

USING THE BLOOM'S REVISED TAXONOMY TO ANALYZE THE TEACHER'S DESCRIPTION OF COGNITIVE SKILLS IN MUSIC COLLEGE'S VOCAL LESSONS

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ABSTRACT

The purpose of this study is to analyze how a music teacher describes to develop cognitive skills in Japanese Music College's vocal lessons using the Revised Bloom's Taxonomy by Anderson and Krathwohl (Hereafter the Revised Taxonomy). This is a case study of one vocal teacher's 4-week private lessons. Analyzing the teacher's descriptions of objectives, instructional activities and assessment by the Revised Taxonomy, shed the light of development of cognitive skills in the vocal lessons. Though the Cognitive Process and Knowledge Dimensions of Objectives and Instructional Activities were aligned, those of Assessments were discrepant. The teacher expected the student to Remember and Understand Factual knowledge such as German pronunciation, meaning of lyrics in first lesson. She also expected the student to Understand Conceptual Knowledge and Apply Conceptual and Procedural Knowledge such as skills of singing in accurate German pronunciation with appropriate emotion. Though the teacher assessed the student if she could Evaluate Factual, Conceptual, Procedural and Meta-Cognitive Knowledge and Apply Meta-cognitive Knowledge, it was not written in her descriptions of objective and instructional activities. By applying the Revised Taxonomy to her lesson descriptions, the teacher was successful to be aware of her own teaching process that helped her enhance Meta-cognitive knowledge. Though describing and analyzing music lessons are not easy, the Revised Taxonomy which could reflect teaching in music context can be an effective tool of teacher development.

KEYWORDS: Vocal Lessons, the Revised Bloom's Taxonomy, Cognition, Knowledge

Original Article

Received: Jan 25, 2016; **Accepted:** Jan 30, 2016; **Published:** Feb 03, 2016; **Paper Id.:** IJESRFEB201610