

The Cracow Concept of Musical Education- the idea and practice in Poland

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Absztrakt

In this paper we would like to present the achievements of the Cracow academics involved in the search for effective methods of teaching music in general education schools in Poland. Nowadays, the Polish educational system comprises primary, lower secondary, and upper secondary schools. In grades 4-6 of primary schools (subject teaching) there are three years of obligatory music lessons (45 minutes once a week). In lower secondary schools there is one year of obligatory music lessons and in upper secondary schools there are no music lessons at all. A generalist (a so called integrated teacher) teaches in grades 1-3 of primary school. Any other music lessons are conducted by a music specialist (music educator).

The Cracow center was established on the initiative of Professor Zofia Burowska in the mid-seventies of the last century. Researchers from the Academy of Music and the Pedagogical University in Cracow become members of the staff. The programme and methodological assumptions which were adopted are based on relational solmization method, derived from the English Tonic-Solfa method by John Curwen and Zoltan Kodaly's concepts. Preliminary research based on the Cracow Concept of Musical Education was conducted during the 1970s. For the first time the concept was implemented into school practice in general education schools in the 1980s.

The paper also raises issues concerning verification of the effectiveness of the concept, which occurred as a result of empirical research in primary schools. The collected research material provided many insights relevant to the modification of the educational process, which were exemplified in the form of ninety two music radio broadcasts by the Polish Radio. Finally, the Cracow Concept of Musical Education has become an essential element of pedeutology (gr. Paidentes – teacher, logos – science) used at the Academy of Music, the Pedagogical University in Cracow and the State Higher Vocational School in Nowy Sacz. In those centers lectures are still conducted according to this concept. Also other teacher training centers in Poland, as for example the Stanislaw Moniuszko Academy of Music in Gdansk, strongly cooperate in educating students in this area.

Finally the paper tries to show the problems that are currently encountered in its implementation considering educational reforms in Poland.

Szakirodalom

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