

# The Learning Through Music Five Processes Framework

*To what extent are teaching and learning enhanced in any subject area by engaging in five cognitive processes authentic to comprehensive musical experience, study, and skill development?*

- **LISTEN** – perceive, pay attention, observe, discriminate, decipher . . .
- **QUESTION** – inquire, investigate, hypothesize, test, discover . . .
- **CREATE** – invent, improvise, produce, compose, transform . . .
- **PERFORM** – demonstrate, recite, practice, memorize, interpret, master skills . . .
- **REFLECT** – make connections, self-assess, set goals, plan, reconsider . . .



*The Learning Through Music 'Five Processes' Framework*

as a basis for a engaged learning across the curriculum. Framed as inquiry-based action research, a set of five musical learning processes served as a framework that guided the quality of curriculum and assessment of experiential learning in laboratory school programs. The guiding research question became: *To what extent is teaching and learning enhanced in any subject area by engaging—sequentially or simultaneously—five cognitive processes authentic to comprehensive musical experience, study, and skill development?*

At the CLCS, the LTM Five Processes Framework (above) served as a broad taxonomy for curriculum design, teaching, documentation and assessment of student work. The multiple descriptions of each category allow for its translation across domains and a greater inclusion of cognitive aspects of social-emotional development [see Scripp & Keppel, Eds.

JLTM II, 2003, Caryn Claar's Teacher Portfolio, "Five Processes at Work," for a more detailed description of the CLCS frameworks and examples of its application to academic and music-integration teacher practices].

## *The 'Shared Fundamental Concepts' Music-Integrated Teaching & Learning Framework*

Freely adapting Jeanne Bamberger's work with young children on music and science [Bamberger 2000], the Research Center sharpened the focus on strategies for exploring concepts shared between music and other disciplines [see chart below]. Framed as inquiry-based action research, a set of five musical learning processes served as a framework that guided the quality of curriculum and assessment of experiential learning in laboratory school programs. The guiding research question

became: *To what extent is music and music-integrated teaching and learning enhanced by the exploration of fundamental concepts, historical contexts, and representation systems shared across disciplines?*

The identification of fundamental concepts shared across domains has become a foundational element of music-integrated teaching and learning in NEC partnership laboratory school programs since 1998. In the CLCS-NEC partnership, these frameworks generated innumerable occasions for structuring interdisciplinary thematic units, academic enhancement lessons, assembly programs, and culminating events which eventually formed the basis for a 'scope and sequence' for the Learning Through Music Curriculum in the school. As broadly defined in the chart below, the understanding of common concepts, contexts, strategies, and procedures provide new benchmarks for teachers' and students'