the 2009 revision moved to the 3rd-4th grade listening area in the 2015 revision. It can be seen that the area name according to has been changed. However, all of the above contents are different in arrangement, but there is no addition or subtraction in contents.

Second, compared to the content of expression and appreciation, it can be seen that the extent of change is relatively large in the area of life. A more detailed comparison needs to be looked at in conjunction with the performance criteria comparison table presented below. In the 2009 revision, it was a statement that enjoyed, found, used, and talked about music in life, but in the 2015 revision, it was described as more specific contents such as using it for play, participating in events, and finding and presenting music cultural heritage. This can be seen as an addition to the contents in the curriculum document, but considering that the actual life education is made of these contents, it is more appropriate to view it as the aspect of improving the specificity of the contents.

In short, although there are some changes in terms of the arrangement of contents in each area such as expression, appreciation, and life, and the specificity of technology, it can be seen that the extent of change to the contents itself is not large.

A comparative analysis of the achievement standards between the 2009 and 2015 revision curriculum reveals the following characteristics. First, although the achievement standards in the expression and appreciation areas are generally maintained, expressions related to learning methods, not content, or specific music format names have been deleted. In other words, learning method expressions such as 'to memorize the music alone or to many' and 'song songs, folk songs, labor songs, play songs, dance songs, and marching songs' have been deleted. However, the content following these deleted expressions remains the same. Therefore, it would be more appropriate to interpret this as to secure diversity in the school field by weakening the specificity of the achievement standard statement rather than deleting the achievement standard itself.

Second, the achievement standard of 'Can express a situation or a story with various sounds' in the 2009 revised expression area was expressed in 2015 ('Explore the surrounding sound and express it in various ways') and appreciation ('Situation or story, etc.) After hearing the expressed music, the feelings are announced'), and it was expanded.

Third, it can be seen that the area of lifeization has been described more practically by improving the specificity as suggested in the analysis of the change of the previous content elements.

3.1.2. Comparative Analysis of 2009 and 2015 Revised Music Curriculum: Middle school

Next is the result of analyzing the contents of the middle school curriculum. This big direction is similar for both curriculums, but some differences are found in the following: The reason is that, like elementary, the 2009 revision curriculum mainly took the method of revealing hierarchies at the level of achievement standards, whereas the 2015 revision curriculum tried to reveal the hierarchy and differences in content elements. So, comparing only the content elements, it seems that there is quite a change in the content between the 2009 revision and the 2015 revision, but it is not so, and it can be seen that the content presented in the existing achievement criteria is only presented at the content element level. The three areas are as follows.

First, there was no added or subtracted content in the expression area.

Second, it was confirmed that the existing contents remained in the appreciation area, but more detailed and diverse perspectives were presented and emphasized.

Third, it can be seen that one content was newly added while the existing content remained the same. In other words, the attitude of enjoying music is 'music and events', and the recognition of the value of our music is 'Korean traditional music in the world'. However, the most remarkable change is the addition of "music and industry".

The contents between the 2009 and 2015 revisions will be analyzed in more detail. First, in the expression area, certain types of music, such as artist songs, folk songs, pansori, and the first chapters of song songs, appear to have been deleted from the 2015 revised achievement standards. Also, it seems that the achievement standards of making background music suitable for various arts and making simple melodies according to given conditions seem to have been deleted, and this also suggests the achievement criteria of 'making simple music works according to given conditions' that can cover this content. It is for sake.

In other words, in the expression area, although some details were deleted on the surface, it is reasonable to consider that the content was not actually deleted, but rather, it was suggested by strengthening the curriculum document in order to secure diversity of music contents. In other words, the contents of the curriculum for the expression area have been comprehensively and intensified, but the contents of the 2009 revised curriculum were not deleted or deleted.

Second, in the appreciation area, a reference to the form of performance appeared in 2015. In the previous revision of 2009, the performance type was not specified, but in the 2015 revision, it can be seen that the performance type of music is more emphasized. Of course, in the actual class, although it is common to enjoy various types of music in the past, it can be seen that there is some emphasis in that it is specified as the content element and achievement standard in the curriculum. In 2009, most of the contents related to the "age", such as the music of various ages and the use of music in the modern society, were mostly presented in 2015, but the aspect of the "cultural background" was also presented outside the various periods. In other words, in 2015, it is emphasized that appreciation activities are conducted from different perspectives, such as various times, history, and cultural backgrounds. In short, rather than adding completely new content in the field of appreciation, it can be seen that more diverse perspectives and content were explicitly presented and emphasized and deepened.

Third, in the area of daily life, two achievement standards in the 2009 revision were maintained as they were in 2015, and one new achievement criterion was added. First, if you look at the achievement standards that have been maintained, it is music and events that have an attitude of enjoying music, and the recognition of the value of our music is a Korean traditional music in the world. Meanwhile, the music and industry showed that content elements and achievement standards were newly added.

As described above, the newly added achievement standards in the 2015 revised curriculum are as follows. However, the achievement standard of the next appreciation area is more advanced and extended, and it is limited to see it as a completely new achievement standard. On the other hand, the achievement standard of the lifeization area can be regarded as a newly added achievement standard unlike appreciation.

3.1.3. Comparative Analysis of 2009 and 2015 Revised Music Curriculum: High School

Lastly, it is the result of analyzing the contents of the high school curriculum.

The 2015 revised high school music and curriculum is very difficult to compare with the 2009 revised curriculum. The 2009 revised music and curriculum was developed separately from the common curriculum for elementary and junior high schools, but lacks the content linkage with the common curriculum, but the 2015 revised music and curriculum was developed with the content linkage of the elementary, middle, and high school curriculum in mind. Became. In this regard, there is a considerable difficulty in comparing the two curriculums. Despite these limitations, the characteristic changes are summarized as follows.

First, the system of content domain has changed. It can be seen that in 2015, it takes the domain of expression, appreciation, and life as in elementary / middle school, and content is presented in terms of linkage and hierarchies with elementary / middle school content elements.

Second, all areas and elements have been added and deleted, except for the contents of 'the composition of music (components and principles)', 'the diversity of music (various types of music)' and 'the joy of expression'. In relation to elementary and junior high school content areas, content that is more directly related to music such as 'posture and performance method', 'music and events', 'music and profession', and 'succession and development of Korean traditional music' has been added to the high school content area. Meanwhile, the contents related to music, such as "the influence of music", "music as a social phenomenon," and "music of the global community," that were presented in 2009, were deleted.

As discussed in the analysis of changes in content elements, the components of music, the diversity of music, and the expression-related parts are still intact in the 2015 revision. However, if you look at the details, you can see that it is very modified. In some cases, these achievement criteria are also large enough to be changed to be newly added or deleted.

First, in the case of music components, in 2009, if the level of understanding and explaining elements was emphasized, in 2015, it emphasized that the elements can be expressed musically, such as singing, playing, and creating. Second, in the case of music diversity, contents that were described somewhat more specifically as 'musician's role', 'notation system', and 'creative method' are excluded in 2015 and are presented more comprehensively. Third, it can be seen that the expressions such as 'Introduction to Favorite Music' and 'Edit / Transform Music' are deleted and presented more comprehensively, such as creating, playing and singing.

Next, the criteria for achievement that have been deleted in 2009 are as follows. Depending on the actual class or textbook composition, the following may be included under various content elements such as various types of music, historical and cultural backgrounds of music, and music and events, music and professions in the area of life. However, it is not essential, and it is classified as deleted because it has relatively little relevance compared to the 2015 achievement standards specified in the curriculum.

Lastly, the newly added achievement standards in 2015 are as follows. The achievement standards added below are mainly added in terms of linkage and hierarchies with the elementary / middle school content system and achievement standards. 'Body expression', 'Posture and performance method', and 'Music and event' are the same achievement standards that are presented after elementary and junior high school, and 'Music and profession' are achievements that are presented following 'music and industry' of middle school. It is a standard. "The succession and development of Korean classical music" is the achievement standard presented on the continuous line of learning about Korean music that has been continuously presented in elementary and junior high schools.

3.2. Results of Analysis Through Comparison with OECD Music Content

The OECD Learning Framework asks, "What are the knowledge, skills, attitudes and values needed in a world where future students will live? What is an effective educational system to cultivate this knowledge, skill, attitude, and value?" In other words, it can be said that it has advanced from the previous project in that it intends not only to identify the capacity of the future society, but also to lay the foundation for the educational system that supports it. In this direction, the OECD has

transformed core foundations as well as 'creating new value', 'reconciling tensions and dilemmas', and 'taking responsibility'. It is important to suggest transformative competencies.

The results of the learning framework performed so far are as follows. The OECD Learning Framework is about knowledge, skills, attitudes and values that enable students who will live in the 2030s to realize their potential and “well-being” in their communities. This emphasizes being cultivated through cycles of anticipation, action, and reflection. This is described as 'the learning compass 2030' as shown in the following figure, which emphasizes that students guide and guide themselves in uncertain and unfamiliar situations.

The researcher compared and analyzed the music content of the recently proposed OECD study and the content of the music curriculum revised in 2015. There are a total of six pieces of music proposed by the OECD [13]: 1) Contributing cultural heritage to local musicians, composers and musicians recognized worldwide; 2) the history and knowledge of music, including major music styles and various composition styles; 3) Production and creative activities of musical works and performances of works composed for various purposes; 4) activities related to emotions and ideas expressed through music; 5) how to think and recognize like a musician, how music contributes to and relates to life; 6) The moral, ethical and legal issues of music (eg. copyright). <Table 1> shows the results of analyzing how much of the OECD music contents mentioned above are included in the Korean music curriculum.

Table 1. Results of Analysis of OECD Music Content Included in Korean Music Curriculum

	Contents	Ratio
1)	Contributing cultural heritage to local musicians, composers and musicians recognized worldwide	10%
2)	the history and knowledge of music, including major music styles and various composition styles	20%
3)	Production and creative activities of musical works and performances of works composed for various purposes	25%
4)	activities related to emotions and ideas expressed through music	5%
5)	how to think and recognize like a musician, how music contributes to and relates to life	39%
6)	The moral, ethical and legal issues of music	1%

3.3. Delphi Survey Results on Music Curriculum Improvements

Through the Delphi survey conducted by professors in music education and music teachers in the field, the contents of the music curriculum to be improved were examined.

As a result, first, beyond the excessive emphasis of Korean traditional music, the contribution of various musical cultural heritages should be presented (response mean = 4.8), second, the ethical issues surrounding music should be dealt with more in depth (response mean = 4.3), and third, the content for cultivating higher musical thinking should be supplemented (response mean = 3.9). And, fourth, content for realizing music appreciation in connection with everyday life is needed (response mean = 3.2).

4. Discussion

Based on the results of the above analysis, summary of the items to be improved in the Korean music curriculum is as follows.

First, the future music curriculum should include more diverse music and music cultures that exist around the world. It should also include information about the impact and contribution of such music. In this case, it is reasonable to organize the content at a higher level, so it is necessary to make it possible to closely examine the influence and contribution of music beyond the experience or presentation level of various music.

Second, the moral ethics of music, like copyright, must be added to the music curriculum. In today's world where music information is overflowing with diversity, students need to be able to apply the various moral problems surrounding music.

Third, creative music content such as ideas or reflections must be presented. In addition to activities such as singing or playing musical instruments, you can organize music content that you think and think about.

Fourth, the curriculum needs to be organized so that you can enjoy music in your life. In other words, depending on the situation, you should be able to enjoy a variety of music that is closely related to real life.

5. Conclusion

So far, the contents of the Korean music curriculum have been analyzed from various angles. Compared to the previous curriculum, we could see what needs to be improved. In the future, it is necessary to focus on international aspects and improve the curriculum. In other words, the OECD Education 2030 project, which the OECD is currently conducting, goes beyond presenting the core competencies suggested in the DeSeCo competency study in the early 2000s and presents various competencies such as transformative competencies to prepare for a changing society, and is also interested in the education system and environment surrounding the competencies. It was much more advanced than before. In the future, the curriculum in Korea will also be based on OECD research, but should be improved to a more improved music curriculum by adding Korean characteristics.

References

- [1] Ju, D. C. Trends and Challenges in Music Education Research; Hakjisa: Seoul, Korea, 2018.
- [2] Lee, K. H.; Kwak, Y. S.; Lee, S. M.; Choi, J. S. National Curriculum Initiative for Cultivation of Core Competencies for Future Society; Seoul, Korea, 2012.
- [3] Park J. H.; Yang, S. Y. The Development of a Textbook Model for Enhancing the Music Competency in the Music Curriculum. *Korean Journal of Research in Music Education*, Vol. 47, No. 1, pp.101-121, (2018)
- [4] Organization for Economic Co-operation and Development. CCM Draft Competencies Framework for Main Study. Unpublished manuscript; 2018a.
- [5] Organization for Economic Co-operation and Development. CCM Main Study: Revised Proposal for Curriculum Content Mapping. Unpublished manuscript; 2018b.
- [6] Yang, J. M. International Comparisons of Core Competence and Musical Competence: Korea, Japan, Singapore, the United Kingdom, and USA. *Korean Journal of Research in Music Education*, Vol.46, No.4, pp.77-103, (2017)
- [7] Song, J. H. A Study on the Music Subject Competency in the School Music Education. *Korean Journal of Research in Music Education*, Vol. 44, No. 4, pp.117-146, (2015)
- [8] Lee, M. K.; Seo, J. Y.; Lee, K. H.; Cho, S. M.; Kim, K. C.; Yoo, C. W.; Kim, J. Y.; Lee, J. J.; Lee, Y. J. OECD Education 2030 Curriculum Content Mapping Participation Study. Seoul, Korea, 2018.
- [9] Park, J. H. Comparative analysis of competencies presented in OECD education 2030 and 2015 revised music curriculum: Focusing on the degree of reflection of competency. *Korean Journal of Research in Music Education*, Vol. 28, No. 4, pp.163-183, (2019)
- [10] Ministry of Education. 2009 Revised Music Curriculum; Seoul, Korea, 2011.
- [11] Organization for Economic Co-operation and Development. CCM Draft Competencies Framework for Main Study. Unpublished manuscript; 2018a.
- [12] Ministry of Education. 2015 Revised Music Curriculum; Sejong, Korea, 2015.
- [13] Organization for Economic Co-operation and Development. CCM Main Study: Revised Proposal for Curriculum Content Mapping. Unpublished manuscript; 2018b.