

## THE REFORM IN MUSICAL EDUCATION STAYS AT THE CLASSROOMDOOR

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The curricular orientations for musical education in grades 5-6 in Portugal were abolished by the present ministry, but the national syllabus remains. Those orientations were written in terms of competence development and provided a theoretical basis for practice. However, this is the only teaching area where there are not defined core standards. Teachers follow a syllabus that are directed only by the manual selected by their schools and practices are crystalized. The musical practices are usually presumed in music education classes. However, studies rarely assess the specific teaching behaviors. This paper aims to study the practices of Musical Education teachers in the 2nd cycle of basic education and want to describe what actually is taught in these classes. Participants was 401 students and 11 teachers of music education. A 35-items questionnaire was developed to ascertain the perceptions of students and teachers about the musical practices in the classroom. The areas assessed are: theory, interpretation, composition, listening and learning experiences. The questionnaire was applied to the teacher and his or her students in 2 classes. Then, teachers were interviewed about the data revealed by the results of the self-assessment and that of their students. The results revealed differences between student assessment and that of their teacher: students' views was consistently lower. However, both identifies that in class the main activities are in the interpretation, theory and listening areas. Furthermore, they materialize few learning experiences and even fewer activities of composition. We discuss these results indicating that the curriculum changes do not change the practices in the classroom, stays at classroom door. The reform climate, with the emphasis in external accountability, promote this phenomena. Public policies must be implemented with teachers, not against or besides teachers. The role of school psychologist in the professional development of the teachers are discussed.

**Keywords:** musical classroom practices; musical education; educacional reforms.