

# Exploring the Improvement Direction by Analyzing the Degree of Change in the Composition of the Content of Korean National-Level Music Curriculum

Jihyun Park<sup>1</sup>

<sup>1</sup> Professor, Department of Music Education, Gwangju National University of Education, Korea, [jhp@gnue.ac.kr](mailto:jhp@gnue.ac.kr)

**Abstract:** This study was conducted to derive issues surrounding the 2015 revised music curriculum in Korea and propose a future-oriented music curriculum revision direction that can solve them. Using the content analysis and meta-analysis method, studies related to music curriculum in Korea and abroad were analyzed. According to the results of content analysis, issues and improvement directions in terms of the curriculum content and document system were suggested. First, in terms of the content of the curriculum, the main matters were derived with a focus on core competencies and subject competencies, goal setting, content system composition, teaching and learning and evaluation. Second, in the form of curriculum documents, major issues were reviewed with a focus on the linkage of documents, the linkage of competencies and contents, and the concreteness of the system. As a result of the analysis, the main issues were as follows: ambiguity in the role of competency, lack of musical characteristics, lack of thinking base, lack of practicality, and lack of school presence. In conclusion, improvement directions were suggested to further enhance the competencies of music subject, restructuring the area of music content, supplementing digital teaching and learning, and increasing the readability of documents.

**Keywords:** Music Curriculum, Improvement, Meta-analysis, Content, Document

## 1. Introduction

School music education in Korea has been conducted according to the national curriculum revised by the country. Since the first curriculum was revised and applied in the 1950s, the most recent curriculum was revised and applied in 2015. The curriculum revised in 2015 was improved to emphasize competency building and enhance student diversity and creativity[1]. In particular, competency development is the most important issue in the recent curriculum. This emphasizes the overall cultivation of various knowledge, skills, and attitudes required when living in a changing future society[2]. Self-management capabilities, community capabilities, aesthetic capabilities, information processing capabilities, and creativity-convergence capabilities are representative[3].

As such, the 2015 curriculum has been revised to cultivate learners' competencies and creativity, but there are still limitations in practical terms. For example, the difficulty in selecting the content and method for developing competency, and the lack of practicality in the format of the curriculum document are still challenges to be solved[4-6]. In particular, in recent years, the emphasis on distance classes or non-face-to-face classes by covid-19, etc., has accelerated the need for a new curriculum. In other words, the reality of the digital education situation, which has been referred to as education for future society, has increased[7][8]. Therefore, research on an improved curriculum is required to

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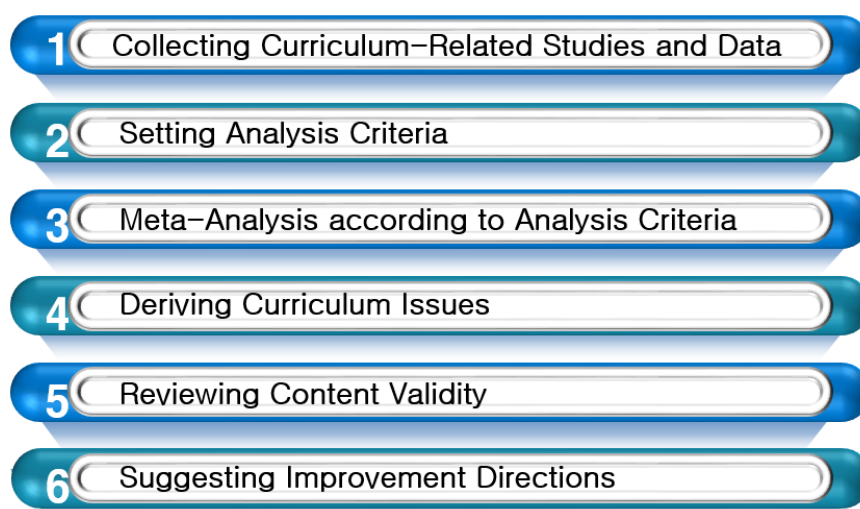
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reflect the rapidly changing society and educational situation.

In this regard, the purpose of this study is to propose possible contents of a new curriculum for future-oriented music education. The main contents of research for this are as follows. First, studies related to music curriculum conducted in Korea were meta-analyzed, and studies and data related to music curriculum conducted overseas were compared and analyzed. And the main issues in the current music curriculum in Korea were drawn, and improvement directions to solve these issues were proposed. These study is meaningful in that it provides practical help in revising the curriculum in the future, and in that it is possible to review the current state of education in Korea through comparison with overseas curriculums.

## 2. Research Method

In order to achieve the purpose of this study, the following research methods and procedures were carried out in [Fig. 1]. First, curriculum-related research and data were collected to establish analysis criteria. Researchers analyzed 95 research journals and papers, 32 reports, and 18 curriculum documents, which are materials conducted over the past five years after the revised curriculum was published in 2015. Data was meta-analyzed according to this analysis criterion, and through this, issues of the curriculum were derived. The analysis content was verified through a content validity analysis targeting 3 music education experts, and improvement directions were suggested based on the review results.



[Fig. 1] Main Research Content and Method

[Table 1] shows the criteria set for meta-analysis. Analysis criteria were set based on the curriculum document items consisting of goals, contents, methods, and evaluation, and viewpoints that have been analyzed most in curriculum studies. There are three main categories: 'content' that fills the curriculum, 'document format' as a way of organizing the curriculum, and 'theories and perspectives' that are the basis of the curriculum.

[Table 1] Criteria for Meta-analysis

Analysis criteria	Detailed items
Curriculum content	-Setting the direction, purpose and goal of music subject -Composition and relationship between core competencies and music subject competencies

	<ul style="list-style-type: none"> <li>-Content system items and content area composition</li> <li>-Achievement standards statement and composition, level of competency reflected in the achievement standards</li> <li>-Composition and diversity of teaching methods and evaluation</li> </ul>
Curriculum Document Format	<ul style="list-style-type: none"> <li>-Composition and degree of connection of chapters and items</li> <li>-The relationship between music curriculum documents and other documents</li> <li>-Formal composition of tables, pictures, icons, etc.</li> <li>-Degree of relevance between curriculum documents and school sites</li> </ul>
Curriculum theory	<ul style="list-style-type: none"> <li>-Major theories and issues related to the curriculum</li> <li>-Global trends and directions such as OECD</li> <li>-Perspectives of the composition of the curriculum content: personal and social, sensory-cognitive-expression, etc.</li> </ul>

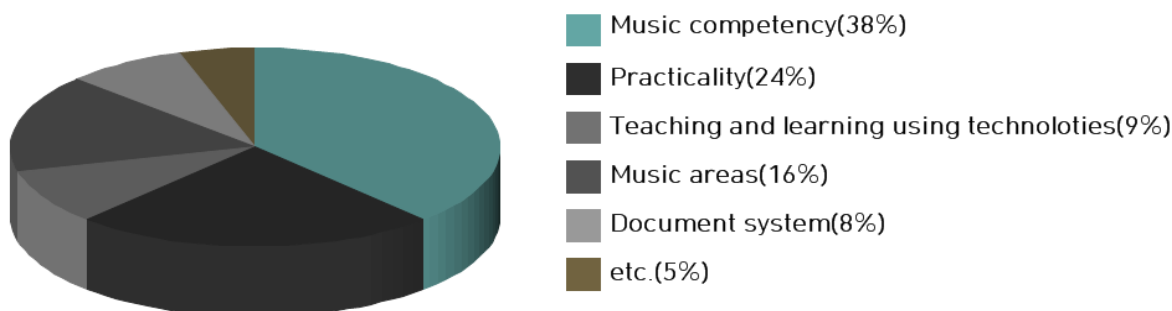
### 3. Meta-Analysis Results of Previous Studies

#### 3.1 Results of Analysis of Research Data in Korea

Recent studies on the music curriculum that have been conducted in Korea were reviewed. The following [Table 2] summarizes the trends of previous domestic studies[9-13]. In other words, in terms of the content of the curriculum, there were a number of studies on competency, music area, method and evaluation. Subsequently, it can be seen that in terms of the format and system of curriculum documents, many studies have been conducted on tabular formats within documents, linkages between contents, and application to the field. Along with this, many studies have been conducted on the theory and principles of the curriculum, such as understanding-oriented curriculum and curriculum reorganization.

[Table 2] Summary of Domestic Research on Music Curriculum

Domain	Main Content
Curriculum content	<ul style="list-style-type: none"> <li>- Competency: review and reset, core competencies and music and competencies, competencies and music content</li> <li>- Content: scope of music content, practical integration, daily life, multiculturalism</li> <li>- Methods and Assessment: Technology, process-oriented, practice-based assessment</li> </ul>
Curriculum Document Format	<ul style="list-style-type: none"> <li>- 2015 document system analysis: content and method, core concepts/knowledge</li> <li>- Linkage: Linkage between contents, linkage between grade and school level, etc.</li> <li>- Practicality: Document system in consideration of the site</li> </ul>
Curriculum theory	<ul style="list-style-type: none"> <li>- Understanding-oriented curriculum: continuous understanding and key questions</li> <li>- Curriculum reorganization: Teacher level support plan</li> <li>- Global education trends such as OECD education 2030</li> </ul>



[Fig. 2] Meta-analysis Results of the Most Reviewed Contents in Domestic Music Curriculum Research

[Fig. 2] shows the most derived results from the analysis results summarized above. The most common study was on what the competencies of music subject were, and the study of how practically the music curriculum was used in the school field was followed. In addition, it was analyzed that there were many studies on whether the areas of music such as expression, appreciation, and everyday life were appropriate, and there were many demands for teaching and learning using technology. In addition, it was analyzed that there was a study on the system and format of curriculum documents.

### 3.2 Results of Analysis of Overseas Research Data

Many foreign countries are implementing competency-oriented music and curriculum. Australia and Singapore offer cross-curricular competencies, while the United States presents unique competencies in music. The analysis of each country's capabilities and main contents is shown in [Table 3] and [Table 4][14-20]. Each country's competencies and main contents were classified by categorizing them into individual internal sense/reflection aspects, individual internal perception/thinking aspects, social communication/expression aspects, and social environment/context aspects.

Music is both an individual musical activity and an activity performed together in society. In this respect, the contents of the curriculum in many countries abroad could be first classified into the perspectives of 'individual' and 'society'. Among them, from a personal point of view, it was confirmed that the first stage of music was composed of sensory acceptance and reaction, and musical perception and thought that took place after acceptance and reaction. Subsequently, from a social point of view, it was found that musical communication and expression in the community or society, and the environment and context in which such social communication takes place. In short, the music content of most countries was found to emphasize the sensational acceptance of auditory information, cognitive thinking and reflection, and expressing and communicating it together in each context.

[Table 3] Comparative Analysis of Foreign Music and Curriculum Competency and Content (1)

Category	England	USA	Canada	Singapore
Individual inner sense/reflection	Improve your own learning/performance skills	Synthesis (linkage) of individual student experiences with musical ideas/works	Appreciating a piece of music	Self-awareness
Individual inner cognition/thinking	Problem solving ability	Conception/development of new musical ideas/works (creation)	Creation of a musical piece	Critical/Creative Thinking Skills, Information Technology
Social communication/expression	Communication Cooperation with others	Reproduction of musical idea/work (performance) Understanding how musical meaning is conveyed (reaction)	Playing a piece of music	Social awareness, relationship management Communication
Social environment/context	.	Linking (linkage) musical ideas/works with external context of music		Citizen's ability, global awareness and mutual cultural skills, cooperation

[Table 4] Comparative Analysis of Foreign Music and Curriculum Competency and Content (2)

Category	Germany	Australia	New Zealand
Individual inner sense/reflection	Perception and understanding of music Listening and understanding music Musical capacity Perception capability, reflection capability Experience and understand music Personal competence Self competency, reflection competency	Personal ability	Interpreting in music Developing musical ideas
Individual inner cognition/thinking	Shaping music Musical creativity Make music Creative use of music Knowledge acquisition, learning strategy acquisition Judge and evaluate	Critical/creative thinking, Information and communication technology capability	Mastering practical knowledge of music Communication/interpretation in music
Social communication/expression	Social competence Musical reproduction capacity Communicating about music Music and movement Expressive competence, action competency Communication skills	Literacy, social skills	Understanding Music/Sound Arts in Context
Social environment/context	Understanding music culture Formation of cultural and historical dimension	Intercultural understanding	Understanding Music/Sound Arts in Context

## 4. Analysis Results of Issues in Music Curriculum

### 4.1 Results in Terms of Curriculum Content

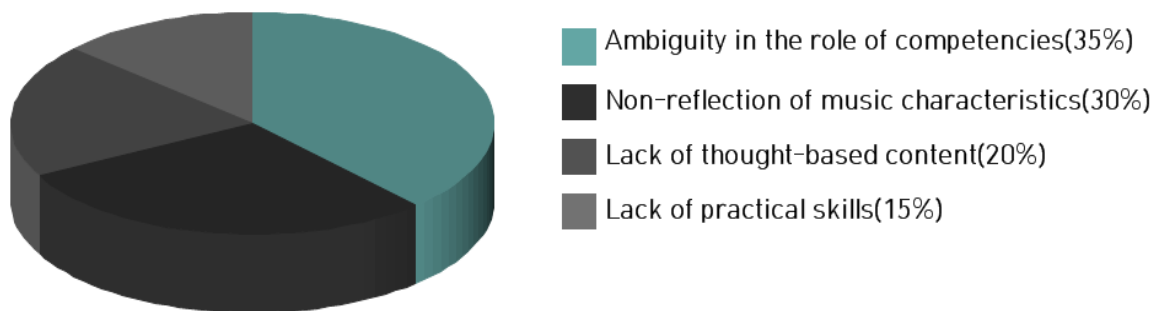
Issues related to the contents of the curriculum can be summarized as follows [Table 5]. And [Fig.3] is an analysis of the most frequently mentioned content among the issues in order of frequency.

[Table 5] Results in Terms of Curriculum Content

Category	Main Issues
Core competencies and subject competencies	Ambiguity in the role of core competencies and subject competencies
	Non-reflection of subject characteristics
	Simple listing structure of competencies
Goal setting	Lack of future-oriented communication
	Lack of linkage fusion
Contents System Composition	Specific genre-oriented composition
	Lack of thought-based content
	Lack of interaction
	Lack of diversification of everyday life
Teaching and Learning & Evaluation	Emphasis on practical skills
	Insufficient use of technology
	Lack of specificity of various evaluations

First, in the core competency and goal section, the relationship and connection between common core competencies and music subject competencies must be presented, and music subject competencies reflecting musical characteristics and values must be supplemented. In addition, it is required to deviate from the parallel listing of competencies and to establish a hierarchy and structure between competencies such as key competencies, and consider a more macroscopic perspective, such as participation in real life or well-being in consideration of future sustainable life. Furthermore, the fusion of links between other arts and subjects along with musical value should be presented more practically.

Second, in the content system and composition part, it is necessary to emphasize the understanding-oriented performance of core concepts deviating from specific genres or types such as Korean traditional music. In addition, content that can improve individual problem-solving and creative thinking skills is needed, freeing from inner music activities such as expression and appreciation. In addition, beyond individual musical expressions, interaction aspects such as reaction, context, communication, interpretation, and connection should be more emphasized, and various music contributions and ethical issues should be covered.



[Fig. 3] Major issues related to curriculum content

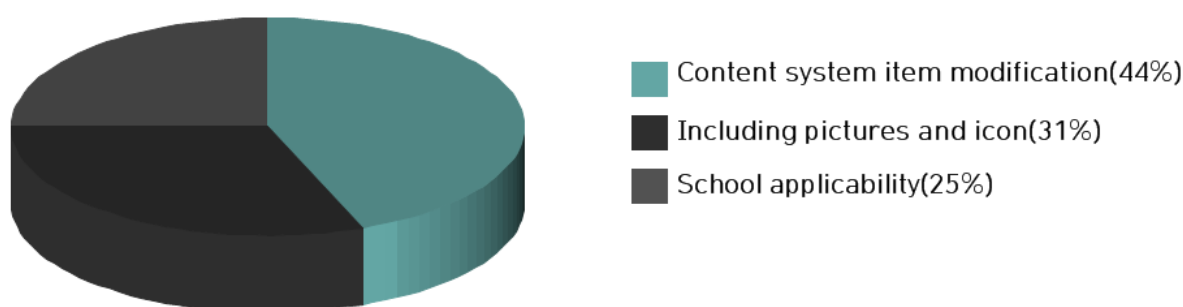
Moreover, in teaching and learning and evaluation, it is necessary to diversify teaching and learning, and evaluation, which deviates from practical evaluation. In addition, methods for teaching and learning, and evaluation in preparation for the new era, such as online classes and the use of technology, are required. In addition, concreteness in student-centered teaching and learning or process-oriented evaluation is required.

#### 4.2 Results in the Curriculum Documentation System

[Table 6] shows the results of analyzing major issues related to the format and system of curriculum documents. In addition, [Fig. 4] presents the major issues related to the curriculum document system in order of frequency. Since competencies and content systems are not connected, a composition that links competencies-contents-achievement criteria-teaching learning-evaluation, etc. is necessary. In addition, it should be structured so that the connection between other documents and music, and the connection between grade and school level, etc. In addition, since terms such as core concepts, generalized knowledge, and skills are ambiguous, clear terms should be used. Finally, there is a need to pay attention to teaching-learning in the school field or to the composition of practical documents that help teachers understand.

[Table 6] Results in the Curriculum Documentation System

Category	Main Issues
Chapter-section linkage	Ambiguous link between competency and content
Music and other documents	Need to supplement document linkage
Table, picture, etc.	System ambiguity
Document and Field	Lack of applicability in school



[Fig. 4] Major Issues Related to Documentation System

## 5. Discussion and Conclusion

Based on the results of meta-analysis of many studies conducted after the 2015 revised curriculum notification in Korea, the major issues of the music curriculum were analyzed and derived. [Table 7] shows a proposal for future-oriented improvement directions to solve the above-described issue results.

[Table 7] Proposal of Future-oriented Music Curriculum Revision Direction

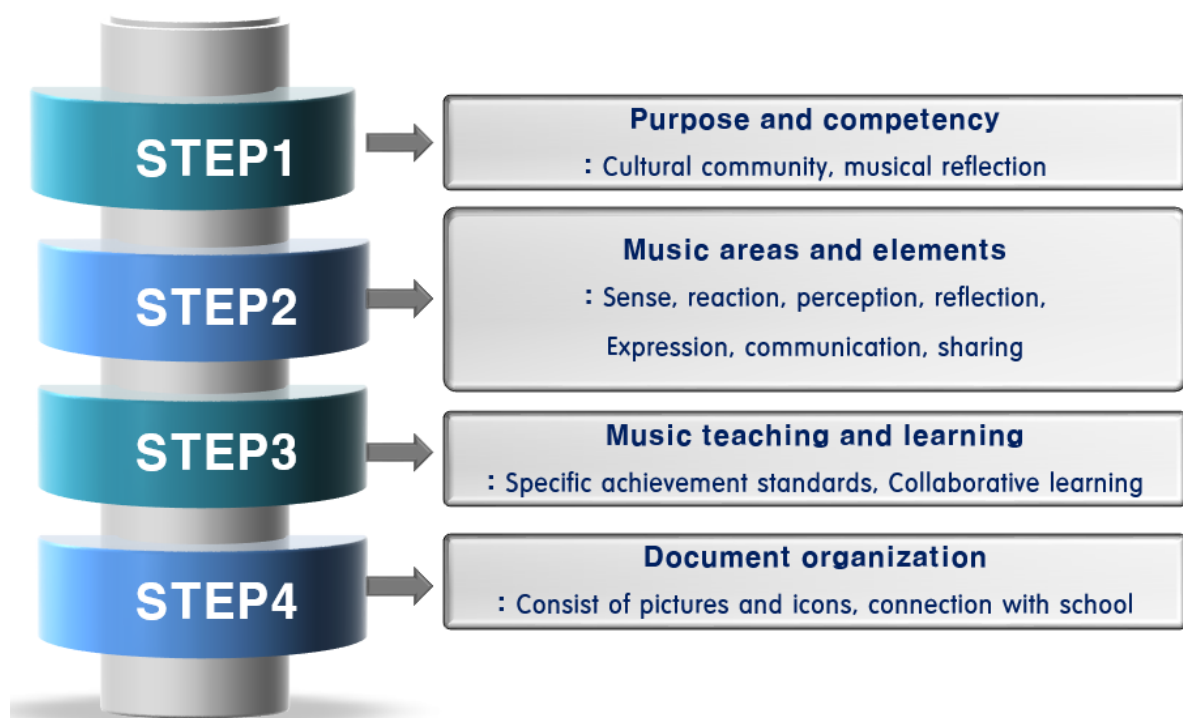
Category	Improvement
Contents	Composition of musical capabilities such as acceptance, expression, and cultural community
	Presenting music content that connects with music competency
	Restructuring the music content area through reaction, idea, expression, reflection, and connection
Methods	Digital music literacy-based teaching and learning method and evaluation supplement
Documents	Increased practicality and readability of curriculum documents

First, suggestions for improvement in terms of content are as follows. It is necessary to establish a music curriculum competency that reflects the characteristics of music while considering the sustainable life of the future and present its structure and hierarchy. In addition, it is necessary to present the music content and elements corresponding to each competency together so that the competency is specifically linked to the music content. In other words, acceptance, expression, and

cultural community can be presented as major competencies. And acceptance can consist of connecting with music contents such as music appreciation or sensory understanding. In addition, it is necessary to deviate from the composition of the domain of inner music activities such as performance, song, and creation, and constitute a new domain. For example, it can be oriented toward constructing thought-based domains such as reacting, conceiving ideas, expressing and communicating, reflecting and interpreting, and connecting.

Second, suggesting the improvement direction in terms of method is as follows. Contents that can maximize the convenience of music learning through various digital applications such as technology and networks should be included in the music curriculum. At the same time, it should be configured to emphasize high-quality digital literacy based on artistic sensitivity. Furthermore, various and practical teaching and learning methods and evaluations should be included in the curriculum documents, and students' self-directed learning and collaborative learning with peers should be carried out from various angles.

Finally, from the formal aspect of the curriculum document, it is necessary to take care to make the document highly readable by using pictures or icons. Above all, it should be able to be a document system that provides practical help when teachers reorganize the curriculum. In other words, other than the main content, explanations, specific examples, various learning activities, and teacher guidelines can be supplemented in the curriculum document.



[Fig. 5] The process of building a new music curriculum

The improvement directions discussed above should be discussed in more detail through the process presented in [Fig. 5]. In other words, it is necessary to discuss the direction of music education based on cultural community and musical reflection, and establish a music curriculum competency to go in this direction from the viewpoint of musical expression and cultural expression. In addition, it is necessary to subdivide the viewpoints of musical expression and cultural expression into sense-reaction-perception-reflection-expression-communication-sharing, etc. These subdivided areas are stated as specific achievement standards so that they are practically helpful in school instruction. All



the contents mentioned above should be clearly indicated with pictures and icons to enhance the readability of the curriculum documents.

The researcher analyzed what the main issues were in the music curriculum in Korea and reviewed how to improve these issues from various angles. This is meaningful in that it provides practical help when revising a new curriculum. However, it will be more meaningful only after the following various studies are conducted. A detailed study is needed on what content should be improved by elementary, middle, and high school. In addition, a study on the appropriateness of the curriculum is required to determine how specifically or broadly it is appropriate to present the improvement contents. In addition, it is necessary to systematically analyze the needs of the school field and discuss the document system reflecting this in detail.

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