

# Innovative Practices of Elementary Teachers in Teaching Music

Ma. Teresa Urquiola Ponsones

## Abstract

This qualitative research aimed to describe the different innovative practices of music teachers in the District of Malinao, and the perceived effects in using the different innovative practices and teaching strategies. Using thematic analysis method, data were collected using the Focus Group Discussion (FGD) through semi-structured FGD guide. The study group consisted of 6 music teachers of selected schools in the District of Malinao. It was found that the different innovative practices being used in the District of Malinao include improvised musical instruments, song games for motivation, the use of modern technology in teaching music, composed Akeanon songs and blended learning. Music teachers' perceived effects with the use of innovative practices and new teaching strategies include: improved student performance in the class, enhanced musical skills, active participation and the musical instruments improved learners' attentiveness. The proposed intervention programs with the challenges encountered by the music teachers listed in the themes such as seminars and workshop trainings for music teachers in playing musical instruments, music theory, teaching strategies. voice lessons, song writing composition and making localized improvised musical Instruments. The results imply the adoption of the innovative practices.

**Keywords:** *Innovative, intervention, strategies, technology, practices*

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## About the author:

Teacher 1 at the Malinao Elementary Schhol, [urquiolamateresaponsones@gmail.com](mailto:urquiolamateresaponsones@gmail.com)

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## **Introduction**

Teaching music is an art and activity which teacher requires to use combination or an integration of some of this methods and strategies to provide effective learning experience to pupils. Teaching music is really fun and enjoyable among music teachers. They are musically inclined individuals with their heart and soul in music. At present, most teachers have the perception that they have limited abilities and content knowledge to teach music. Adequate knowledge and skills are required of one to be able to provide appropriate and adequate music education for primary school pupils (Obeng,2018). Furthermore, it is difficult to teach elementary music if there is no understanding of the lesson.

However, in the District of Malinao there are many music teachers who are capable to teach music but their major problem is they have no musical instruments to be used in their classrooms. They cannot provide the needs of their students. There are so many students in public schools and musical instruments are expensive too. Likewise, there are some music teachers also who cannot play musical instruments and have difficulty in solfeggio.

In this light, the researcher decided to conduct a study in order to identify the innovative practices developed and applied of music teachers in their respective music classes, the new teaching strategies they employed in their music class and to identify as well the perceived effects of the methods and strategies they had developed to their music learners.

## **Methodology**

In this study, a qualitative research design was utilized in order for the researcher to comprehensively capture the research questions appropriately and adequately. The researcher opted to use this design for its relevance and appropriateness to the research problem being undertaken most especially in drawing out the participants' first-hand experiences in teaching music using different innovative practices and new teaching strategies.

## **Findings**

1. The perceived effects with the use of innovative practices and new teaching strategies these are the results. It improves student performance in the class, it enhances musical skills, it gives active participation and the musical instruments improve learners' attentiveness.
2. The challenges in teaching music, music teachers stated there are hitches in the in availability of musical instruments, lack of knowledge in music theory, poor knowledge

with the use of modern technology, poor internet connections and lack of knowledge in teaching musical instruments.

3. Music teachers particularly emphasized on intervention program to address the challenges that music teachers encountered in teaching, the following proposed intervention program, seminars and workshop trainings for Music teachers for playing musical instruments like keyboard, violin, guitar, ukulele and flute recorder. Seminars and workshop trainings for Music teachers in Music theory and introducing new teaching strategies. Seminars and workshop trainings for Music teachers n teaching voice lessons.

## Conclusion

Based on the findings of the study, the following conclusions are presented.

1. Music teachers best innovative practices identified as the Use of Modern Technology, Improvised Musical Instruments, Song games for motivation, Akeanon composed songs and Blended learning in school were among the thematic areas.
2. Music teachers perceived effects with the use of innovative practices and new teaching strategies listed as, it improves student performance in the class, it enhances musical skills, it gives active participation and the musical instruments improve learners' attentiveness.
3. The proposed intervention programs with the challengers encountered by the music teachers listed in the themes such as seminars and workshop trainings for music teachers in playing musical instruments like keyboard, violin, guitar, ukulele and flute recorder. Seminars and workshop trainings for Music teachers in Music theory and introducing new teaching strategies. Seminars and workshop trainings for Music teachers in teaching voice lessons. Song writing composition and making localized improvised Musical Instruments.

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