

**A STUDY OF THE PROCESS AND RESULTS OF THE NATIONAL  
EDUCATION CURRICULUM B.E. 2544 OF MUSIC AT SECONDRY  
EDUCATION LEVEL UNDER THE SCHOOLS OF  
PRANAKORNSRIAYUTTAYA EDUCATIONAL  
SERVICE AREA 1 AND 2**



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Thesis

Entitled

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**Patcharee Ploytet**

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ABSTRACT

This research is aimed to study the process and results of the secondary level music curriculum institutions in accordance to the National Education Curriculum B.E.2544 of the schools under the Phranakorn-sriayutthaya Educational Service Area 1 and 2. The study samples utilized in this research were the teachers of music to elementary grade 6 in 205 schools from the total 419 schools under the supervision of Phranakorn-sriayuthaya Educational Service Area 1 and 2. Taro Yamane method was employed to randomize the sample which possesses 95 % reliability. The instruments utilized in this research were a set of questionnaires on process and results of the National Education Curriculum distributed to the teachers of Music. A total of 205 sets of questionnaire were distributed and 191 sets were recollected (92.92 %). Then the data were analyzed by SPSS for Windows to find out the percentage, average and standard division.

The result of the research reveals that most of the respondents were female, possessing bachelor degrees and acquired experience in the teaching of art (Music) over 16 years. The result further demonstrates that the planning, contents, procedures as well as employing instructional media was at moderate level, the satisfaction on the implementation of curriculum of art (Music) on the aspects such as management, arranging learning activities, instructional media, evaluation and assessments and the learners' behavior was also at a moderate level. The students who were able to pass the standard of assessment of the level were 93.74 %

KEY WORDS : NATIONAL EDUCATION CURRICULUM/MUSIC/THAILAND/  
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การศึกษากระบวนการและผลการใช้หลักสูตรสถานศึกษา สาระการเรียนรู้ศิลปะ (วิชาดนตรี) ช่วงชั้นที่ 2 ตามหลักสูตรการศึกษาขั้นพื้นฐาน พุทธศักราช 2544 ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษา พระนครศรีอยุธยา เขต 1 และเขต 2 (A STUDY OF THE PROCESS AND RESULTS OF THE NATIONAL EDUCATION CURRICULUM B.E. 2544 OF MUSIC AT SECONDRY EDUCATION LEVEL UNDER THE SCHOOLS OF PRANAKORNRIAYUTTAYA EDUCATIONAL SERVICE AREA 1 AND 2)

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษากระบวนการและผลการใช้หลักสูตรสถานศึกษา สาระศิลปะ (วิชาดนตรี) ช่วงชั้นที่ 2 ตามหลักสูตรการศึกษาขั้นพื้นฐาน พุทธศักราช 2544 ของสถานศึกษาในสังกัด สำนักงานเขตพื้นที่การศึกษาพระนครศรีอยุธยา เขต 1 และเขต 2 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูผู้สอนสาระศิลปะ (วิชาดนตรี) ในระดับชั้นประถมศึกษาปีที่ 6 ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาพระนครศรีอยุธยา เขต 1 และเขต 2 จำนวน 419 โรงเรียน กลุ่มตัวอย่างที่ใช้ในการวิจัย จำนวน 205 โรงเรียน สุ่มกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูป ทาโร ยามาเน่ ที่มีความเชื่อมั่น 95 % เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามกระบวนการและผลการใช้หลักสูตรสถานศึกษาสำหรับครูผู้สอนสาระศิลปะ (วิชาดนตรี) จำนวน 1 ฉบับ โดยส่งแบบสอบถาม 205 ฉบับ ได้รับคืน 191 ฉบับ คิดเป็นร้อยละ 92.29 ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูป SPSS/FOR WINDOWS คำนวณหาค่า ร้อยละ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง มีวุฒิการศึกษาระดับปริญญาตรี มีประสบการณ์ ในการสอนสาระศิลปะ (วิชาดนตรี) ตั้งแต่ 16 ปีขึ้นไป ผู้อำนวยการโรงเรียนมอบหมายให้สอน กระบวนการใช้หลักสูตรสถานศึกษา สาระการเรียนรู้ศิลปะ (วิชาดนตรี) พบว่า การวางแผนการจัดการเรียนรู้ เนื้อหาสาระทางดนตรีในการจัดการเรียนรู้ วิธีการจัดการเรียนรู้ การใช้สื่อการเรียนรู้ การวิจัยเพื่อพัฒนาการเรียนรู้อ และการวัด และประเมินผลการเรียนรู้อยู่ในระดับปานกลาง ความพึงพอใจต่อผลการใช้หลักสูตรสถานศึกษา สาระการเรียนรู้ศิลปะ (วิชาดนตรี) พบว่า การบริหารจัดการ การจัดกิจกรรมการเรียนรู้ สื่อการเรียนการสอน การวัดและประเมินผล และพฤติกรรมผู้เรียนอยู่ในระดับปานกลาง นักเรียนผ่านเกณฑ์การประเมินมาตรฐานช่วงชั้น ร้อยละ 93.74

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## CHAPTER I

### INTRODUCTION

#### 1.1 Importance and Origination of the Problem

Education is an essential mechanism to enhance personnel resources' quality and enable them to create a better society as well as develop the nation to the standard of other civilized nations. The national curriculum serves as a road map to develop, improve and nurture youth of the nation and, thus, it should be flexible and in harmony with the present changing economic, social and technological advancements. Therefore, in order to meet these challenges and the virtue of The Kingdom constitution B.E. 2540 that stipulates that every individual has the right to access 12 years basic education opportunity, which the state must provide to all the citizens at same standard. Moreover, The National Education Act B.E. 2542 also states that the educational process must be aimed to the well being of the individuals and society by transiting knowledge, training as well as preserving national heritage. Furthermore, it states that the process must also target academic advancements, boost knowledge which originates from good learning atmosphere and other supporting factors that enhance the continuous learning process throughout life. The Act also emphasizes that the tailored basic curriculum should encompass Thainess, good citizenship, living and occupation and provides chances for further study. The Act stipulates that basic educational schools should tailor their curriculum by keeping in mind the communal and social problems, local intellect and desired characteristics in order to transform the learner into good member of the family, community, society and nation. To overcome these directives, The Ministry of Education has developed, modified and declared the implementation of the National Educational Curriculum B.E. 2544 on the 2<sup>nd</sup> of November B.E. 2545. (Education Research Division, 2546 : 1-2)

Since then the National Education Act B.E. 2542 has been the blueprint for national education as it is stick to the virtue of The Kingdom's constitution B.E. 2540, in particular the article 27 mandates that The Basic Education Commission must map out the hub of basic education curriculum and the basic education schools would further draft the detailed curriculum which entails the part that is concerned with the communal and social problems, local intellect and desired characteristics by adhering to the philosophy of education process, which guides that "Mapping of education process must emphasize that the learner is the most important". This guide line is completely in harmony with the process of managing national curriculum B.E. 2544 which mandates that, in order to develop the learner ability, should keep in mind that the learner is the most important. Thus, "Learner is the most important" acts as a frame for basic education schools for tailoring their curriculum that should never be ignored.

The National Education Curriculum B.E. 2544 which is the hub of the curriculum characterizes the standard quality of learners, the National Education Curriculum B.E. 2544 separates the main features of the learning process based on knowledge, skills or learning process, characteristics or values, moral and virtue of the learners. These main features have been classified into 8 main groups as the hub. These groups consist of Thai language, mathematics, science, social science, religion and culture, art, health and hygiene, physical education, vocation and technology and foreign language. These mentioned main subjects are considered as the hub of basic education and are compulsory for every learner. These 8 subjects can be further categorized into 2 groups. The first group consists of Thai language, mathematics, science, social science, religion and culture. This group is utilized as a pillar for providing knowledge; create basic thinking ability and a strategy to solve national problem and crisis. The second group covers art, health and physical education, vocation and technology and foreign language. This group strengthens human foundation and enhances thinking potency as well as creative working. (Academics Department, 2545 : 5)

The basic education schools have the direct responsibility and duty to classify and implement the above mentioned hub subjects and categorized them into different levels and further accomplish with necessary details for their own purposes and targets but in any case the frame provided by the National Act has to be adhered as well as to fulfill individual interest, ability, skill in order to optimize the learners' potency. The detailed curriculum must be tailored by school itself considering local demand, intellect, communal and social atmosphere of the locality only then the virtue of the act can be seem fulfilled and the philosophy of education system "Learner is the most important" can not be ignored. (Academics Department 2545: 6)

Music education is a part of art subjects excluding dance and visual art that helps to create a perfect human being (Academics Department 2545 : 1). The art subjects have the motive to promote creativity and imagination of a learner as well as to recognize the beauty of nature and values that have strong effects on human quality of life. Thus, these subjects directly develop the learner physically, mentally and intellectually. Also help learner to discover his or her imaginative skills, creativity and potency and may use the potentials in career with responsibility, discipline and co-existence.

Regarding the quality of the learner, on completion of the basic education of art subjects, the Academics Department (2545 : 5) affirms that the learner will be a person of good mind, eloquent, imaginative, beauty lover, well disciplined, analytic, admirer of nature, arts, environment, national heritage and intellects. He or she must be able to discover own potentials and self interests which will further help to decide on career or carry on higher education also will boost imagination, skills, creativity and potency and may use the potentials in his or her career with responsibility, discipline and co-existence.

Phranakorn-sriayutthaya province divides and manages its constituency into 2 areas; Phranakorn-sriayutthaya Educational Area 1, under which comes 8 districts i.e. U-thai district, Ban praek district, Maharaj district, Bang-pa-han district, Wang-noi district, Tha-rua district, Nakornluang district, Phranakorn-sriayuttaya district and

Pachi district, under the Phranakorn-sriayutthaya Education Area 2 are 7 districts i.e. Sena district, Bangban district, Bangsai district, Bangsae district, Bang-pa-in district, Phakhai district and Ladbualuang district. Both areas have 465 schools under their supervision consisting of 259 schools under Phranakorn-sriayutthaya Education Area 1 and 206 schools under Phranakorn-sriayutthaya Education Area 2.

The developing of the school program in Phranakorn-sriayutthaya have started and have been using the National Education Curriculum 2544 B.E. at elementary grade 1 – 4 as well as secondary grade 7-9 in schools in pilot project and network of schools since 2545 B.E. education year and the program covered every level and in every school in both constituencies in 2548 B.E. There were many factors and processes involved and acted as propelling force in the development of the institutions' curriculum in Phranakorn-sriayutthaya Education Area 1 and Phranakorn-sriayutthaya Education Area 2 in particular art subjects as well as to meet all challenges and the virtue of National education curriculum 2544 B.E. Managing the teaching of Basic Education Curriculum, in particular art subjects (music) has a great importance in which the learner must be inseminated with knowledge, skills and required characteristics in accordance to the curriculum. In 2548 B.E. every basic education institution has developed their own curriculum in harmony with the Basic education curriculum 2544 B.E. and classified the curriculum into different levels appropriate for the different age groups. The education, teaching process and assessment inevitably are tools of great importance to assess the effectiveness of the education as well as the improvement of the learners to achieve the targets set by the curriculum. Especially, the research on the implementation of the curriculum as well as the teaching process of arts subject (music), which has never been conducted in the past. Thus, the researcher has aimed the research on the teaching process and effectiveness of the curriculum designed by the basic education schools under the National Education Curriculum 2544 B.E., which is being taught in the schools under the supervision of Office of the Phranakorn-sriayutthaya Education Area 1 and 2, particularly at level 2. The researcher strongly hopes that the research would have substantial benefits to the

development and improvement of the education quality, especially music for the basic education schools in the future.

## **1.2 Objectives of the Research**

To study the effectiveness and results of the schools' program of music subject at level 2 in accordance to the National Education Curriculum 2544 B.E., of the schools under the supervision of Phranakornsri-ayutthaya Education Area 1 and 2.

## **1.3 Expected Benefits**

Phranakorn-sriayutthaya Education Area 1 and 2 may utilize the result of this study as useful information to develop institutions' art subjects (music) curriculum in schools under its supervision.

1. To find out the problems and obstacles faced in developing the institutions' art subjects (music) curriculum and improve the arrangement of musical activities.
2. The data will also assist to develop curriculum at higher levels.
3. To obtain the data and information on the results of the schools' program of music subject at level 2 (elementary level) in order to develop the contents of music subject program at higher levels.

## **1.4 Scope of the Study**

1. This study limited in the schools at basic education level 2 under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2 during the 2548 education year.

2. The sample of the study is the music teachers who were instructing music

3. The study covers the followings

3.1 The process of teaching music subject curriculum i.e.

- The planning of learning process
- Contents of the learning
- Procedures of learning
- Employment of instructional media
- Research to develop learning
- Assessments

3.2 The effectiveness of the schools' program of music subject that covers the satisfaction of the teachers on the curriculum implementation (music) consisting of

- The management of the curriculum
- Arrangement of learning activities
- Instructional media
- Behavior of the learners
- The assessment according to the standard of learning art

subjects at level 2.

## **1.5 Basic Agreements**

1. This study limited in the schools at basic education level 2 under the supervision of Phranakornsri-ayutthaya Education Area 1 and 2 during the 2546 - 2548 education year covering 419 schools.

2. The respondents to the questionnaires are music teachers.

## 1.6 Definitions of the Key Words

**Process of implementing institutions' curriculum** means the process of using the curriculum consisting of the planning of learning process, contents of learning, procedures on learning, employment of instructional media, research to develop learners as well as assessments.

**Community** means the people who are directly affected by the development of the curriculum that includes leaders of the community, committee member of the education institution, parents, guardians, host of the students and other who involved.

**Learners** means the students who were studying in the schools under the supervision of Phranakornsri-ayutthaya Education Area 1 and 2

**Teachers** mean the instructors of music in the schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2.

**Results of the curriculum implementation** means the results stemmed from the implementation of the curriculum which is divided into two parts i.e. Satisfaction of the teachers on the curriculum that covers management of the curriculum, arrangement of the learning activities, instructional media, behavior of the learners as well as assessments.

The assessments according to the standard of each educational level of art subjects.

**Director of the institution** means the manager of the schools under the supervision of Phranakornsri-ayutthaya education area 1 and 2.

**Standard of learning** means the quality of knowledge, skills, moral, virtue and values of each group which has to be achieved and desired characteristics which is sub-divided into two parts i.e.

- The learning standard at basic education level is the standard to be achieved on completion of the study of each subject.

- The standard of learning at different levels which is the standard to be achieved on completion of the study at each level i.e. elementary grade 3 and 6, and secondary grade M3 and M6.

**Music subject** means the syllabuses that emphasize the learner to gain knowledge and skills on Thai, western and folk music.

**Education institution** means schools under the supervision of Phranakornsri-ayutthaya Education Area 1 and 2 which have implemented the National Education Curriculum 2544 B.E. in the year 2545 B.E.

**Office of Phranakornsri-ayutthaya Education Area 1 and 2** means the regulatory body that regulates, supervise, follow up and assess basic education schools covering kindergarten, elementary and secondary levels in Phranakornsri-ayutthaya province as well as government offices that regulate, supervise and manage schools in the province.

**Contents** mean the contents of knowledge, skills, attitudes, moral, virtue and values of each subject.

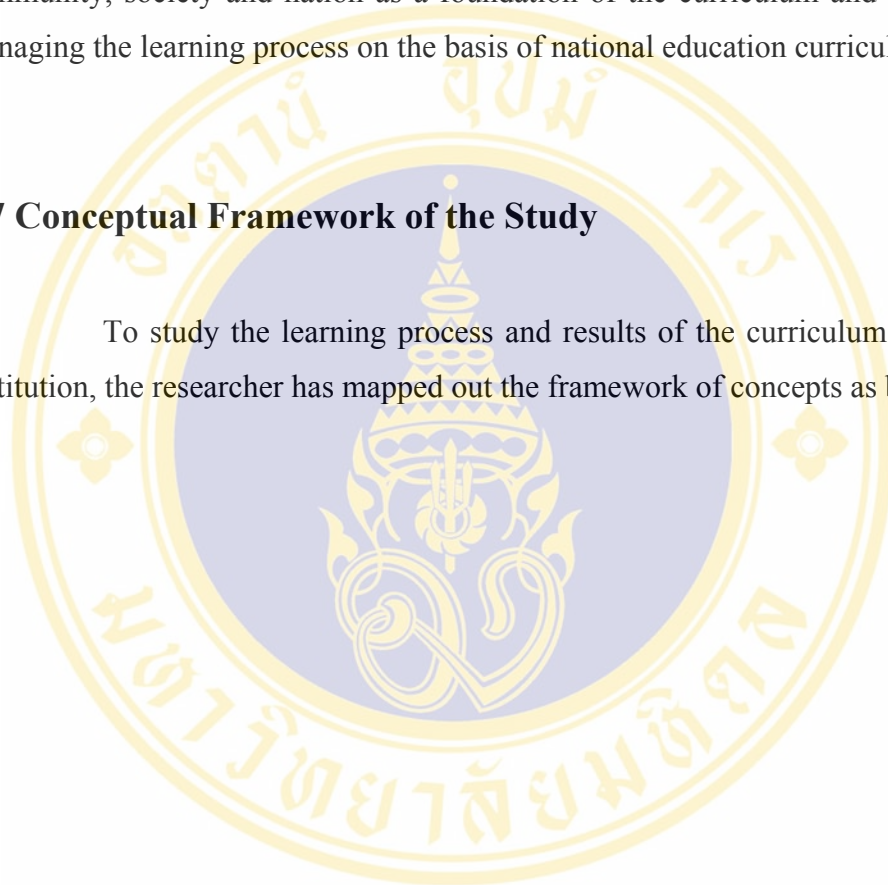
**Art subjects' contents** mean the contents of syllabus that promote creativity and imagination of a learner as well as recognize the beauty of nature and values that have strong effects on human quality of life. This syllabus is sub-divided into three groups i.e. music, visual art and dance.

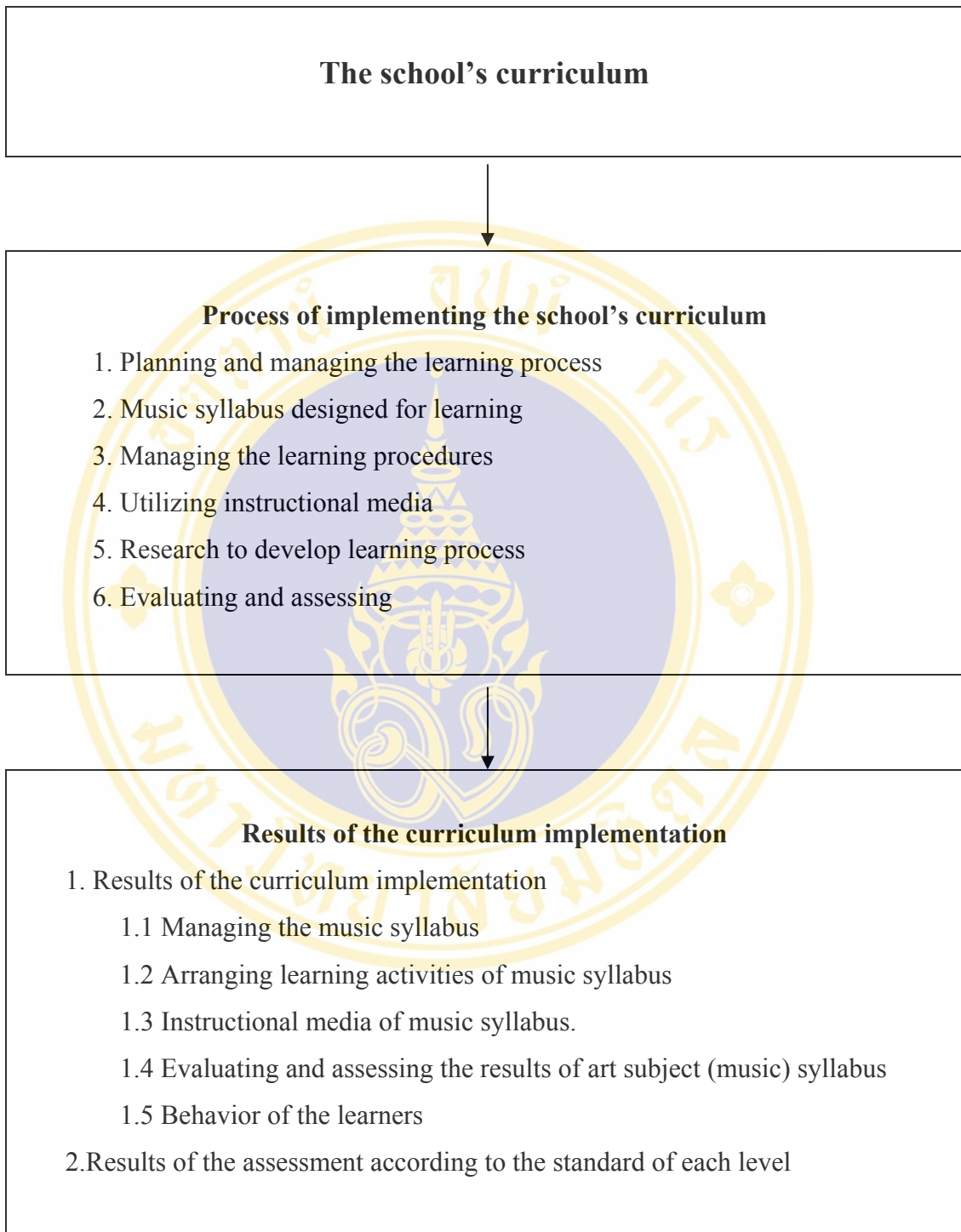
**National Education Curriculum 2544 B.E.** means the curriculum mandatory for basic education in which the directions are provided as a framework for designing the curriculum from elementary grade 1-6 and secondary M1-M6 in all schools for studying formally, informally and leisurely including providing all education facilities such as special education, education for students with special skills etc., by adhering to the standard specified by learner's quality.

**The school's curriculum** means the curriculum designed by school itself considering special characteristics of the community, society, art and culture, local intellect and desired characteristics needed to be a good member of a family, community, society and nation as a foundation of the curriculum and subsequently managing the learning process on the basis of national education curriculum.

### **1.7 Conceptual Framework of the Study**

To study the learning process and results of the curriculum designed by institution, the researcher has mapped out the framework of concepts as below;





## CHAPTER II

### CONCEPT, THEORY AND RELEVANT STUDIES

To conduct this study, the researcher has gone through the concept, theory and other relevant studies on the National Education Curriculum 2544 B.E. and encompasses the study on the following aspects

- 2.1 National education curriculum 2544 B.E.
- 2.2 Process of managing the curriculum
- 2.3 Role of the persons involved in implementing the curriculum in basic education institutions
- 2.4 Music syllabus at the basic education level
- 2.5 Relevant studies

#### **2.1 National Education Curriculum 2544 B.E.**

The Ministry of Education had declared the implementation of the National Education Curriculum 2544 B.E. on 2 November 2544 B.E. and was enforced on the consequent education year in the schools engaged in pilot project and their network of schools. In the following year the curriculum was due to be enforced nationwide for elementary grade 1 and 4, secondary level matayom 1 and 4 and other classes in the following year and ultimately every class in 2548 B.E. Academics Department (2545 : 4-8) has explained the principles, objectives and provided the structure for the National Education Curriculum 2544 B.E. as follows;

#### **Principles**

In order to direct the National Education Curriculum in harmony with the national education policy, the ministry stipulates the following principles;

1. It is the education for national integrity emphasizing on Thainess and at the same time not ignoring internationalism.

2. The education for the citizens in which people from all walks of life have equal access and opportunity as well as the participation of the community must be taken into accounts.

3. Promote and enhance self learning continuously and endlessly adhering to the philosophy that learner is the most important and has the ability to develop naturally and optimally

4. Must have flexible structure covering contents, time and management of learning

5. Must be applicable formally, informally as well as cover all targets and the credit points can be transferable to experience and vice versa

### **Objectives**

The basic education curriculum has been aimed to make Thai citizens a perfect human being i.e. a joyful, virtuous, intelligent, Thai valued, have the potency for further education and career. Thus, keeping in mind these aspects and values, the learner must develop the following desired characteristics

1. A well-disciplined, good mind, follow Buddhist faith or any other religion that the learner believes as well as the virtue, moral and desired values.

2. A creative, love to learn, read and write, as well as to discover.

3. Knowledge of international situations and adaptive to changing technologies, possess the skills and potency to manage information technology as well as adaptive to every working environment.

4. Possess the skills particularly maths, science and continuous intellectual development as well as the skill of living.

5. Love to keep him or her fit, good personality and do exercise regularly.

6. Possess the potency to be both a manufacturer and a consumer but prefer to be a manufacturer rather than a consumer.

7. Possess the knowledge of national history and heritage, proud to be a good citizen, Thai and strictly believe in Democracy in which the King is the supreme power.

8. Willing to conserve Thai language, art, culture, sports, intellects, natural resources and develop environment.

9. Loyal to nation and community and determined to make the society a better place.

### **Structure**

1. The Academics Department explains and classifies curriculum's structure, objectives and learning standard that can be briefed as below;

Level 1	Elementary grade 1-3
Level 2	Elementary grade 4-6
Level 3	Matayom (Secondary) 1-3
Level 4	Matayom (Secondary) 4-6

2. Study syllabus regulates the syllabus consisting of learning process, values or characteristics, moral and virtue into 8 subjects as follows;

- 2.1 Thai language syllabus
- 2.2 Mathematics syllabus
- 2.3 Science syllabus

2.4 Social science, religion and culture syllabus

2.5 Physical education and hygiene syllabus

2.6 Art syllabus

2.7 Vocational and technology syllabus

2.8 Foreign language syllabus

In the foreign language section, English is compulsory; however, other languages are optional and can be chosen as appropriate.

The National Education Curriculum only outlines key elements of each subject. However, the rest depends on the special skill and ability of the learners which institution may arrange or add as deem necessary but in any case it must suit the learners' intention and special skills and potency.

3. Other extra curricular activities are aimed to accomplish and nurture key elements in 8 subjects. These activities are separated into 2 categories i.e.

3.1 Guidance and counseling are aimed to appropriately develop and promote learners' abilities individually. It improves the potency and skills, emotional maturity, multi aspect knowledge as well as interpersonal relationship. The counselor must provide and guide the learners in the way in which he or she can optimize his or her ability and special skills in the career.

3.2 Students' activities are the activities chosen by them optionally in an integrated manner beginning from learning, analyzing, planning, acting assessing and improving performance by emphasizing on group activities such as boys and girl scouts, young Red Cross and other voluntarily works.

4. The National Education Curriculum standardized the learning of curriculum into 2 characteristics;

4.1 The basic learning standard which standardized the knowledge bottom-line of each subject on completion from basic education institution.

4.2 The basic learning standard which standardized the knowledge bottom-line on completion of primary grade 3 and 6, matayom 3 and 6.

The standard of learning in basic education curriculum provides only the basic outline which is necessary for every learner. But, regarding the curriculum that reflects the community, society and local intellect delicacy in order to be a good member of the family, community, society and nation the school may accomplish by itself.

5. The national education curriculum stipulates the learning and activity timeframe as below;

Level 1 elementary grade 1-3, a learner should spend 800-1000 hours by spending 4-5 hours a day

Level 2 elementary 4-6, a learner should educate 800-1000 hours by spending 4-5 hours a day

Level 3 matyom 1-3, a learner should spend 1000-1200 hours by spending 5-6 hours a day

Level 4 matyom 4-6, a learner should educate for 1200 hours by spending not less than 6 hours a day

## 2.2 Process of Managing the Curriculum

The curriculum outlines that the school must tailor their final curriculum by itself. Thus, the manager and teachers of the schools have to develop their own curriculum means construct, use and improve the curriculum in addition to the basic education curriculum. On finishing this next comes the implementation of it, in which the curriculum management is needed in order to optimize the outcome. The

Academics Division (2546: 12-22) advises the implementation of the curriculum as below:

### **1. Getting the learning place ready**

1.1 Creating the awareness among personnel that consists of education committee, administrator, teaching staff, parents and community. Every party must realize the importance of the task and strive to implement the final curriculum of the institution.

1.2 Develop the institution's personnel to be knowledgeable and understand how to develop the curriculum

1.3 Establish education committee that consists of a committee as stipulated by the rule and regulations of The Ministry of Education with regard to Institution's Academics and Curriculum Management Committee act B.E. 2544 and other committee as deem necessary.

1.4 Establish institution's information system

1.5 Map out the education development plan

1.6 Publicize the curriculum to parents and other concerned bodies in the community to gain cooperation

### **2. Preparation of the curriculum**

To prepare the curriculum the following procedures are followed;

2.1 Study and analyze the relevant data and information

2.2 Stipulate the vision, mission, goals and desired characteristics.

**Vision means** ideology, intention, principles of beliefs and desired future target, all these elements would inspire and create faith that will optimize development.

**Mission** it is a roadmap for future success as well as a guideline for lower level planning.

**Goals** mean the expected outcome that the institution is willing the learners to gain which must be in line with the targets of the basic education curriculum and vision of the institution.

**Desired characteristics** mean the goal that have been set for the learners with regard to virtue, moral and values that the institution has mapped out by the suggestion and cooperation of the community and society atop the basic education curriculum of each subject.

2.3 Set up the curriculum for each level as well as the learning time ratio that consists of

2.3.1 The eight main and mandatory subjects as well as the additional syllabus that has been drafted in accordance to the special skills, learners' interests, community and society's requirement.

2.3.2 Learners' development activities

2.3.3 Timeframe, credit point, semester or annual activities for each subject.

2.4 Detailed curriculum for each subject

The following procedures have been undertaken to detail the curriculum of each subject

2.4.1 Plan the expected outcome of a subject in each semester or year by analyzing the standard of each level stipulated in each subject, in which what a learner must possess covering knowledge, moral, virtue and values that have to be obtained after finishing each interval of study. However the institution may add or modify the curriculum as deem appropriate and is in harmony with skills and interests of the learners as well as reflects the requirement and problems of the community and society.

2.4.2 Map out the curriculum for each subject that has to be covered in each semester or year according to the expected outcome stated in 2.4.1, however it should remain in frame of the standard stipulated for each level as well as in harmony with community and society requirement.

2.4.3 The timeframe and credit points of each subject in each semester or year have been set up as below;

Level 1 - elementary grade 1-3, level 2 – elementary 4-6, level 3 – matayom 1-3 set up the curriculum annually and fix the hours as the expected outcome for each subject.

Level 4 – matayom 4-6 set up the syllabus according to each semester and 40 hours learning time for 1 credit point.

For the additional syllabus set up by the institution, 40-60 hours course of time is equal to 1 credit point per semester.

2.4.4 Provide the detail of each subject as decided for the expected outcome as well as timeframe and credit points. Classify every possible detail of each subject, time and credit point clearly as the expected outcome has been decided earlier.

2.4.5 Draft out the integrated and sub-levels curriculum which will be easy to handle and assess. All these contents will be based on the expected outcome of each subject as well as credit point and timeframe that has been set up for each subject and appropriate for each semester or year but in any case the lifestyle of learners should not be ignored.

## 2.5 Designing the learning process

The following procedures have been stipulated for designing the learning process;

### 2.5.1 Teaching and learning management

Academics Division (2545 : 21) has explained the process of learning and teaching that there are different approaches to teaching and learning. The teacher must evaluate, assess and decide according to the physical and mental ability and interests at different intervals and must be done continuously. Thus, teaching and learning at each level must keep in mind the practical situation in which the optimum result can be gained not any particular approach is solely suitable a combination of various approaches should be employed. In the practical approach key elements are self learning, learning from nature, learning in groups and learning by doing. In the integrated system of learning, research is an important factor. The knowledge must be inline with virtue. Other key features of the education should include assortment of environmental, conservation and science issues. A balanced combination of every element only can be called a good approach.

### 2.5.2 Instructional media

Academics Division (2545 : 23) states regarding the instructional media that instructional media of the basic education and additional curriculum must promote the learner to learn by himself, learn continuously through life, utilize his or her time creatively. It should also be flexible and respond to the requirements of the learner, community, society and nation. The learner should be able to learn all the time, every place as well as every medium of education. The education should be in form of network where learner can gain easy access to and inspiring.

### 2.5.3 Assessments

Academics Division (2545 : 24) describes the guideline for assessment that it is a process by which the teacher use to improve the quality of the learner as it will enable to help gain necessary information and data that reflects the development as well as the rate of progress and success a learner is going through. The information and data gained from assessment further helps the teacher to promote the learner and optimizes his or her potency. The institution itself issues the rules and regulations on assessment as well as the working instructions for the assessment process. Every teacher in the institution uses the same guideline in order to maintain the same standard.

2.6 Tailoring the learners' development activities; they are the activities that enhance and promote the learner's ability based on individuality of each learner. These are held in addition to the basic education curriculum of all 8 subjects. The activities must be aimed to mold the learner to be adaptive to group and working with other people in order to promote interpersonal skill. Among these, a learner may choose one or more according to his skill and his dexterous and interests. The institution must brainstorm to sketch appropriate activities that would really boost the skills and abilities of the learners. These activities can be classified into 2 categories;

2.6.1 Guidance and counseling; these activities should be customized to enhance the individual skillfulness of each learner. They should enable and promote the special skill of each learner as well as emotional maturity, interpersonal skill. Every teacher must guide the learner based on his or her individuality in order to maximize the potential of learners in their careers.

2.6.2 Students' activities are the activities that originated from students voluntarily. They are aimed to accomplish and enhance desired characteristics atop of the learning and other activities. Students participate and pool ideas to create, do and solve problems about these activities. They are also targeted to promote learners' potentials as well as boost cooperation, discipline and responsibilities. These type of activities can also be divided into 2 categories i.e. activities

based on learners' interest, requirement and skills and the second group consists of boys and girls scouts as well as social welfare activities which are mostly arranged by the institution itself based on learners' age group and appropriateness of emotional maturity also considering the individual differences of the learners.

2.7 Regulating the formats, procedures, deciding standard, documents and educational credentials;

The standardization of each education grade, level and basic education which is equal to 12 years. A learner may educate in two levels i.e. matayom 3 which is compulsory education level and matayom 6 which is considered to be the basic education level. The standard of each level is as follows;

2.7.1 The standard evaluation of first three levels make up compulsory education level i.e. primary grade 1-3, grade 4-6 and matayom (secondary) 1-3 consists of

2.7.1.1 A learner has to study all 8 subjects as mentioned earlier and has been declared qualified by the institution standard.

2.7.1.2 Must be able to pass the assessment standards on reading, writing, thinking and analyzing set up by the institution.

2.7.1.3 Must be able to pass the assessment standards on desired characteristics i.e. activities set up by the institution.

2.7.2 For the fourth level that is matayom 4-6, a learner must fulfill the following elements;

2.7.2.1 A learner has to study all 8 subjects and obtain the credit points as established by the institution as well as other standards set up by the institution.

2.7.2.2 Must be able to pass the assessment standards on reading, writing, thinking and analyzing set up by the institution.

2.7.2.3 Must be able to pass the assessment standards on desired characteristics.

2.7.2.4 Participate and pass the set up standard on activities by the institution.

Documents and education credentials; an institution must consider and prepare documents on assessments as deem appropriate.

### 2.8 Developing a promoting and assisting system

To render teaching and learning service of the desired and targeted standard of an institution, it must develop and establish a promoting and assisting system which should best assist the teaching and learning standard to reach the goal. They include library, research and development and academics network

### 2.9 Arranging an order of the school's curriculum

After the above mentioned process, an institution will map out the details of every educational aspect; at this stage is the compiling and analyzing in order to make the curriculum a perfect combination. They are as follows;

- 2.9.1 Vision, mission and goals
- 2.9.2 Desired characteristics
- 2.9.3 Structure of the curriculum
- 2.9.4 Subject-wise syllabus
- 2.9.5 Learners' development activities
- 2.9.6 Managing and promoting the teaching and learning process
- 2.9.7 Assessments
- 2.9.8 The management of the school's curriculum
- 2.9.9 Others

## 3. Planning and implementing the curriculum

The Academics Division (2546 : 23-24) explains the planning and implementing the curriculum as below;

### 3.1 Managing the learning process

In order to manage the learning process effectively, the manager of the institution must convince the teachers to develop and improve themselves and must in coordination tailor the learning activities on these aspects, the learning in which the learner is the most important, employing multi-base information source,

utilizing instructional media as well as innovation and technology, creating the environment that boost additional learning as well as research and development.

### 3.2 Arranging the learners' development activities

In managing and arranging the learners' development activities, every teacher must be able to counsel and guide the learners on their future study, career and other local intellects or they may establish their special office for guiding and counseling in the institution. And with cooperation and coordination, arrange the activities that are in harmony with the institution's specialties or emphasis, vocational training, promoting activities, desired characteristics and activities that enhance the learning of each subject. As well as activities that fulfills the interests and skills of the learners. The institution must do its best to promote the learning activities by utilizing all possible resources on hand most effectively, manage the network of study both in campus and out campus, acquire instructional media, innovation and technology, create a good learning atmosphere, promote the research work in line to development as well as continuous and systematic proliferation of information inside the institution.

### **4. Managing the curriculum (implementation)**

Implement the curriculum as described in section 2 and 3.as the institution has stipulated.

### **5. Inform, direct, follow up and assess**

Informing, directing, following up and assessing the results of implementing the curriculum inside the institution.

### **6. Briefing the outcome of the institution**

The institution briefs and reports the outcome of implementation

### **7. Revising or improving the curriculum managing process**

The institution may revise or improve its curriculum by following the procedures mentioned below;

7.1 The school will table the results, comments and suggestions as tools and basic data to plan and implement the revised and improved school's curriculum.

7.2 The schools strive to make the curriculum better and better and most effective as possible.

### **2.3 Role of the persons involved in implementing the curriculum in basic education schools**

Education Research Division, Academics Department (2546 : 25-34) explains the roles of involved persons in implementing the institution's curriculum that the process of managing and implementing will only be most effective if every party involved aware about the knowledge, understanding, role, duty and responsibility as well as the guidelines that promote and assist the implementation of the curriculum. The role of each person involved in the implementation has been described as follows;

#### **1. Manager of the institution**

1.1 Prepare a master plan to develop the institution and to utilize it as a blueprint for developing the institution in order to arrange educational services

1.2 Act as a leader to tailor the school's curriculum by coordinating with every concerned party in order to set up vision, mission and desired characteristics of the learners along with syllabus for each subject.

1.3 Publicize the school's curriculum

1.4 Assist to create an atmosphere that enhances teacher's knowledge on tailoring the school's curriculum as well as create a learning-base atmosphere.

1.5 Create a systematic network for information, direction, and follow – up the implementation of the curriculum.

1.6 Regularly assess, revise, up date, modernize the school's curriculum in harmony with the requirements of the learners, community and locality

## **2. The teachers**

- 2.1 Set up the credit point and learning activities
- 2.2 Prepare a plan that emphasizes on the philosophy of “Learner is the most important”, open opportunity, practical, free expression and participation
- 2.3 Tailor and prepare instructional media that boost learning and interest of the learners both in campus and out campus. Find out other learning sources in the community such as library, museum, park and handicrafts center etc.
- 2.4 Keep themselves updated all the time and persons who are willing to learn endlessly.
- 2.5 Act as a decent ideal, moral and example for other teachers and learners
- 2.6 Create an atmosphere of the class and institution that enhances and inspires learners as well as boost their interests and participation
- 2.7 Evaluate and assess learning process based on practical advancement, interview, observation and portfolio.
- 2.8 Conduct a research in the class that aim to improve curriculum and learning process
- 2.9 Prepare an individual report of each learner.

## **3. Learners**

- 3.1 Should participate in planning with the teachers and guardians and the plan must be based on their own interests, skill and practical applications
- 3.2 Must be responsible and utilizes free time creatively as well as manage himself to gain quality knowledge
- 3.3 Act like a person who is willing to learn and an exploring person to gain best possible knowledge
- 3.4 Assess and improve one’s ability to progress continuously
- 3.5 Should preserve his right and duty to obtain 12 years basic education level
- 3.6 Must interact creatively with the teachers and classmates and assist each other as well as be a considerate person.

#### **4. Guardians**

4.1 Constitute the learning plan in cooperation with learners and teachers.

4.2 Participate in mapping of the curriculum and institution's development plan as well as institution's constitution.

4.3 Support and promote institution's activities to improve learners' potentials.

4.4 Help to create an inspiring, learning atmosphere in homes.

4.5 Instruct, bring up, support the learner warmly and other progressive aspects of the learner.

4.6 Support resources that are necessary and appropriate for learning.

4.7 Cooperate with teachers and involved persons to ease undesirable attitude or behavior of the learners.

4.8 Act like a virtual, knowledgeable, a willing to learn person and a decent example in order to make the institution a better one.

4.9 Participate in learners' assessment as well as the management of the institution.

4.10 Should take a good care of his or her sons or daughters to gain compulsory 9 years education.

#### **5. Citizens**

5.1 Participate in mapping of the curriculum and institution's development plan or institution's constitution.

5.2 Support resources that are necessary and appropriate for learning.

5.3 Participate in learners' assessment.

5.4 Participate in institution's performance assessment in order to make the institution an actual community's institution.

#### **6. Communities**

6.1 Participate to constitute the institution's development plan or institution's constitution.

6.2 Participate to set up syllabus that is in harmony to the community and locality's requirements.

6.3 Make locality and community a learning center and network in order to provide chances to the learners to gain a real practical working experience.

6.4 Support the learning activities of the institution

6.5 Participate to check and assess institution's performance

6.6 Present ideas or suggestions that are beneficial to the institution's teaching process

### **7. Committee on the institution's desired characteristics**

7.1 Set up the desired characteristics that are useful to the learners

7.2 Create an atmosphere that will lead to the fulfillment of the desired characteristics

7.3 Create instruments and system to assess desired characteristics

7.4 Evaluate the results of individual desired characteristics as well as the results of each level in cooperation with teachers, guardians and other concerned.

7.5 Suggest ideas to improve school's curriculum that is concerned with desired characteristics.

7.6 Create the awareness among institution's personnel in order to develop desired characteristics in the learners.

### **8. Institution's basic education committee**

8.1 Set up an instruction's development policy and plan.

8.2 Approve the annual operation plan of the institution.

8.3 Approve the institution's curriculum that is in line with the locality's requirements.

8.4 Approve the panel or sub-committees that are set up by the institution.

8.5 Support all academics activities of the institution

8.6 Support to gather educational resources, external experts and local intellectuals to develop and improve all aspects of the learners as well as to inherit local and nation's culture, customs and art.

8.7 Boost relationship between educational institution and community as well as governmental and non-governmental bodies in order to make the institution a learning and education center of the community also participate to develop and improve locality and community.

### **9. School's curriculum and academics management committee**

9.1 Plan the academics activities of the institution and drafting of the school's curriculum and proportion of each subject and activities that should be in line with basic education curriculum, economical and social situations, art and culture and local intellect

9.2 Prepare instructions manual on curriculum management, information system, and direction, follow up as well as advice on curriculum improvement, learning process management, and assessment and counseling in harmony to the basic education curriculum standard.

9.3 Support to develop human resources with regard to curriculum development, learning process management, assessment and counseling in harmony to the institution's curriculum targets and guidelines

9.4 Coordinate and seek cooperation from individual, offices, organizations and community in order to make the implementation of the curriculum highly qualitative and most effective.

9.5 Publicize the curriculum as well as its implementation to the learners, guardians, community and other concerned and get the feed backs for consideration in order to improve institution's curriculum

9.6 Support the study on curriculum development and learning process

9.7 Follow up the individual learner's progress at each grade, level and subject group in every education year to revise and improve every aspect of the institution

9.8 Check and appraise the teachers' performance of the previous year as well as curriculum management and use it as guidelines to improve their performance and curriculum management for the next year.

10. Nine sub-committees for each subject named after the subject such as Thai language, social science, religion and culture, physical education and hygiene, mathematics, science, art, vocational and technology, foreign language and learners' development activities. All these sub-committees work under the Basic education's committee on curriculum development and academics which are nominated by the manager of the institution have the following duties to perform;

10.1 Develop and establish the proportion of each subject and their contents of the basic education and additional curriculum

10.2 Develop and proceed with the learning system that emphasize on the philosophy of "Learner is the most important" as well as the assessment system that clearly and effectively measure the progress.

10.3 Develop a central benchmark teaching plan for each subject who a teacher would adapt to as deem appropriate and most effective.

10.4 Develop appropriate teaching instruments and in harmony to the philosophy of "Learner is the most important".

10.5 Set up a guideline for assessing instruments as well as follow up the assessment process inline with the standard established for each subject.

10.6 Analyze the progress of the learners individually and group wise.

10.7 Conduct an in-class study to solve problems and improve learning process and assessment system.

10.8 Exchange the operation experience and information to improve teachers' performance and appraisal

10.9 Gather data and information in order to improve curriculum management of each subject as well as learning process management along with subject wise and study-group wise assessment of the past semester and plan for the next coming semester.

10.10 Report on teacher performance appraisal as well as curriculum management of each subject and subject group emphasizing on learner progress to the basic education institution curriculum and academics management committee and other concerned

10.11 Others as assigned to

## 2.4 Music Syllabus at the Basic Education Level

### 1. Syllabus of art subject

In the Basic Education Curriculum B.E. 2544, music is included into art group. The tailoring of art subject contents was based on the belief that the drafting of contents of the 12 years basic education curriculum must give equal importance to every subject because every subject plays an equal role in creating basic knowledge. The stipulation of the knowledge and its compositions, theories on teaching of art subjects were considered on the nature that when a learner completes his or her 12 years study, he or she must possess knowledge, skills and desired characteristics. A part of advance knowledge also has been included to this group in order to respond to learners' interests.

Academics Division (2546 : 3-5) states the qualifications of a learner on the completion of 12 years basic education as below:

#### **Qualification of a learner**

On finishing basic education level a learner should be a person of a decent mind, a beauty lover and should possess analytical ability, precept the value of art, nature, environment as well as culture and arts which are nation's intellectual heritage. He or she should be able to explore own potentials and interest which are foundation for further study or artistic career as well as be an imaginative and creative person, possess confidence to improve oneself and express it constructively, concentrate on work, well disciplined, responsible and is able to work in team happily. On finishing of each education level a learner must have the following qualifications;

#### **Level 1 (elementary grade 1-3)**

1. Create and present artistic work from own imagination and creativity. Must be able to explain one's work to others by using basic art vocabulary.

2. Able to precept art i.e. visual elements, musical and dance elements as well as able to describe to others using simple art vocabulary.

3. Able to identify situation and conditions which create artistic work

4. Able to use different elements of art knowledge to learn other subjects and group of subjects

5. Take good interest, have satisfaction, feel entertained and have good responsibility to work with others happily.

6. Notice, precept and take interest in nature, and art that are cultural, traditional and local intellectual heritage

**Level 2 (primary grade 4-6)**

1. Create and present artistic work from own imagination, creativity as well as vision such as visual elements, musical and dance elements, skills on using techniques to create self desired pieces of work as well as able to describe to others using simple art vocabulary

2. Precept art i.e. visual elements, musical and dance elements which are helpful to analyze artistic work and able to explain to others the melody and sweetness of musical art.

3. Able to identify musical works which are connected to local culture as well as able to explain to others the history or how and from which art the present musical pieces are inherited or influenced by.

4. Able to apply the artistic knowledge in daily life and other subjects

5. Take interest in artistic works, enjoy working, confident to expose as well as accept or admire others' artistic works.

6. Realize, admire the value of art, enjoy working, confident to expose and accept others' artistic pieces and ability.

### **Level 3 (matayom 1-3)**

1. Create and present artistic work by choosing and applying visual elements, musical and dance elements and basic skills to create own piece of art work as intended to as well as able to communicate to others the composition of his work.

2. Know how to arrange visual, musical and dancing elements and how can they communicate one's idea and sentiment as well as able to explain the beauty and sweetness of the musical work.

3. Able to explain and express ideas on different kinds of art that are connected with history and culture as well as able to compare and describe the contemporary art of that period and other periods should also pay great importance to cultural aspects.

4. Able to use different elements of art knowledge that one has interest and skills to apply in daily life and to learn other subjects.

5. Realize the importance of creating artistic works, confident, have a pride to expose, responsible and determined to work in team.

6. Impressed, realize the value of art, nature, and environment. Be an affectionate of Thai and international culture and intellect as well as local intellect.

#### **Level 4 (matayom 4-6)**

1. Create and present artistic work by choosing and applying visual elements, musical and dance elements and their combination along with basic skills to create own piece of art work as intended to as well as able to assess and communicate to others his or her composition.

2. Able to analyze techniques to arrange visual, musical and dancing elements that have effects on ideas and sentiment as well as effects on other branches of art. Also is able to explain the principles and sweetness of art which are employed to create musical compositions.

3. Able to analyze and compare different kinds of art that were present and performed during different intervals of history as well as the social and cultural influence on that particular musical work.

4. Able to use different elements of art knowledge that one has interest and skills to apply in daily life and to learn other subjects effectively.

5. Realize the importance of creating artistic works, confident, responsible, and determined to work and exchange knowledge and experience with others.

6. Impressed, realize the value of art, nature, and environment. Be an affectionate of Thai and international culture and intellect as well as local intellect.

#### **2. Musical contents**

Suphanee Lua-bunchoo (2536 : 171-174) explains the concepts on teaching and learning music as below;

1. Contents and their understanding aspect i.e. musical structure which consists of rhythm, tune, chorus, mood and flow plan.

2. Skill aspect i.e. musical skills which covers listening, singing, playing of musical instruments, body movements in respect to melody, reading of musical notes and musical composition.

3. Attitude aspect i.e. literature which involves origination and history of music and musical instruments, history of musicians and musical geniuses and history of songs.

The above-mentioned musical contents are interrelated that means teaching or providing knowledge of contents depends heavily on the skills of musical instrument performing and literature and to teach musical skill is also depend on the understanding of the musical structure. Along with these qualities, a learner also must be a music lover and contain right attitude towards music that means a learner must study the musical literature as well. In the same manner, to contain rightful attitude, a learner must have good understanding of musical structure and skill as a foundation. Thus, to teach music, a teacher must design a balanced combination of all 3 elements in order to achieve the teaching goals effectively. It can be done by making the understanding of structure the hub and then followed by the musical skills and literature. They all will be instrumental to achieve the target effectively. Musical contents consist of;

#### 1. Musical structure

1.1 Rhythm

1.2 Tune

1.3 Ensemble

#### 2. Musical skill

2.1 Listening

2.2 Singing

2.3 Playing musical instrument

2.4 Body movements in accordance to rhythm (dancing art)

2.5 Composing musical piece

2.6 Note reading

### 3. Musical literature

- 3.1 History of music
- 3.2 History of musical instrument
- 3.3 History of musician and music geniuses
- 3.4 Different type of songs

Naruth Suthajit (2537 : 1-8) describes the musical components into 2 main branches

#### 1. Musical contents i.e.

- 1.1 Components of music consist of rhythm, tune, ensemble, pattern, and mood and sound characteristics
- 1.2 Musical literature consists of song or different types of song and history of music

#### 2. Musical skills i.e.

- 2.1 Skill of listening
- 2.2 Skill of singing
- 2.3 Skill of playing the instrument
- 2.4 Skill of body movements
- 2.5 Skill of creativity
- 2.6 Skill of reading

From the study of musical components, we can conclude that in order to prepare the contents for teaching music, a balanced combination of every musical aspect has to be included in i.e. musical contents and skill only then the targets can be achieved.

### **3. Guidelines on teaching of music**

The basic education curriculum is a flexible one. Therefore, the process of teaching should be in order to respond to the requirement of learners, community, society and nation. Every concerned party should participate in sharing and pooling ideas only then the collective targets can be achieved i.e. the curriculum

must enable learner must exhibit a balanced progress on every aspect such as physically, mentally, intellectually and socially. The teaching of music is one of means that lead to the target set by the basic education curriculum. Thus, it is essential that the process of teaching should be as effective as possible. And to proceed effectively toward the set goals **guidelines on teaching** are essential part to keep harmony with the basic education curriculum.

To implement the guidelines, the teacher should realize the variety of contents and preparedness of the learners along with facilities and learning atmosphere of the learners are also not ignorable. These factors would be instrumental to ultimately develop and improve knowledge, attitude, skills and eloquence (Naruth Suthajit, 2545 : page no. unknown) describes the guidelines on teaching as:

### 3.1 Learning sound to gain knowledge on musical contents

The knowledge of sound is a foundation to respond to musical contents. A learner should be allowed to listen to music before he see or know the symbols or note or any other branch of knowledge. Jerome S. Bruner (1966) has described the perception process into three elements i.e.

3.1.1 Enactive representation is perception gained from doing practically this can be defined as let the learner listen or clap according to rhythm etc.

3.1.2 Iconic representation means the knowledge of musical symbols and notes in place of what is actually intended to teach. They represent the sound and its characteristics which can be interpreted into symbols or notes or any kind of picture.

3.1.3 Symbolic representation means the process of knowledge that is related to linguistic symbols which are internationally know or accepted such as writing language or musical notes. At this level, the symbols at

second stage which are understandable only between the teacher and learner are converted into international symbols and musical notes.

It is clearly evident that the learning principles which are used in teaching and learning of music, the very first starts from listening to audio and convert the sound into simple and easily understandable symbol for the learners. When the learner becomes knowledgeable of simple symbols then later the simple symbols are converted into international symbols. We can conclude that the listening to music is the first and inspiring step of learning music. Thus, regardless of what the teacher wants to emphasize i.e. skill, knowledge, intended idealism and how difficult may the content to be taught, the listening is the first stage to be start with.

### 3.2 Teaching the tangible content of music

The nature and content of music mainly composed of sound and it is intangible, we can sense it but cannot touch it. Thus, it is not an easy task to make learners understand by providing any practical theory, therefore the limitation makes the teaching of music sometimes does not achieve the goals as the teacher intended to. In order to ease the limitation, much kind of mediums are used in place of sound in form of symbols or pictures to reflect different sounds' patterns as well as it standardized the understanding between the teacher and learner, it also is an effective tool to activate the curiosity of learners.

Moreover, presenting music in tangible form also enable the evaluating and assessing process to become an easier one such as learning sounds' patterns high - low, loud – soft, long – short as well as main rhythm, ensemble and harmony. These characteristics of knowledge are difficult to convey to the learner if the teacher only uses the listening or wording to explain, the listener will never be able to understand it perfectly. Without this tangibility the learner will have to imagine or create own understanding and the teacher himself will not be able to check whether what the learner has understood is right or wrong. Therefore, the tangible form of teaching helps the teacher to explain as well as check the understanding of the learner. Hence, the teacher has the direct responsibility to create

and develop these medium or instruments as appropriate to the learner and local situation. These mediums may be in form of diagram, picture, transparent slide, visual aids and musical instruments.

Examples of tangible instruments are

1) In forms of diagram, transparent slide or picture

2) The instruments that reflect the results of sound.

These instruments exemplify the movement of sound. They help the learner to visualize the difference among movement and patterns of the sound as well as their connection with the content of theory such as a scale board. The special characteristic of a scale board is it is like a large keyboard which can create sound and can be used as an effective international music teaching, note recording as well as sound affixing, cord constructing, sound stairs (Major, Manor) instrument.

3) Another form of tangible mediums is musical instruments; this form is another important factor that enables the learner to gain a real access to the sweetness of music. It provides a practical skill to the learner as well as understanding of the principles of sound. The musical instruments used in basic teaching should be simple ones, mean they should not have complicated mechanism and enable learner to learn it easily and a short time. Another key feature of this form of medium is, they should be inexpensive enough for everyone to buy. These instruments include;

**Human body** itself is an important musical instrument by which we can create a magical music that means our body contains a lot of organs that can produce a high quality sound of the standard of a quality musical instrument. It simply depends on that particular person that how skillful is he to produce and control the sound. Thus, the teacher should advise and encourage the learner to discover the hidden musical magic in ones' body. To discover these magic, the teacher should teach the learner to analyze and compare the differences among various sounds by using human body as a musical instrument such as clapping, foot

knocking and finger snapping. All these are the basic music learning tools. Others are the internal vocal organs of a human body which have a continuous and complicated mechanism and can produce sound, sing songs. If a learner is able to master these vocal organs in his or her body, he or she will be able to sing unbelievably beautiful and impress audience. Human voice has an extremely high fidelity in many aspects such as high - low, loud – soft, long – short tones not less than any high quality musical instruments.

**Percussion instruments**, the sound of this type of instruments have been clearly classified which include ranaad, kong-wong and bellira etc. The sound of the instruments which has not been classified includes krab, castanets, trumburine etc. These both types are good instruments to teach music. They also can solve price barrier because they are not too expensive as well as can be made from objects available in the locality.

**Vocal instruments** have both the sound of which have been classified and not yet classified. The most commonly used are klui, both Thai klui and recorder, which are effective for teaching. If an institution has enough means, it can also buy melodian for teaching purpose. In case, no instrument is available, a teacher may ask the learner to blow whistle because this type of instrument work on same principle that is vocal control to produce a high quality sound. The learner can then learn the quality and principle of this type of instruments. Other objects which are available in the locality can also be used such as blowing of leaves as well as blowing of high quality but different sizes of whistles. Through the mentioned methods, learner can learn the theory of vocal control. The only limitation of these instruments is they cannot be a high quality instrument. They can only be used to teach basic principles and can ease financial limitation.

**String instruments**; this type of instruments are simple but rarely used to teach basic principles because they are not fit for everyone. Another barrier is they need a plenty of skill and experience. Thus, using this type of instruments for teaching purpose has many limitations as well as not appropriate for

a large group of learners. Commonly found among these are khim, sow or may be other local instruments in each region or locality, most famous and common among the international instruments is guitar or if budget is not the problem violin can also be used. However, it is not an easy task to allocate these instruments for entire class. A teacher may choose to employ any other simple instruments that can exemplify the production and theory of sound on which these type of instruments are based on such as sound box.

### 3.3 Self-exploring

In the teaching of music, there are many elements that a learner should directly experience for example singing a song, playing musical instrument and being a member of music club etc. After that it will be possible for a learner to discover by himself on every element of knowledge such as color and ensemble etc.

### 3.4 Developing multi-aspect musical skill

Music has a unique structure of contents as it is aural art and performing art. The structure contains knowledge and skill on the following aspects;

#### **History of music**

- 1) Origination and history of music
- 2) History of musical instruments and ensemble
- 3) History and works of music composer

#### **Musical components**

- 1) Color of the song
- 2) Characteristics of sound
- 3) Rhythm
- 4) Tune
- 5) Ensemble
- 6) Pattern of the song

### **Musical performance**

- 1) Listening
- 2) Singing
- 3) Writing and reading
- 4) Performing on musical instrument
- 5) Creativity

### **Eloquence**

To provide overall knowledge of music, it is essential that a learner should experience every aspect; only then the teaching of music can meet perfection; however it depends on learners' age group and level of study.

#### **3.5 Emphasis on every level of analytical and creative thinking**

The creative and analytical skill is how to express in musical form that includes entire knowledge and understanding. This element needs an adequate of musical knowledge. This skill can be demonstrated in many ways, at many levels and characteristics.

Music teaching pay great importance to creative and analytical skill that a learner should gain at every grade and every level of complexity according to the learner's age group and maturity e.g. in young kids, when they have learned about the rhythm, they would be able to analyze the differences among rhythms and how they resemble or differ from each other etc.

Regarding the techniques and methods that are applied to boost analytical skill and creativity may be in various forms and approaches such as changing the composition of knowledge, creating new elements of knowledge, providing additional knowledge and going into the depth of knowledge etc.

#### **3.6 The procedure wise and continuous learning**

In the teaching of music, the outcome of each piece of musical composition is composed of various elements such as rhythm, tune, mood, and

ensemble and may also include performance skill and the history of that composition. Thus, the teaching should cover multi-aspect of knowledge but should be inseminated step by step and clearly e.g. when a learner has experienced a song that has been taught, the teacher may emphasize on one or two aspects first such as rhythm, tune or its history or performance and then later may provide further knowledge through the same or another song until the learner gain overall and all elements of knowledge.

The factor that a teacher should be very cautious is the continuity and relativity of the knowledge elements. The teacher should prepare in advance the knowledge intended to teach as well as the approach that he or she will follow in order to achieve the teaching goals as well as the continuity and relativity because in teaching of a musical composition only one or two elements of knowledge are planted and then systematically followed by others. If any discontinuities occur problem may arise.

### 3.7 Participation of a learner in musical activities

In order to successfully achieve the goal of teaching music, it is essential that the learner must tangibly employ the knowledge earned. The tangibility may be produced in multiple forms such as exhibition, stage performance or others. It may be arranged individually or in groups. All these elements are considered to be major boosters of skill and performance development as well as exposure and enhancer of other relevant elements. Thus, it is essential that a learner must go through these activities both in campus and out campus, during school hours or after school. Besides, it is also a good mean to make assessment on learner development or improvement.

### 3.8 Role in every musical experience

The ultimate goal of teaching music is to make a learner impassionate of eloquence by going through practical experience. And, in practical experience, a learner must perform every possible role to gain multiple experiences that cover every musical aspect. As I have mentioned earlier that every element is

closely interrelated to each other, thus, performing various roles in musical show is key to success.

The procedures or communications of musical works have a definite standard as a reference i.e. in communicating any contents; there are always the following factors involved;



In musical communication, the role of each element can be interpreted through the following structure;

**Musical communication**

- The sender is a creator or a performer i.e. musician, singer or conductor.
- Contents mean music itself i.e. musical components, background and history, performing and eloquence.
- The receiver is the listener.

**Creator**

This group of people in musical field plays the role of a creator that means they think and create pieces of musical works. Thus, a learner, after having experienced the role must be able to create or produce, feel, analyze as well as synthesize the knowledge in order to convey these elements to others or listeners. A learner may exhibit the ability in this role by performing accordingly to simple rhythms at different levels being played and not necessarily by composing a musical piece.

### **Performer**

If we consider this group of people deeply, they are still a sender or conveyor who convey their message to others, therefore, they are comparable to the creator and fall in the same category. They play the role of sender through central media i.e. different musical instruments or by singing. This group can be further sub-divided into three groups;

- 1) Instrumentalist
- 2) Singer
- 3) Conductor

Thus, a learner who is experiencing this role must be able to reflect the feeling, mood, sentiment as well as skills in different types of musical instruments to convey every single element to the listeners. Before a learner would become a good conveyor he or she must be able to realize the depth of the musical piece and the creator's sentiments only then a complete message can be conveyed to the listeners as well as the eloquence.

### **Listener**

They are the bottom end of every kind of communication mean in every communication, the listeners are the target. They must receive every detail of whatever intended to communicate and with thorough understanding of the message. This same fact is true for musical communication. The listeners must get the message and understanding clearly on every element of that particular message being conveyed. The main element is eloquence, a listener only can get the in depth eloquence if he or she possesses some qualifications and manners.

### 3.9 Planting good attitude towards music

This is also an essential element of teaching that can bring fruit to the teaching goals. But, a teacher could only be able to stem constructive attitude if he or she contains that positive attitude, otherwise the stemming would be a failure. A teacher must have good understanding of musical components and contents as well as is an admirer of music and contain positive attitude for music.

Before letting the learners experience music, a teacher must explore the learners' attitudes in order to utilize that data to adapt his or her teaching plan and lessons because the attitudes are considered to be the first barrier on teaching that a teacher has to breakthrough. Many patterns of attitude constrain are found such as:

- 1) A learner must have good attitude towards all kinds of music
- 2) A learner might have negative attitude towards some kind of music
- 3) A learner might have good attitude towards music but negative towards the teacher etc.

Regardless of what the pattern of problem is, but it always tends to create problems on teaching of music. Thus, the planting of good attitude is not ignorable. Psychological approaches and principles are important instruments for planting good attitude to a learner. Planting good attitudes based on three main components i.e.

- 1) Cognitive component means the reaction of an individual how he or she reacts to an action and assume the beliefs. In the teaching of music, a teacher must know how much and how well learners contain the understanding of basic musical knowledge i.e. background, history, theory and skills. A teacher must also realize that the knowledge and understanding that the learners contain are right or wrong in order to adapt them for preparing teaching plan and lessons.

- 2) Feeling component means the relationship between an individual and actions which is the result of satisfaction of an individual on the exposed elements and how much he or she feels about those elements whether he or she wants it or not or feel good or bad. For this component, in music teaching, a teacher must understand the basic feeling of learners that how a learner feels about a particular type of music or performing on a particular musical instrument as well as

learning of music itself. The more a teacher understands these feelings the more he or she would be able to achieve teaching targets as well as planting of attitude.

3) Action tendency component means the result of assessments made on understanding and feelings with regards to what is stated in article 2 above. These tendencies help the teacher to map learners' development plan. For mapping the plan, physical factors of learners may also be included. Atop these, a good atmosphere also helps to create positive behavior and attitude towards learning of music.

Here are a few examples of planting positive attitudes towards music;

- 1) Create trust between teacher and learner and in cooperation analyze the cause of problems.
- 2) Provide facts and information on musical knowledge.
- 3) Persuade learners to accept music by telling stories, giving advice and creating awareness among learners on the importance and benefits of music.
- 4) Arrange activities that create acceptance or according to the interests or skills of the learners.
- 5) Let the learners participate in different activities as the direct experience would enhance real understanding of musical works.
- 6) Impress the learners by assigning them important responsibilities or roles.
- 7) Mend learners' behavior by inserting experiences and knowledge elements that the teacher intended to by using activities that are appropriate to creation of knowledge effectively.

All the abovementioned elements are only a few examples, however, before implementation they are to be adapted appropriately according to the level of learners' attitudes. Moreover, they should be introduced systematically

through time as well as the teacher should also acquire more knowledge on psychology.

3.10 Using the music and master pieces of music in the teaching;

For teaching the contents of music or providing example of musical pieces, outstanding master pieces should be used as they are the records of human civilization. Moreover, the experience of listening to master pieces would also make the listener realize the value, meaning and the importance of music. The local, national and international master pieces would in addition create the inspiration and eloquence to the listener as well.

Following are the points should be considered for providing musical experience to the listeners and determining master pieces;

- 1) Whether that piece is characteristically valued
- 2) That piece is contently valued
- 3) That piece contain musical components value
- 4) That piece has civilization value

3.11 Employing group approach

Group approach can be highly instrumental for effective and practical teaching of music that means in class-teaching, regardless of what is being taught, a teacher cannot look after every learner individually and equally. Thus, employing group approach could be highly effective. Moreover, this also can be helpful in other factors i.e. the learners would get equal opportunity to expose, create learning society and gain managerial and communication skills. A teacher can arrange different activities to respond to the development of learning process.

It can be briefed that, in arranging different teaching activities at basic education level, a learner should be introduced with only one skill in each period and then in later periods others skills should be introduced until a multi-

aspects skill is fully gained. The most tangible approach is highly recommended as well as other techniques that fully explore the learners' potency.

#### 4. Instructional media

We can separate the compound word "instructional media" as the word itself, the second part of the word is media that is derived from the word medium that means a mediator or a vehicle which transit or communicate an object or information from a certain place to the destination. The first part is the word instruction that is the teaching or performing of a teacher that originates learning in the learners.

Areelux Tanpradit (2500 : 1-5) categorizes instructional media into three main categories;

1. Equipment, hardware or big media, they are mechanical or electronics devices. They need software in order to interpret and communicate the ideas to the end receivers such as overhead projector, radio or other voice recording devices etc.

2. Software or small media, some of this category may be automatic and some are dependent on big media or other devices such as film, slide, tape or cassettes etc., but some are self-dependent such as picture, puppet, map, diagram etc. This type of Media plays a key role in storing different forms of documents to help creating learning.

3. Procedural media, they are in form of practice or performing they either can be used independently or in combination with others such as a play, demonstration or exhibition etc.

Other than the above-mentioned, many scholars have categorized instructional media with different approaches. Naruth Suthajit (2538 : 139 referred to Suvadee Phinpraphat, 2543 : 17-18) explains that "Instructional media plays an

essential role in the teaching of music as music is a matter of voice which is intangible, therefore, using other visual aids would brighten tangibility of the subject which, in result help the learner to learn and understand music better and more effectively. They are even more important for the learners at elementary level. Instructional media have a great importance especially audio media is apparently important as it help learner to gain practical experience in listening that lead to eloquence as well as they enable listeners to sense them which will instigate curiosity among learners”.

Instructional media can be separated according to teaching patterns as follows;

1. Objects i.e. music, musical notes diagram. Diagrams of rhythm or performing symbols, picture and history of the composer or other pictures that reflect lyrics, record, cassette, disc, music dictionary and music encyclopedia etc.
2. Devices such as record player, voice recorder, computer, projector, video etc.
3. Procedures or techniques such as demonstrating, performing, arranging exhibition and play etc.
4. Teaching assistance, rhythm, listening and singing activities;
  - 4.1 Rhythm activities such as hmong, krab, drum, chab etc.
  - 4.2 Listening and singing activities, Thai musical instruments i.e. khim, ranaad. International musical instruments i.e. saxophone, trumpets etc.

Office of Education Standard and Information (2545 : 50) provides guideline on developing instructional media of art subjects that a teacher may develop instructional media from the sources such as equipment, printed, electronics,

nature, environment, technology and personnel etc. available in the locality to use for the effective teaching of music as well as development of skills and the process that inspires learning, exchange of knowledge, create extensive learning, self-learning, learning through life at full potency.

Media have great importance and are highly useful for the teaching of music. Using good media enable teacher to achieve the set targets. The media should be used systematically that means before using certain media, first a good understanding between the content and media should be made as well as preparation, checking and atmosphere. A teacher must practice before giving lecture or actual teaching as well as a post-teaching assessment should be made. All these elements would make the use of media most effective.

#### **5. Assessment on music**

Office of the National Elementary Education (2545 : 49-50) explain the guidelines on evaluating and making assessment on music as follows;

The principles of basic education emphasizes on “Learner is the most important”, the learner must be introduced with the knowledge through practical approach as well as assessments should be made in accordance to the standard of particular level of learning curriculum which is set as the target. It should cover all elements i.e. knowledge, procedure, skill, morality and values. The learner should also be given the opportunity to participate in his or her own assessment. The assessment should be made on real performance and also cover multi-aspect as well as must be recorded systematically in order to employ the data for continual development of the learner of art subjects.

Thus, the assessment on art subjects must be made and based on three aspects i.e. knowledge, skill\procedure and virtue, moral and values.

Naruth Suthajit (2537 : 156-157) has classified the assessment process into three parts i.e.

1. Assessment on musical contents which consist of musical components (rhythm, tune, ensemble, form, pattern, melody) and musical literature (lyrics and history of music) which emphasize mainly on musical theories. The abovementioned elements can be assessed by using various forms of documentary tests. Atop this, skills on listening and creativity can also be assessed by the same method as it can be explained in writing form or tested in writing form after listening and the same for creativity test that can be performed in the same way by letting the learners compose songs like essays writing.

The assessment of musical contents must cover various aspects of knowledge and understanding as well as analytical skill and application of the knowledge and skills. The balance of knowledge and other skills in the tests depend on what the teacher wants to emphasize on. The importance also should be given to the memory of key elements that are concepts and principles. Regarding the understanding, the assessment should be based on analytical skill as well as its applications.

2. The assessment on performance skill can be conducted in two ways according to musical performance i.e. solo performance and group or ensemble. But, whenever the question of assessment arises, the importance is paid to solo performance because in order to record the performance skill, it should be done individually. This is time consuming; thus, the teacher should keep in mind that he or she has to spare the time for performance test from the total teaching time.

The performance test also has to cover all the aspects that a teacher has taught during a particular time i.e. listening, singing, performing, body movements, creativity and reading. The assessment should be separated under two main headings i.e. performance skill and quality of performance because music is an art even when two performers perform on the same musical piece the audience can sense the difference, thus music assessment should cover both quantitative and qualitative aspects.

As the test on musical skill is a practical one, therefore, should be tested individually, however, at elementary level, in particular, also can be conducted in small groups of 4-5 learners each. Because, music curriculum at elementary level emphasized on group activities as well as it is less time-consuming. However, in group test, the first priority should be given to the quality of assessment.

3. Assessment on attitude towards music, this assessment is different from the first two described above because it cannot be taught in class as can the skill and knowledge. The taste, eloquence and admiration take place in mind or emotion. Learners may or may not exhibit through behavioral activities, thus, the most appropriate approach that can reflect the attitude correctly should be drafted, however, evaluating attitude is a difficult task to do and therefore, several approaches should be taken in order to evaluate them. The assessment also should not be evaluated in marks but in remarks instead. The most common and well-known approaches are observation and interview. A learner is allowed to express his or her own attitude as well as it should be done at several intervals and consistently to obtain authentic information. The assessment can also be in form of table or essay type that describe the characteristics of the learner that what attitude he or she has on music such as his or her behavior during music class, whether he or she takes interest or participate in activities etc.

The National Committee on Elementary Education (2545 : 50-61) introduces instruments for making art subjects assessment as below;

The contents of art subjects are separated into three parts i.e. visual art, music and dance, which on overall aimed to make learners emotionally matured, eloquent as well as able to expose the abilities happily and develop learners' creativity. Thus, the instruments are abundant and can be classified according to their characteristics as below;

1. Instruments for assessing knowledge and understanding; the most common are written and verbal tests. They are used for assessing behavior, level of knowledge and skill.

1.1 Verbal test; according to this method, for testing level of knowledge and understanding, the teacher asks questions and the learner answers the questions. This method is convenient, economic and does not need any other instruments and is most suitable for the learners who are unable to write.

1.2 Cloze test; this test is also instrumental for measuring learners' level of knowledge and understanding. This test can also be modified in accordance to domain referenced test.

2. Instruments for assessing performance; these instruments are intended to test performing skills of learners. Major instruments are observation and checking performance. They can be tailored according to needs and targets and enable the teacher to assess the quality of performance as well as the quality of musical piece. They can be further separated into the followings;

2.1 Work sample test; according to this approach, a work which needs various combined skills is assigned to the learners and, thus, enable the teacher to evaluate several skills of learners at a single time.

2.2 Authentic assessment; this approach is the most common one. The main principle is to teach and assess at the same time. The assessment according to this method includes observation, interview and previous records from relevant personnel and portfolio. Regarding the instruments, there are several instruments all depend on the teacher. Among the most popular are item check formats, serial order formats, evaluation formats, transcript and self-assessment formats etc.

2.3 Assessing from the task assigned by the teacher; the teacher is well aware about what he or she has taught, so, that is used as basic elements to make decision that how different it is from what he or she has taught. From that task teacher also is able to judge the creativity of the learner, the teacher also know about the progress of individual learner on each aspect, thus, is able to determine the level of ability and progress. Also from the same approach, the teacher is able to summarize the creativity of the learner. Another way is to analyze from the questionnaires, they are very effective instrument for assessing creativity as well.

2.4 Portfolio is another high-potential instrument for making assessment. It provides useful information on almost every aspect and subject i.e. ability, nature and special characteristics of the learner.

2.5 Assessing from assigned project; project assigning is another effective tool to assess learner's skills on reading, analytical skill, finding alternative to solve problem, problem solving, result finding as well as presenting to public or relevant bodies. Teaching through project assignment is in line with the principles of basic education curriculum B.E. 2544 i.e. creating knowledge by oneself. This approach is also very effective for assessing performance as it provides information on the knowledge and progress of almost every aspect covering knowledge, skill, creativity, problem solving and expression.

3. Instruments for assessing behavior; there are various instruments for judging behavior in art subjects such as admiration and realizing the values of visual art, music and dance. Among the frequently used are

3.1 Record of observations, is a detailed record of observations recorded on the behavior of the learner during the participation in activities and consistency of participation covering both in-class and after class activities. This type of record should be in detail and consistent.

3.2 Self-assessment questionnaire; they consist of several items and the learner respond to them. And then the marks are given to each response for further calculation.

3.3 Attitude or values assessment; this sort of assessment based on questionnaire which can be in various formats and items for instant Likurt's format.

## 2.5 Relevant Studies

Educational Research Division, Academics Department (2545 : abstract) has followed up and assessed the readiness of the institution's curriculum tailoring in the schools in implementing basic curriculum in the pilot project. The division has conducted the study in elementary and secondary schools under the supervision of the Office of the National Committee on Elementary Education, Department of Ordinary Education, Office of the Committee on Private Education and Municipalities totaling 125 schools during March 2545 B.E. The Division found that most schools in the pilot project had prepared the staff by giving instructions in meetings as well as relevant personnel as well as 77 percent of the schools had prepared institution's curriculum by following the procedures mentioned below; Analyzing learning standard 2) semester-wise or yearly syllabus and expected target 3) outline of each subject syllabus and credit points 4) checking the harmony of the credit point with the vision, targets and structure of the curriculum 5) getting the syllabus approved 6) preparation of teaching plan, teaching instruments and assessment 7) curriculum implementation 8) inform, direct, follow up, assess and report the outcome. The study further reveals that 80 percent of the schools in pilot project have finished all the basic preparation covering setting up of philosophy and targets, establishing curriculum structure, fixing time table as well as tailoring of desired characteristics. The study also discloses that 87 percent of the schools expected that they would be able to finish all necessary requirements before the commencing of first semester of 2545 B.E. education year. Among the information

on which the curriculum has been designed are firstly personnel and schools' facilities, secondly come the information on requirements of parents and community, the least employed is local intellect and external experts. The major problems faced are firstly time constrain, second comes lack of staff or inadequate personnel, the last is lack of understanding or unclear instructions on some tasks.

Educational Research Division, Academics Department (2545 : unmarked page number, referred to Academics Department 2546 : 35-37) has followed up and assessed the outcome of institution's curriculum preparation in the network of schools intended to implement basic education curriculum under the supervision of the Office of the National Committee on Elementary Education, Department of Ordinary Education, Office of the Committee on Private Education, Office of Local Education Administration and Education Office, Bangkok Metropolis totaling 630 schools during March-April 2545 B.E. The Division found that most schools have prepared well in institution's curriculum preparation covering the readiness of staff, training and visiting other schools for inspection, informing and seeking cooperation from parents, community. The information and data that have been used most are data and information on personnel in the institution, students and learning resources in the institution. The level of understanding of the personnel of the institutions was very high on some factors i.e. arranging activities to develop learners, tailoring and arranging education on the philosophy of "Learner is the most important", drafting curriculum and its structure as well as time table. The factors in which the personnel were less knowledgeable were the process of educational research, designing credit points and their integration. Regarding the operation of schools, it was found that 63.4 percent of schools were well-prepared to implement basic education curriculum in 2545 B.E. regarding the tailoring of institution's curriculum, it was found that in most schools the curriculum was designed by their own teachers, cooperation and participation from education committee and parents was also obtained and it was expected that the curriculum will be ready before the commencing of the first semester of 2545 B.E. educational year. The main obstacles faced in the network of schools were the unclear understanding of the teachers and over-burdened staff. In

addition, schools were in need of support from external bodies on supportive documents and manuals on the curriculum preparation, direction and guidance.

Office of Educational, Religion and Cultural Development, Education area 1 (2545 : 132) have studied and compared the level of knowledge, understanding and operating in accordance to learning in harmony with basic education curriculum 2544 B.E. of the staff in schools in Education Area 1. The study was conducted on the managers, teachers, learners and education committee members totaling 5,507 persons from 304 schools. The study reveals that;

1. Factors that are useful for arranging basic education in institutions with regards to teachers, most of the teachers (92.8 percent) used various teaching approaches, some (64.1 percent) employed self-designed teaching instruments. Regarding the teaching support, most of the teachers (68.8 percent) received the information at moderate level, 61.2 percent of teachers had been trained at moderate level and 70.9 percent of teachers had been supported for the learning materials. Regarding the learning atmosphere, the locations of most schools (84.4 percent) were appropriate, 80.2 percent had appropriate surrounding community atmosphere, 56.5 percent of schools had adequate space to accommodate learners, 64.6 percent schools had appropriate ratio of learners per room, 50.2 percent schools had adequate facilities and learning equipment and 82.3 percent of schools had environment that enhanced learning process. With regards to the necessary basic knowledge of the learners, there are three subjects in which the obtained results were at low level i.e. foreign language, science and mathematics. The skills that should be promoted in learners were scientific process, thinking process, management, conservation and development as well as reading and writing. The key problems faced by the learners were language, visual and interaction, self-understanding, reasoning and body movements as well as interpersonal relationship. Regarding the teaching process, the factors that were less emphasized were guidance, participation, rewarding, feed back and improvement. The behavioral obstacles faced were less interest in learning, class kipping and determination to solve problems. Parental factors that were barrier to

effective learning were separated parents and inadequate income to continue higher study.

2. The level of understanding among managers of the institution, teachers and institution education committee was moderate at the other hand among learners was high.

3. The attitudes of institutions' managers, teachers and learners towards the implementation of the curriculum were different at significant statistical level (0.5). The attitudes of institutions' manager and education committee members were indifferent but the learners have different attitudes from the managers, teachers and education committee members.

Suphamart Karagert and party (2545 : abstract) has studied the participation of the 1,005 members of the committee of basic education institution in elementary schools in Phitsanulok province under the supervision of Office of the Elementary Education, Phitsanulok during B.E. 2544 and found that the participation was at moderate level, the members that were teachers had participated at highest level. On the contrary, the parents and guardians exhibited least participation. The comparison among participation levels can be classified under different headings as overall, administration and management and supporting education process contained significant statistical figure (0.5), but was insignificant for academics activities. The factors that promoting participation on the committee side was, being resident of the community, have enough free time, ex-student of the school, benefits gained. From the school side were relationship between the community and the school, behavior of the teachers and managers. On the other hand, factor that barring participation from committee side were unclear role, lack of time, not belong to the community, unaffordable status, from school side were, less meetings were arranged, the relationship between managers, teachers and community was not very good.

Satree Nonthaburi School (2545 : abstract) has filed the problems on implementing basic education curriculum B.E. 2544 in the pilot schools under the supervision of Department of Ordinary Education, Nonthaburi as follows;

1. Problems on tailoring the curriculum, the school had to finish the tailoring of curriculum in a short period, thus, the confidence on whether it was of a good standard or not was quiet low as well as the data and information gained during training from the responsible agency were irrelevant to in many aspects.

2. Problems on preparation of learning documents and equipment. The teachers were not certain whether the produced documents were of good quality as they were not checked by any experts as well as the equipment and technology necessary for teaching was not adequate and modernized.

3. Problems on learning time. Since, the school had to initiate the teaching with both the basic education curriculum and the previous one, thus, the arrangement of time and change of periods were faced.

4. Personnel problem, the staff had to burden extra duties, and thus, were worried that whether the teaching process was of good quality or not as well as they lack the knowledge and understanding of developing curriculum and media or instruments as well as lack of staff in necessary sections.

5. Budgetary problem; extra budget was needed for the project but was not allocated

6. Teachers' opinions on the curriculum; the teachers lack confidence on the curriculum they tailored whether it was of good quality and appropriate for each level as well as the teaching should be conducted not exceeding 30 students a class.

7. Students' opinions on the curriculum; some of the students were not confident that the curriculum would be inline with the university entrance examination. The learning materials were also not in form of books and could easily lose as well as were unsure of the curriculum coverage.

8. Parents' opinions on the curriculum; they were not certain that the curriculum would be helpful for the university entrance examination as well as it was not in compiled form or in from of books and would be difficult for the students to revise lessons.

9. Need of assistance; the assistance from governmental agencies or organization as well as private bodies was greatly needed on the production of learning materials a well as other equipment essential to learning.

The network of schools implementing basic education curriculum under the regulation of the Office of the Committee on Private Education, Nonthaburi and Pathumthani provinces have briefed their problems on the implementation of the curriculum as below;

1. Time; the schools had limited time to design the curriculum, prepare documents, teaching materials and equipment.

2. Understanding; due to budget constrain not every teacher was able to attend the training; therefore, they lacked knowledge of tailoring the institution's curriculum as well as approaches for assessment were not clear. Students were not able to adjust their learning behaviors. Moreover parents and guardians did not understand how to participate in the teaching process of the schools.

3. Personnel; schools were unable to prepare their staff as many teachers had left the jobs and new teachers were replaced the position during the shifting of new educational year. The problems were even more serious in small schools as they had only a few teachers who had to burden additional duties.

4. Budgetary problems were acute in small scale schools as they had to bear extra expenses but had fewer enrollments.

5. Learning resources; data on local resources were not adequate as well as the validity of data was doubtful.

6. Assistance from organizations; schools were badly in need of experts on curriculum management, teaching process and making assessment.

The Office of Educational, Religion and Cultural Development, Education Area 11 (2546 : page number unmarked referred to the Academics Department, 2546 : 43-44) has followed up the got the feed back on curriculum preparation and implementation on the completion of first anniversary of implementing basic education curriculum B.E. 2544 in the schools in pilot project and network of schools and briefed the obstacles as bellows;

1. The obstacles on the tailoring of curriculum were the teachers lacked confidence, quantity of teachers was less. A single teacher had to prepare several contents. In trainings conducted, the experts' suggestions were not in harmony. Time was very short for providing information as well as for the preparation. The documents on the curriculum were delayed, managers of some schools paid little attention to new curriculum as well as the budget was short and inadequate for providing training to teachers and preparation of documents. In some schools the curriculum was copied from other schools but the amount of teachers was not adjusted accordingly to the burden of tasks and they had to work without any holidays. Teachers were also very confused about the knowledge provided to them for instant, the syllabus of science and mathematics by the Committee on Promotion of Science and Technology was different from that provided by the Academics Division in some contents. As the preparation of curriculum was delayed, in result little time was left for the planning of teaching in the first semester. The committees on educational institution and community lacked understanding and did not

participate in the process as well as supervising bodies did not follow the result and feed back.

2. The problems on the implementation of curriculum were; the parents and guardians did not understand the new teaching process and the integration at the first level of was very difficult as the students were not able to read. Equipment, technology and learning resources were inadequate. Some of the teachers were unable to adapt their behaviors. On shifting to new schools, the teachers were even more confused because the curriculum was different and so does the subject codes as well as time management. Some of the teachers did not understand the integration of the courses and thus unable to teach in accordance.

3. The problems on assessment were; the teachers lacked understanding of how to make assessment depending on authentic test so they were scared to design assessment formats, subject codes were not in clear as well as assessment manuals were insufficient. Form Por For 9 had put additional burden for the teachers as well as lack of staff. The visions that had been set up were too vast and so do the required characteristics, as results were hard to achieve.

Educational Research Division, Academics Department (2546 : abstract) reports the outcome of implementation of the curriculum which can be briefed as bellows;

### 1. Curriculum implementation process

1.1 The curriculum management; only 48.6 percent of schools were able to assign teachers according to qualification required, 55.9 percent according to their ability. To substitute the shortage of staff, 30.1 percent used teachers from same group or network while 89.3 encourage employing learning resources.

1.2 For providing information, 68.9 were able to finish according to the plan. The approach used for providing information was training 82.8 percent.

1.3 For the training of teachers, it was found that 97 percent of teachers mapped out the contents of teaching plan by studying the documents and the description of each subject. More than 90 percent of teachers taught through demonstration approach, game, and song. The most popular teaching resources were printed media, technological media and experts. 75.2 percent of the teachers have conducted in-class research.

1.4 For working according to curriculum, the institution managers, teachers and the learners had worked differently since the beginning of the curriculum and post curriculum at a significant statistical level i.e. 05.

## 2. Result from the implementation of the curriculum

The level of satisfaction on the implementation of curriculum was very high among managers, teachers, learners and community.

3. Recommendations that have been obtained from research were the relevant bodies should enhance cooperation to develop teaching materials as well as learning resources in order to support the teaching process better and lift the quality to adequate level.

Kanok Klaemukh (2548 : 61-66) has studied the outcome of the institutions' curriculum in schools under the supervision of Phranakorn-sriayutthaya Education Area 2 during 2547 education year and summarized as below;

### 1. Factors on curriculum implementation

1.1 Personnel factor; it was found that most of managers possessed high managerial and other skills i.e. academic leadership, knowledgeable and well aware about the institution's curriculum management as well as most of the communities realized the importance and participated in the tailoring and implementing of the curriculum at moderate level.

1.2 Facilities - regarding the learning facilities; it was found that most of the schools had adequate space and other facilities such as computers, televisions, cassette players, amplifiers, instructional media and learning resources.

## 2. Process of implementation

2.1 On managerial aspect it was found that most of the schools had publicized the curriculum to the relevant bodies, arranged the teachers for teaching according to their qualifications and ability. However, some schools had less teachers and the task was assigned to other appropriate personnel as well as had appropriate plan for using the buildings. In-school and external learning resources were also well-promoted.

2.2 Regarding the information, follow-up and evaluation of the curriculum implementation, it was found that schools had studied the obstacles on implementation, planned on information. Procedures on information giving were meeting, training and results findings.

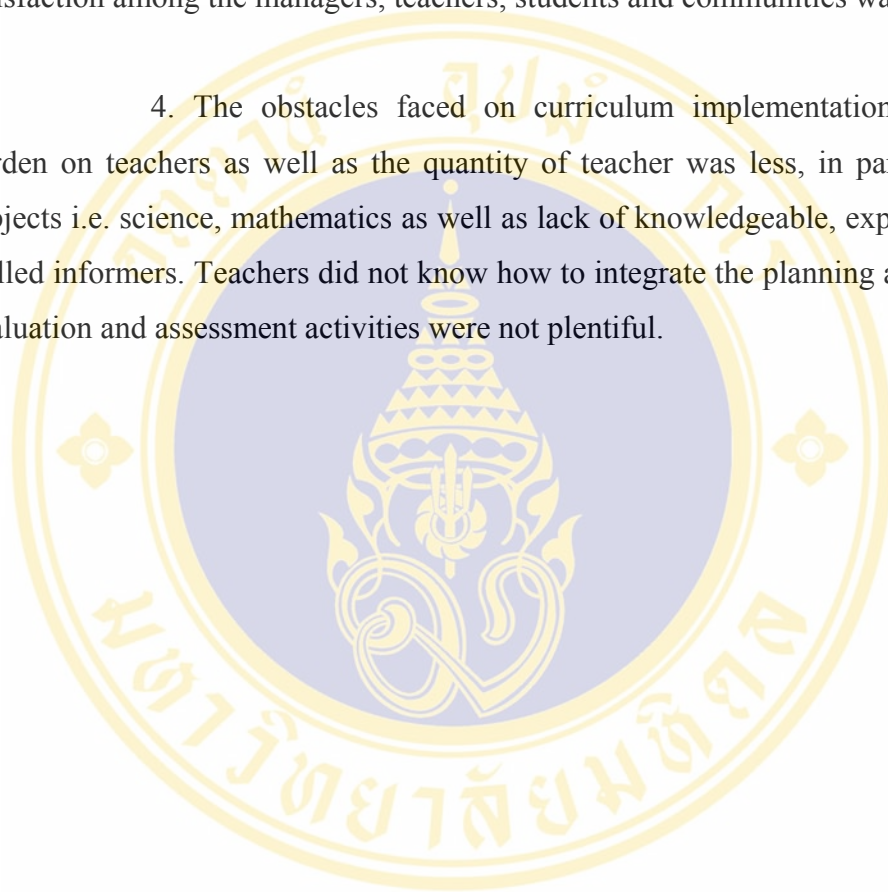
2.3 Regarding the performing of the curriculum administrators, it was found that the performing i.e. support and promote teachers to teach by emphasizing on the philosophy of “Learner is the most important” as well as develop moral, virtue and desired characteristics of the teachers and the learners as well as promote multi-aspect evaluation and assessments.

2.4 Performing in accordance to the teaching and learning; it was found that the teachers had studied the documents on curriculum before planning the teaching, setting up syllabus and teaching according to the set up objectives and detailed explanation of each subject. Most of the teachers had taught by emphasizing on actual performance, moral promotion by lecturing, researching\reporting and discussing instructional media and it was evident that the media employed were inline to learning process and were made with the learners’ participation. The in-class research also was conducted and further used for developing learners. The tests included open-end, close-end and practical performance. Among the learners’

development activities employed were boy-scout, girl-scout as well as activity clubs according to learners' interest.

3. Regarding the outcome of curriculum it was found that the level of satisfaction among the managers, teachers, students and communities was high.

4. The obstacles faced on curriculum implementation were extra burden on teachers as well as the quantity of teacher was less, in particular main subjects i.e. science, mathematics as well as lack of knowledgeable, experienced and skilled informers. Teachers did not know how to integrate the planning and lastly the evaluation and assessment activities were not plentiful.



## **CHAPTER III**

### **METHODOLOGY**

This study has been targeted to the process and outcome of the basic education curriculum in particular the art subjects (music) in the educational institution under the supervision of the Office of Phranakornsri-ayutthaya Education Area 1 and 2 by following the under mentioned procedures;

3.1 Study group and study sample

3.2 Study instruments

3.3 Designing the study instruments

3.4 Data collection

3.5 Data analysis

3.6 Statistics applied in the study

### **3.1 Study Group and Study Sample**

#### **3.1.1 Study Group**

The group that has been chosen for this study is the teachers who are instruct ring music in 419 schools under the supervision of the Office of Phranakornsri-ayutthaya Education Area 1 and 2.

#### **3.1.2 Study sample**

The study sample of that has been selected for this study are the teachers who are instructing music in 419 schools under the supervision of the Office of Phranakornsri-ayutthaya Education Area 1 and 2 as below;

1. Schools have been chosen by using readymade table Taro Yamane (Luan Saeyot and Angka Saeyot, 2538 : 297). Reliability is 95% and accepted

deviation is  $\pm 5\%$ , 205 schools from the total 419 schools have been chosen through stratified sampling by taking the quantity of schools in each district and compare percentage according to diagram 1.

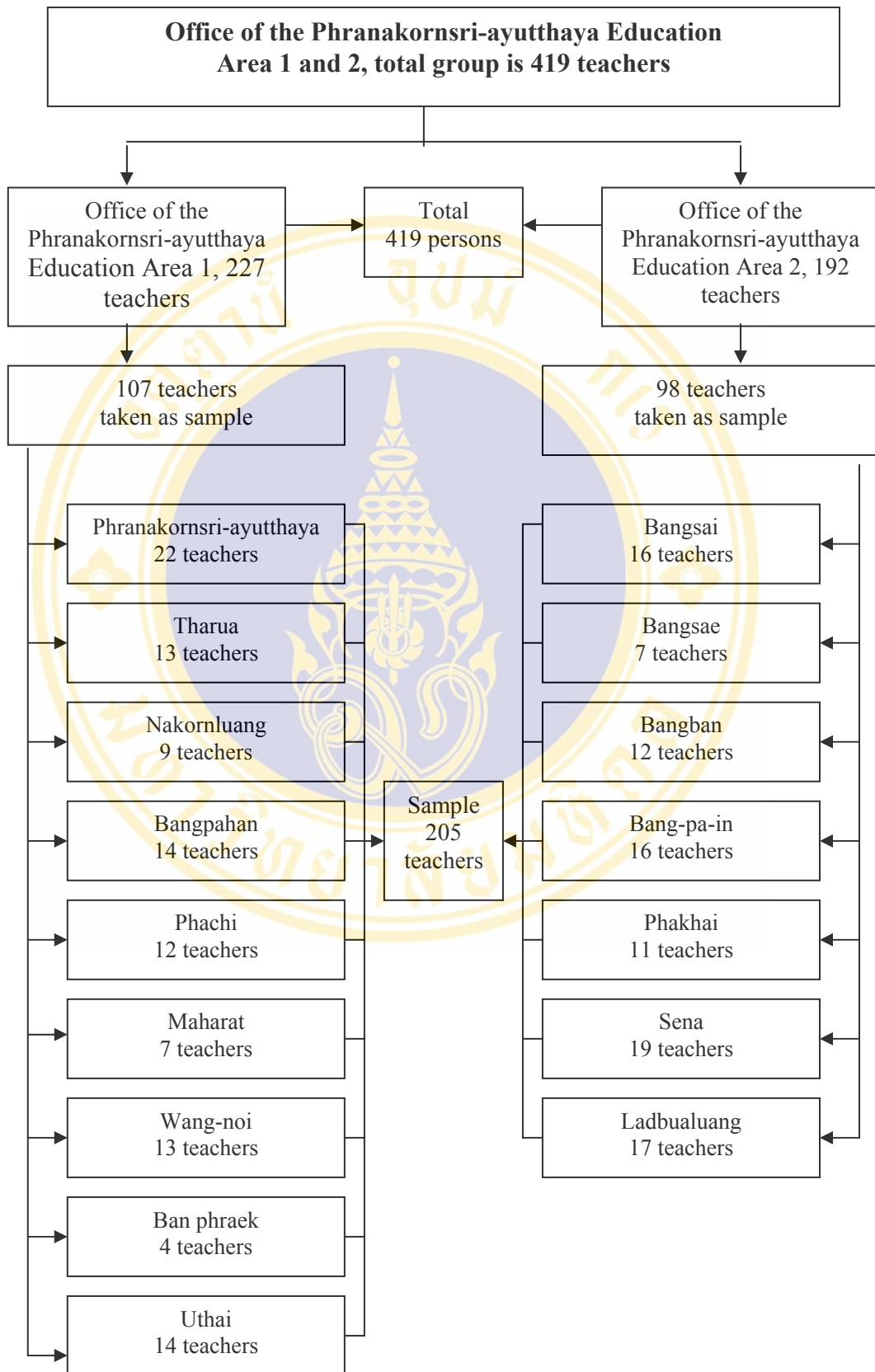
The Taro Yamane formula for sampling is

$$n = \frac{N}{1+Ne^2}$$

Where

n	=	size of the sample
N	=	size of the group
e	=	accepted deviation = 0.05

2. When the number of schools is obtained, simple random sampling is used for getting the name of schools for study sample.
3. Teachers sample are selected through purposive sampling by taking 1 music teacher from each school.



**Diagram 1 :** Exhibits the group sampling and teachers sampling process

**Table 1 :** Quantity of entire group and sample of the art subjects (music) teachers under the supervision of the Office of Phranakorn-sriayutthaya Education Area 1 and 2.

No.	District	Total music teachers	Music teachers sample
<b>Office of Phranakornsri-ayutthaya Education Area 1</b>			
1.	Phranakornsri-ayutthaya	45	22
2.	Tha-rua	27	13
3.	Nakornluang	19	9
4.	Bangpahan	30	14
5.	Phachi	25	12
6.	Maharat	16	7
7.	Wang-noi	28	13
8.	Uthai	29	14
9.	Ban phraek	8	3
		227	107
<b>Office of Phranakornsri-ayutthaya Education Area 2</b>			
1.	Bangsai	33	16
2.	Bangsae	16	7
3.	Bangban	25	12
4.	Bang-pa-in	33	16
5.	Phakhai	22	11
6.	Sena	39	19
7.	Ladbualuang	25	17
Total		192	98
<b>Grand total</b>		<b>419</b>	<b>205</b>

### 3.2 Study Instruments

The instrument employed to collect data in this study was 1 set of the questionnaire on the learning process and the outcome of the curriculum that was especially designed by the researcher based on Likert's Rating Scale as well as a part of the questionnaire was open ended to allow the sample who were music teachers under the supervision of Phranakornsri-ayutthaya Education Area 1 and 2 to express their opinions. The questions were based on the following issues;

1. The manner in which the music curriculum was being conducted. The respondents have to consider the details of learning process (music) that how well or how much it was being utilized and those opinions were then converted into marks on the weight of utilization in accordance to Likert's Rating Scale.

The utilization was very low	marks given equals 1
The utilization was low	marks given equals 2
The utilization was moderate	marks given equals 3
The utilization was high	marks given equals 4
The utilization was very high	marks given equals 5

(Luan Saiyot and Angkana Saiyot, 2536 : 156-157)

2. The outcome of the music curriculum. The respondents have to consider the details of satisfaction on the effectiveness of the curriculum (music) that to which extent they were satisfied and the levels of satisfaction were then converted into marks on the weight of levels in harmony to Likert's Rating Scale.

The satisfaction was very low	marks given equals 1
The satisfaction was low	marks given equals 2
The satisfaction was moderate	marks given equals 3
The satisfaction was high	marks given equals 4
The satisfaction was very high	marks given equals 5

(Luan Saiyot and Angkana Saiyot, 2536 : 156-157)

3. The result or outcome of the music curriculum. The respondents had to record the quantity of learners in the 2<sup>nd</sup> level who were able to pass the standard set by the level 2 music curriculums.

Obstacles and suggestions; the respondents have presented the obstacles and suggestions about the curriculum implementation, outcome and others.

### **3.3 Designing the Study Instrument**

To tailor the study instrument, the researcher had taken the following steps;

1. The researcher has carefully examined documents, journals, text books and other studies which were concerned to the principles, theories, and concepts on assessing the effectiveness of music curriculum in the frame of basic education curriculum as a map to draft the questionnaire.

2. The researcher had used the information gained from above-mentioned sources to draft a framework for tailoring the study instrument.

3. Tailoring the questionnaire covering the learning process and the effectiveness of the music curriculum.

4. The tailored questionnaire was then presented to 5 experts for content validity as well as the language used and then the experts' opinions were evaluated in accordance to Index of item Congruence: (IOC) in order to improve the questionnaire and the value of  $IOC = 0.94$  has been obtained.

5. The improved questionnaire was then tested with the samples that were closely related to the actual sample of this study who were 30 music teachers

under the supervision of Pathumyhani Education Area 1 in order to verify the clarity of the language and understanding of the questions.

6. All suggestions and comments were taken into accounts to finalize the questionnaire.

7. In the final step, the questionnaire was distributed to the music teachers under the supervision of Phranakornsri-ayutthaya Education Area 1 and 2.

### **3.4 Data Collection**

The researcher has followed the following procedures to collect the data;

1. The researcher has submitted an application seeking cooperation to the School of Graduate, Mahidol University to issue a letter asking assistance from 5 experts and then the researcher presented to the experts by herself.

2. The researcher has submitted an application seeking cooperation to the School of Graduate, Mahidol University to issue a letter asking assistance from the director of the Office of Phranakornsri-ayutthaya Education Area 1 and 2 as well as the principals of the schools under the supervision of the Office of Phranakornsri-ayutthaya Education Area 1 and 2. Next, the researcher forwarded the questionnaires, names of the samples and letter stating the permission to collect the data from the school of Graduates to the principals of schools under the supervision the Office of Phranakornsri-ayutthaya Education Area 1 and 2 by herself.

3. In the final step, the researcher forwarded the questionnaires along with the letter asking cooperation to respond the questionnaire from the School of Graduate, Mahidol University to the principals of schools under the supervision of the Office of Phranakornsri-ayutthaya Education Area 1 and 2 as well as requested the coordination center of the Office of Phranakornsri-ayutthaya Education Area 1 and 2 to distribute and collect the data in each district.

4. The researcher has collected the data from the official of coordination center.

5. The researcher has followed up and collected back 191 questionnaires accounting 92.29 percent.

6. The data mentioned in the questionnaire were further analyzed.

### 3.5 Data Analysis

The researcher has taken the following steps to analyze the data

#### 1. Preparation of the data

1.1 The collected questionnaires were thoroughly checked to verify the authenticity and completeness.

1.2 The complete and authentic questionnaire was then encoded and SPSS custom software (for Windows version 12) was utilized to analyze the data.

#### 2. Data analysis

2.1 For the analysis of the effectiveness of music curriculum and process in the institution, mathematical average ( $\bar{X}$ ) and standard deviation (S.D.) for each question, aspect and overall. The level of the implementation and satisfaction were classified into 5 levels as follows

Less than 1.50	means	least implementation/satisfaction
1.51-2.50	means	less implementation/satisfaction
2.51-3.50	means	moderate implementation/satisfaction
3.51-4.50	means	high implementation/satisfaction
Over 4.51	means	very high implementation/satisfaction

2.2 The results of the analysis were presented in form of orderly table.

### **3.6 Statistics Applied in the Study**

#### **1. Basic statistical value**

1.1 Mean

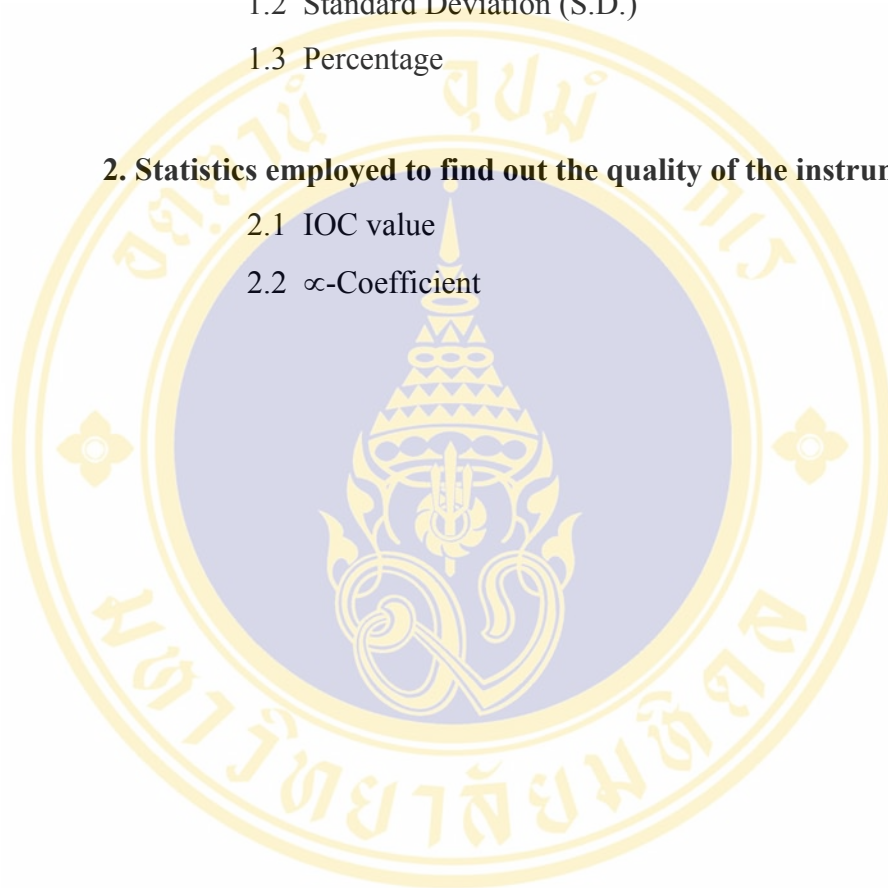
1.2 Standard Deviation (S.D.)

1.3 Percentage

#### **2. Statistics employed to find out the quality of the instrument**

2.1 IOC value

2.2  $\alpha$ -Coefficient



## CHAPTER IV

### RESULTS OF THE DATA ANALYSIS

The study of process and the result of implementation of institution's curriculum at level 2 of art subjects in accordance to national education curriculum B.E. 2544 in the schools under the supervision of Phranakorn-sriayuthaya Education Area 1 and 2 can be presented in 5 parts as below;

- |        |  |
|--------|--|
| Part 1 | General data   |
| Part 2 | Process of using school's curriculum of Music subject      |
| Part 3 | Satisfaction on using school's curriculum of Music subject |
| Part 4 | Achievement  |
| Part 5 | Obstacles and suggestions                                  |

#### **Part 1      General Data**

The respondents to the questionnaires on the process and the result of implementation of school's curriculum at level 2 of art subjects in accordance to National Education Curriculum B.E. 2544 in the schools under the supervision of Phranakorn-sriayuthaya Education Area 1 and 2 were teachers of music subject who were teaching grade 6. The details of the respondents are presented in table 2.

**Table 2 :** General data of the teachers teaching art subjects (music)

Item	Amount (N=191)	Percentage
1. Gender		
1.1 Male	76	39.80
1.2 Female	115	60.20
2. Educational qualification		
2.1 Under graduate	-	-
2.2 Graduate	180	94.20
2.3 Post graduate or over	11	05.80
3. Experience in teaching music		
3.1 Less than 6 years	57	29.80
3.2 6-10 years	41	21.50
3.3 11-15 years	22	11.50
3.4 Over 16 years	71	37.20
4. Reason for teaching music		
4.1 Assigned by the school's director	96	50.30
4.2 Voluntarily	79	41.40
4.3 Qualified in music	16	08.40
4.4 Others	-	-

The data in table 2 apparently exhibits that most of the teachers are female (60.20 per cent), male (39.80 per cent). Regarding the educational qualifications, most of the teachers are graduates (90.34 per cent), followed by post graduates (05.76 per cent). On the matter of teaching experience, most of the teachers have over 16 years of teaching experience accounting 37.2 per cent, followed by those with less than 6 years experience accounting 29.80 per cent, lastly those with experience ranging from 6-11 years experience accounting 21.50 per cent. The reason for teaching art subjects (music), most teachers responded that they were assigned by the school's director accounting 50.30 per cent, followed by those who had voluntarily undertaken the duty accounting 41.40 per cent and lastly who were qualified in music accounting 08.40 percent.

## Part 2 Process of Using School's Curriculum of music subject

The detail of the process of using school's curriculum of music subject of the schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2 can be presented as follows;

**Table 3 :** Average and standard deviation of the process of using school's curriculum of music subject.

Items	Average	S.D.	Level
<b>1. Planning of the teaching of music subject</b>			
1.1 Study documents on school's curriculum before planning	3.40	0.79	Moderate
1.2 Study students' data individually in order to plan the teaching	3.36	0.91	Moderate
1.3 Set up learning objectives in harmony to expected learning result of the school's curriculum (music)	3.60	0.85	High
1.4 Set up contents and learning (music) activities covering skills and attitudes	3.49	0.84	Moderate
1.5 Set up contents in the teaching plan in accordance to subject's description	3.46	0.80	Moderate
1.6 Set up contents according to community's conditions	3.37	0.94	Moderate
1.7 Set up teaching plan and process in harmony to the learning objectives	3.51	0.91	High
1.8 Learners participated in planning the contents	3.28	0.87	Moderate
1.9 The planned contents cover the curriculum standard	3.48	0.79	Moderate

**Table 3 :** Average and standard deviation of the process of using school's curriculum of music subject. (Continued)

Items	Average	S.D.	Level
1.10 Teaching plan was developed and modified	3.33	0.80	Moderate
1.11 Teaching plan was appropriately integrated	3.53	0.79	Moderate
1.12 Teaching media and resources were mentioned in the teaching plan	3.36	0.83	Moderate
1.13 The teaching plan was assessed covering knowledge, skill, moral and values	3.54	0.79	High
<b>Average</b>	<b>3.44</b>	<b>0.68</b>	<b>Moderate</b>
<b>2. Contents of the curriculum (music)</b>			
2.1 Musical skills			
2.1.1 Listening skill	3.34	0.88	Moderate
2.1.2 Singing skill	3.40	1.02	Moderate
2.1.3 Performing skill	3.03	1.14	Moderate
2.1.4 Body movement in harmony to rhythm	3.32	0.90	Moderate
2.1.5 Musical creating skill	3.04	1.10	Moderate
2.1.6 Note reading skill	2.91	1.14	Moderate
2.2 Musical contents			
2.2.1 Musical components			
1) Rhythm	3.41	0.99	Moderate
2) Melody	3.44	0.95	Moderate
3) Harmony	2.95	0.85	Moderate
4) Form	3.01	0.93	Moderate
5) Tone color	2.99	0.97	Moderate
6) Musical form	3.10	0.86	Moderate

**Table 3 :** Average and standard deviation of the process of using school's curriculum of music subject. (Continued)

Items	Average	S.D.	Level
2.2.2 Musical literature			
1) Musical history	3.02	0.83	Moderate
2) Musical instrument's history	3.07	0.89	Moderate
3) Musician and music genius history	2.95	0.85	Moderate
4) Songs' history	2.92	0.85	Moderate
<b>Average</b>	<b>3.10</b>	<b>0.94</b>	<b>Moderate</b>
<b>3. The process of teaching (music)</b>			
3.1 Learning process in teaching plan(music)			
3.1.1 Emphasize on thinking	3.17	0.81	Moderate
3.1.2 Emphasize on learning by doing	3.61	0.93	High
3.1.3 Moral promotion	3.69	0.97	High
3.2 The process of teaching(music) through			
3.2.1 Project work	2.50	1.07	Low
3.2.2 Demonstration	3.29	1.00	Moderate
3.2.3 Explanation	3.19	0.86	Moderate
3.2.4 Debate	3.02	1.00	Moderate
3.2.5 Research/report	3.00	0.99	Moderate
3.2.6 Game	2.88	1.02	Moderate
3.2.7 Outdoor study	2.97	0.87	Moderate
3.2.8 Role play	2.81	0.89	Moderate
3.3 Learning resources (music) as follows			
3.3.1 Experts	3.25	1.14	Moderate
3.3.2 Local intellectual experts	3.35	1.15	Moderate
3.3.3 Organization/governmental bodies	2.71	0.96	Moderate
3.3.4 Printed medias	3.08	0.96	Moderate
3.3.5 Technological medias	3.16	1.04	Moderate
<b>Average</b>	<b>3.18</b>	<b>0.91</b>	<b>Moderate</b>

**Table 3 :** Average and standard deviation of the process of using school's curriculum of music subject. (Continued)

Items	Average	S.D.	Level
<b>4. Instructional media (music)</b>			
4.1 Learners participated in producing and using media	2.93	1.01	Moderate
4.2 Inline ness of the media to learning process	3.40	0.80	Moderate
4.3 Media had enhanced learning	3.50	0.77	Moderate
<b>Average</b>	<b>3.28</b>	<b>0.86</b>	<b>Moderate</b>
<b>5. Research to develop learning (music)</b>			
5.1 Action research was conducted in the class	2.57	1.08	Moderate
5.2 The research outcome was employed	2.57	1.07	Moderate
<b>Average</b>	<b>2.57</b>	<b>1.08</b>	<b>Moderate</b>
<b>6. Assessment of music subject</b>			
6.1 The assessment was done through the followings;			
6.1.1 Multiple choice test	3.48	0.83	Moderate
6.1.2 Open-end test	3.23	1.05	Moderate
6.1.3 Portfolio	3.16	1.15	Moderate
6.1.4 Check-list form	2.71	0.99	Moderate
6.1.5 Interview form	2.68	0.94	Moderate
6.1.6 Attitude form	2.77	0.91	Moderate
6.1.7 Behavior records	3.08	1.06	Moderate
6.1.8 Practical records	4.30	0.65	High
6.1.9 Authentic assessment	3.54	0.76	High
6.2 Standard quality assessment was conducted	3.62	0.52	High
6.3 Quality of instruments was tested	2.54	0.96	Moderate

**Table 3 :** Average and standard deviation of the process of using school's curriculum of music subject. (Continued)

Items	Average	S.D.	Level
6.4 Assessment procedure			
6.4.1 Pre-test	2.94	0.98	Moderate
6.4.2 Formative	3.35	0.94	Moderate
6.4.3 Summative	3.61	0.95	High
6.5 Aspects on which the assessments were made			
6.5.1 Knowledge	3.60	0.95	High
6.5.2 Skill	3.65	0.91	High
6.5.3 Values and moral	3.68	0.97	High
6.6 The assessments were reported to parents and relevant persons	3.59	0.91	High
6.7 The results of assessment were employed to improve teaching	3.55	0.93	High
<b>Average</b>	<b>3.15</b>	<b>0.97</b>	<b>Moderate</b>

From table 3, it is evident that the performing on the process of using institution's curriculum in the schools under the supervision of Phranakorn-sriyutthaya Education Area 1 and 2 on different aspects can be reflected as follows;

Regarding the planning of teaching of music subject, it is found that the planning is being done at moderate level ( $\bar{X} = 3.44$  ;  $SD = 0.84$  ) respectively from highest to lowest i.e. the first, planning in accordance to expected learning targets of the art subjects' curriculum ( $\bar{X} = 3.60$  ;  $SD = 0.85$ ), second comes the planning covering knowledge, skill, moral, virtue and values ( $\bar{X} = 3.54$  ;  $S = 0.79$ ), thirdly the integrated planning as appropriate ( $\bar{X} = 3.53$  ;  $SD 0.79$ ) and the least undertaken is the learners participated planning ( $\bar{X} = 3.28$  ;  $SD = 0.87$ )

Regarding the contents of music subject, it is also found that it is being undertaken at moderate level ( $\bar{X} = 3.10$ ;  $SD = 0.94$  ), giving respective order from

highest to lowest of the three are melody ( $\bar{X} = 3.44$  ; SD = 0.95), second comes the rhythm ( $\bar{X} = 3.44$  ; SD = 0.95), third is singing ( $\bar{X} = 3.40$  ; SD = 1.02) and lastly the least undertaken is the note reading ( $\bar{X} = 2.91$  ; SD = 1.14).

Regarding the process of teaching of music subject, it is also found that it is being undertaken at moderate level ( $\bar{X} = 3.18$ ; SD = 0.91), giving respective order from highest to lowest are moral promotion ( $\bar{X} = 3.69$  ; SD = 0.97), second comes the process of emphasizing on learning by doing ( $\bar{X} = 3.61$  ; SD = 0.93), thirdly utilized is the resource of local intellectual experts ( $\bar{X} = 3.35$  ; SD = 1.15), and lastly the least utilized is learning through project work ( $\bar{X} = 2.50$  ; SD = 1.07).

Regarding the instructional medias of music subject, it is also found that it is being undertaken at moderate level ( $\bar{X} = 3.28$  ; SD = 0.86), giving respective order from highest to lowest of the first three are medias that enhance learning ( $\bar{X} = 3.50$  ; SD = 0.77), second comes the medias that are in harmony to learning process ( $\bar{X} = 3.40$  ; SD = 0.80) and lastly the least undertaken is the medias constructed and used by the participation of the learners ( $\bar{X} = 2.93$  ; SD = 1.01).

Regarding the research to develop teaching of music subject, it is found that it is being undertaken at moderate level ( $\bar{X} = 2.57$  ; SD = 1.08), giving respective order from highest to lowest are authentic assessment ( $\bar{X} = 2.57$  ; SD = 1.08) and the employment of authentic assessment results to teaching ( $\bar{X} = 2.57$  ; SD = 1.07).

Regarding the assessments of music subject, it is also found that it is being undertaken at moderate level ( $\bar{X} = 3.15$  ; SD = 0.97), giving respective order from highest to lowest are the assessment based on learning by doing ( $\bar{X} = 4.30$  ; SD = 0.65), followed by the assessment based on moral and values ( $\bar{X} = 3.68$  ; SD = 0.97), thirdly the assessment based on skill and behavior ( $\bar{X} = 3.65$  ; SD = 0.91) and lastly the least undertaken is the quality measuring of the instruments ( $\bar{X} = 2.54$  ; SD = 0.96).

### Part 3      Satisfaction on Using school's Curriculum of music subject

The satisfaction level of the teachers, who are teaching in the constituency of Phranakorn-sriayutthaya Education Area 1 and 2, can be described as follow;

**Table 4 :** Average and standard deviation of the teachers' satisfaction on the implementation of school's music curriculum is stated as below;

Items	Average	S.D.	Level
<b>The management of music subject curriculum</b>			
1. Vision, mission and goals with respect to art s subjects (music) contents	3.41	0.75	Moderate
2. The required characteristics developed by the contents of music subject	3.59	0.57	High
3. Structure of music subject curriculum	3.26	0.64	Moderate
4. Amount of hours utilized on teaching of music	3.06	1.00	Moderate
5. Arranging teachers to teach art subjects (music)	3.09	0.97	Moderate
6. Assisting the learners to solve problems	3.15	0.85	Moderate
7. Learners enhancement activities such as music club etc.	3.34	1.06	Moderate
<b>Average</b>	<b>3.27</b>	<b>0.83</b>	<b>Moderate</b>
<b>Arranging learning activities of music subject</b>			
8. Teaching plan	3.26	0.96	Moderate
9. Teaching process consists of various activities	3.31	0.93	Moderate
10. Integrated teaching	3.50	0.84	Moderate

**Table 4 :** Average and standard deviation of the teachers' satisfaction on the implementation of school's music curriculum is stated as below;  
(Continued)

Items	Average	S.D.	Level
11. Child centered activities	3.73	0.85	High
12. In-class musical activities	3.47	0.98	Moderate
13. Extra musical activities	3.29	0.97	Moderate
14. Arranging additional class of music	2.94	0.91	Moderate
15. Utilizing research as a part of learning process	2.99	0.91	Moderate
16. Promoting moral, ethics and required values	3.65	0.90	High
<b>Average</b>	<b>3.35</b>	<b>0.90</b>	<b>Moderate</b>
<b>Teaching and learning medias of music subject</b>			
17. Quality of the medias	2.96	1.00	Moderate
18. Modernity of the medias	2.86	0.96	Moderate
19. Variety of medias	2.88	0.94	Moderate
<b>Average</b>	<b>2.90</b>	<b>0.96</b>	<b>Moderate</b>
<b>Assessment of music subject</b>			
20. Setting up of criteria	3.23	0.77	Moderate
21. Fairness on giving marks	3.60	0.91	High
22. Utilizing assessment results to improve learners	3.42	0.82	Moderate
<b>Average</b>	<b>3.42</b>	<b>0.83</b>	<b>Moderate</b>
<b>Behavior of the learners</b>			
23. Being responsible	3.56	0.74	High
24. Well-disciplined	3.58	0.71	High
25. Creativity	3.45	0.81	Moderate
26. Wisdom of learning and acquiring knowledge	3.39	0.88	Moderate

**Table 4 :** Average and standard deviation of the teachers' satisfaction on the implementation of school's music curriculum is stated as below;

(Continued)

Items	Average	S.D.	Level
27. Skill of communication	3.35	0.80	Moderate
28. Cooperative	3.72	0.71	High
29. Possess Thainess	3.81	0.74	High
30. Conserve environment	3.83	0.72	High
31. Skills of music			
31.1 Listening	3.55	0.87	High
31.2 Singing	3.30	0.87	Moderate
31.3 Musical instrument playing	3.18	0.94	Moderate
31.4 Movement	3.46	0.96	Moderate
31.5 Creating	3.09	1.07	Moderate
31.6 Sight-reading	2.67	0.99	Moderate
<b>Average</b>	<b>3.43</b>	<b>0.84</b>	<b>Moderate</b>

Table 4 reflects the level of satisfaction on implementation of school's curriculum in schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2 with the details as follows;

Regarding the management of music curriculum, it is found that the level of satisfaction is moderate ( $\bar{X} = 3.27$  ; SD = 0.83), the first three respective orders from highest to lowest are the developed required characteristics by contents of music subject ( $\bar{X} = 3.59$  ; S.D. = 0.57), followed by vision, mission and goals with regards to music subject contents ( $\bar{X} = 3.41$  ; S.D. = 0.75), thirdly the musical activities that develop learners such as club etc. ( $\bar{X} = 3.34$  ; S.D. = 1.06).

With respect to the arrangement of learning activities, it is evident that the level of satisfaction is moderate ( $\bar{X} = 3.35$  ; S.D. = 0.90); the first in respective orders from highest to lowest are firstly the activities that are concentrated on

learners' importance ( $\bar{X} = 3.73$  ; S.D. = 0.85), followed by the promotion of learners' moral, virtue and required values ( $\bar{X} = 3.65$  ; S.D. = 0.90), thirdly the integrated learning ( $\bar{X} = 3.50$  ; S.D. = 0.84) and lastly the arrangement of additional teaching hours for music teaching ( $\bar{X} = 2.94$  ; S.D. = 0.91).

Regarding the teaching and learning medias or instruments; it is also found that the level of satisfaction is moderate ( $\bar{X} = 2.90$  ; S.D. = 0.96); in respective order are quality of the medias ( $\bar{X} = 2.96$  ; S.D. = 1.00), followed by the variety of medias ( $\bar{X} = 2.88$  ; S.D. = 0.94) and lastly the modernity of the medias ( $\bar{X} = 2.86$  ; S.D. = 0.96).

The level of satisfaction on assessment of music subject is found to be moderate ( $\bar{X} = 3.42$  ; S.D. = 0.83) as well. In respective order from highest to lowest; the fairness on giving marks ( $\bar{X} = 3.60$  ; S.D. = 0.91), followed by the utilization of evaluation and assessment to improve learners ( $\bar{X} = 3.42$  ; S.D. = 0.82) and lastly the standardization of evaluation and assessment ( $\bar{X} = 3.23$  ; S.D. = 0.77).

Regarding the behavior of learners, it is also at moderate level ( $\bar{X} = 3.43$  ; S.D. = 0.84). The very first elements in respective order are environment conservation ( $\bar{X} = 3.83$  ; S.D. = 0.72), followed by Thainess ( $\bar{X} = 3.81$  ; S.D. = 0.74), then the ability to work in team ( $\bar{X} = 3.72$  ; S.D. = 0.71) and lastly the lowest level goes to the skill of sight-reading ( $\bar{X} = 2.67$  ; S.D. = 0.99).

## Part 4 Achievement

The assessment standards of the students who complete grade 6 or level 2 can be presented as below;

**Table 5 :** The percentage of students who are able to pass level 2 music curriculum is as below;

Items	Percentage of student passed
<p><b>Sor. 2.1 standard;</b> understand and perform creatively, analyze, comment values. Communicate the feelings and express musically, freely as well as enjoyment and apply in daily life.</p> <p>1. Understand the sound being played of different musical instruments both solo and ensemble. Able to identify the foundations of music as well as able to use them to communicate sentiments.</p>	91.05
<p>2. Able to sing and play music by using experience, imagination from observing musical components and basic techniques effectively as required.</p>	90.09
<p>3. Use and store musical properly and safely</p>	96.13
<p>4. Exhibit perceptions and feelings as well as aesthetic quality of music by various means according to interests.</p>	96.86
<p>5. Demonstrate opinions about musical components in accordance to musical theories</p>	89.55
<p>6. Possess musical creativity as well as able to employ the creativity in other subjects and daily life.</p>	90.68
<p><b>Average</b></p>	<b>92.39</b>

**Table 5 :** The percentage of students who are able to pass level 2 music subjects' curriculum is as below; (Continued)

Items	Percentage of student passed
<p><b>Sor. 2.2 standard;</b> understand the relationship among music, history and culture as well as realize the value of music which is cultural inheritance, local intellect, Thai and international intellect.</p> <p>1. Realize that music reflects its history</p>	92.95
<p>2. Feel satisfied and accept diversity and heritage which is related to culture, local intellect as well as Thai and international intellect</p>	97.23
<b>Average</b>	<b>95.09</b>

From table 5, it can be briefed that the students who are able to pass the standard of assessment of music subject are on average of 93.74 per cent, with the details described below;

In accordance to Sor. 2.1 standards i.e. understand and exhibit creatively, analyze, comment values. Communicate the feelings and express thinking freely as well as enjoyment and apply in daily life. It is found that the students who are able to qualify elements of standard, among them the first three are stated in respective order from highest to lowest; firstly, Exhibit perceptions and feelings as well as beauty of music by various means according to interests (96.86 per cent), followed by properly and safely storing of musical instruments (96.13 per cent) and lastly Understand the sound being played of different musical instruments both solo and ensemble, able to identify the foundations of music as well as able to use them to communicate sentiments (91.05).The standard that is the least qualified is demonstrate opinions about musical components in accordance to musical theories (89.55 per cent).

With respect to Sor. 2.2 standard; understand the relationship among music, history and culture as well as realize the value of music which is cultural inheritance, local intellect, Thai and international intellect. It is found that the students who are able to qualify elements of standard stated in respective order from highest to lowest; firstly, feel satisfied and accept in intellect to create musical work and heritage which is related to culture, local intellect as well as Thai and international intellect (97.23 per cent) and second comes the element realize that music reflects its origin (92.95 per cent).

## **Part 5            Obstacles and Suggestions**

The teachers who were engaged in music teaching presented the obstacles and suggestions on the process and results of curriculum implementation as below;

### **Obstacles**

#### ***1. Regarding the process of implementing the curriculum***

##### **1.1 Teaching plan of art subjects (music)**

1.1.1 Teachers were less knowledgeable of music (85)

1.1.2 Lack of referring documents (76)

1.1.3 Teachers were unable to map integrated teaching plan (92)

1.1.4 Plan writing was time consuming, a teacher had to write plenty teaching plans which were difficult to complete (87)

##### **1.2 Contents of music for teaching of art subjects (music)**

1.2.1 The teachers lacked musical skills such as skill of body movements, skill of playing musical instruments, skill of creativity and skill of sight-reading etc.

1.2.2 Teachers also were less knowledgeable of musical components such as harmony, musical forms, timbre as well as musical literature for instant history of songs and history of musicians

### 1.3 Procedures on teaching and learning of art subjects (music)

1.3.1 Teachers did not understand teaching and learning contents

1.3.2 The burden of work was so huge and thus unable teachers to spare time for gaining knowledge

### 1.4 Utilizing Medias or instruments of music subject

1.4.1 Instrument type of media was inadequate  
1.4.2 The teachers lack knowledge and skill to prepare media  
1.4.3 Lack of text books, media, objects and equipment to produce media

### 1.5 Research to develop learning of music subject

1.5.1 Teachers did not possess knowledge on research  
1.5.2 Unable to identify the problem

### 1.6 Assessments of music subject

1.6.1 Teachers did not understand the procedures of measurement and evaluation

1.6.2 Measuring from actual performance was very time consuming, quantity of students was large and the process was very complicated

## ***2. Results of implementation***

### 2.1 The management of curriculum of art subjects (music)

2.1.1 The time frame was too tight

2.1.2 The contents set up were incomplete

### 2.2 Arranging learning activities of music subject

2.2.1 The integration with other contents was incomplete and sometimes were repeated

2.2.2 Variety of activities was too little

### 2.3 Teaching media or instruments

2.3.1 The quantity of instruments was inadequate to the quantity of students

### 2.4 Assessments of music subject

2.4.1 The evaluation of performance was unclear

2.4.2 Evaluating instruments were also unclear

### 2.5 Learners' behavior

2.5.1 The musical creativity of students was intangible

## **Suggestions**

### ***1. With respect to process of implementation***

1.1 The teachers should be developed to realize the importance of music teaching

1.2 The system of information and follow up should be clear

1.3 The knowledge of teachers should be developed with regards to skill and musical contents

1.4 The standard of teaching should be set up clearly

1.5 Budget should be allocated adequately to buy instructional Medias or instruments

1.6 The learning resources should be promoted as well as local musical experts

1.7 An easily understandable and convenient method of evaluation and assessment should be developed

### ***2. Regarding the outcome of implementation***

2.1 The variety of activities should be widened and participation of learners in activities should be enhanced

2.2 The parents and guardians should participate more closely

2.3 A network of assistance should be brought in place such as older help younger, friend help friend etc.

## CHAPTER V

### SUMMARY, DISCUSSION AND SUGGESTIONS

The study on the implementation process and implementation results of the school' curriculum of music subject at level 2 in accordance to National Education Curriculum B.E. 2544 in schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2 can be briefed as below;

#### **5.1 Objectives of the Study**

To study the implementation process and implementation results of the school' curriculum of music subject at level 2 in accordance to National Education Curriculum B.E. 2544 in schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2.

#### **5.2 People and Study Sample**

The study sample of this study is the teachers of music who were engaged to teach music curriculum in 419 schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2.

The study sample of this study is the teachers of music who were engaged to teach music curriculum in 419 schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2. The samples were selected through Taro Yamane table method which contains 95% reliability with the accepted margin of +-5%, 205 schools were chosen from the total 419 schools.

### 5.3 Summary of the Study

The study on the implementation process and implementation results of the school' curriculum of music subject at level 2 in accordance to National Education Curriculum 2544 B.E., in schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2 can be summarized with the following details;

#### **Part 1 General Data**

From the analysis of the general data of the respondents, it can be detailed as below;

From the total 191 teachers who responded to the questionnaires, most of them are female having teaching experience in music subject over 16 years and were assigned to do the task by the director of the school.

#### **Part 2 Process of using school's curriculum of music subject**

1. Regarding teaching plan of music subject, it is found that the planning is being done at moderate level, the planning was done mostly on the following first three factors i.e. planning in accordance to expected learning targets of the art subjects' curriculum, the next is the planning covering knowledge, skill, moral, virtue and values and lastly the integrated planning as appropriate.

2. With respect to the musical contents in the teaching of music, it is found that it is performed at moderate level. The first three in respective order are melody, rhythm and skill of singing.

3. With regard to the process of teaching of music, it is also found that it is being undertaken at moderate level, giving respective order of the first three factors from highest to lowest are moral and virtue promotion, second comes the process of learning emphasized on learning by doing and the third is utilizing the resource of local intellectual experts.

4. Regarding the instructional medias of music, it is also found that it is being undertaken at moderate level, giving respective order of the first three from highest to lowest are medias that enhance learning, second comes the medias that are in harmony to learning process and lastly is the medias constructed and used by the participation of the learners.

5. Regarding the research to develop teaching of music, it is found that it is being undertaken at moderate level i.e. action research and the employment of action research results to teaching.

6. Regarding the assessments of music subject, it is also found that it is being conducted at moderate level, giving respective order from highest to lowest of the first three are the assessment based on learning by doing, followed by the assessment based on moral and values and behavior thirdly the assessment based on skill.

### **Part 3 Satisfaction on Using school's Curriculum of music subject**

1. Regarding the management of music subject curriculum, it is found that the level of satisfaction is moderate, the first three in respective order from highest to lowest are the developed required characteristics by contents of music subject, followed by vision, mission and goals with regards to music subject contents and thirdly the musical activities that develop learners such as music club etc.

2. With respect to the arrangement of learning activities, it is evident that the level of satisfaction is moderate; the first three in respective orders are the child-centered activities, followed by the promotion of learners' moral, virtue and required values and thirdly the integrated learning.

3. Regarding the instructional Medias; it is found that the level of satisfaction is moderate; in respective order are quality of the Medias, followed by the variety of Medias and lastly the modernity of the Medias.

4. The level of satisfaction on assessment of music subject is found to be moderate as well. The first three in respective order are the fairness on giving marks, followed by the utilization of assessment to improve learners and lastly the standardization of assessment.

5. Regarding the behavior of learners, it is also at moderate level. The first three elements in respective order are environment conservation, followed by Thainess and lastly the ability to work in team.

#### **Part 4 Achievement**

1. According to Sor. 2.1 standards i.e. understand and perform with creativity, analyze, comment values. Communicate the feelings and express thinking freely as well as admire and apply in daily life. It is found that 92.39 per cent students are able to qualify the elements of standard, among them are exhibit perceptions and feelings as well as beauty of music by various means according to interests accounting 96.86 per cent and the least achieved is demonstrate opinions about musical components in accordance to musical theories accounting 89.55 per cent.

2. With respect to Sor. 2.2 standards i.e. understand the relationship among music, history and culture as well as realize the value of music which is cultural inheritance, local intellect, Thai and international intellect. It is found that 95.09 per cent students are able to qualify elements of standard the highest is feel satisfied and accept in intellect to create musical work and heritage which is related to culture, local intellect as well as Thai and international intellect accounting 97.23 per cent.

#### **Part 5 Obstacles and Suggestions**

##### ***1. Obstacles***

*Regarding the process of implementing music curriculum*

1. The planning of teaching and learning of music subject. The teachers were less knowledgeable of music, unable to draft integrated teaching plan

and plan writing was time consuming, a teacher had to write plenty teaching plans which were difficult to complete.

2. Regarding the contents of music for teaching of music subject, the teachers lacked musical skills such as skill of body movements, skill of playing musical instruments, skill to create musical components such as ensemble, musical forms, timbre as well as musical literature for instant history of songs and history of musicians etc.

3. Procedures on teaching and learning of music subject, the teachers did not understand teaching and learning contents as well as lacked of instruments playing skill.

4. Utilizing instructional media of music subject, instrument type of media was inadequate, inappropriate and lacked text books, Medias, objects and equipment to produce Medias.

5. Research to develop learning of music subject, the teachers did not possess any knowledge on research and, thus, unable to identify the problem.

6. Assessments of music subject, the teachers did not understand the procedures of assessing such as measuring from learning by doing, quantity of students was large and the process was very complicated.

#### *The outcome of implementation of music curriculum*

1. The management of curriculum of music subject, time frame was too tight and the set up contents were incomplete.

2. Arranging learning activities of art subjects (music), the integration with other contents was incomplete and sometimes were repeated as well as variety of activities was few.

3. Instructional media was inadequate.

4. Regarding learners' behavior, the musical creativity of students was still intangible.

## ***2. Suggestions***

### *With respect to process of implementation of the curriculum*

1. The teachers should be developed to realize the importance of music teaching.

2. The system of information and follow up should be clearly setup.

3. The knowledge of teachers should be developed with regards to skill and musical contents.

4. An easily understandable and convenient method of assessment should be developed.

### *Regarding the results of implementation*

1. The variety of activities should be widened and participation of learners in activities should be enhanced.

2. The parents and guardians should be encouraged to participate more closely.

3. A network of assistance should be brought in place such as older help younger, friend help friend etc.

## 5.4 Discussions

### **The process of implementing the curriculum of music subject**

The basic education curriculum aimed to The National Education Curriculum has been aimed to make Thai citizens a perfect human being i.e. a happy, virtual, intelligent, Thai valued, have the potency for further education and career. Basic education institutions play key role to map the curriculum that concentrates on the teaching which is in line to interest of the learners as well as in harmony to the requirements of parents, guardians and community. The learning standards are the elements that have been set up to map out the essential learning contents as well as their quality. But in any case, all contents should be in harmony to conditions, problems and needs of the community, local intellects and interests.

A teacher is a major instrument to implement the curriculum and maximize the benefits to the learners. Therefore, the teacher must be knowledgeable of all key issues for instant teaching and learning process, syllabus or contents and planning of teaching. The crucial duties cover plan and set up credit points, activities as well as the teaching plan that is concentrated on the philosophy of 'Learner is the most important'. Learners should be allowed and encouraged to freely and practically exhibit their performance as well as participation in every activity is also essential. Other duties blanket developing and producing of instructional media that actually enhance learning both on-premises and out-premises. Also, create the atmosphere that comforts learning activities, arrange assessment inline to the real conditions through observation, interview, portfolio etc. A teacher also ought to conduct research in order to develop and improve the curriculum and learning process as well as act as an excellent example, possess decent moral as well as behave properly and nicely with students and colleagues (Academics Department, 2546 : 26).

Regarding the teaching plan of music subject contents, the teachers under the constituency of Phranakorn-sriayutthaya Education Area 1 and 2, it is found that it is being performed at high level. Among the highly performed are planning in

accordance to expected learning targets of the art subjects' curriculum, the plan was integrated with the entire teaching plan and the assessment cover knowledge, skill, moral, virtue and values. The process of teaching was inline to the teaching plan and learning objectives which reflects the readiness to manage the teaching and learning process of education reform policy. This was fuelled with highly experienced teachers most of them acquire over 16 years of experience (37.20%). Moreover, this is also in harmony to the results of curriculum implementation study conducted in the schools under the supervision of Phranakorn-sriayutthaya Education Area 2 during the 2547 B.E. education year (Kanok Klaemukh, 2548 : 46), in which the findings evident that the institutions employed media that were inline to the learning process accounting 94.51% and integrated learning plan as appropriate accounting 93.00%. Regarding the participation of students in the planning of music curriculum, it is found to be at moderate level but the average is lowest because the teachers did not give any importance to the participation. These facts are in the similar direction to the findings of Education Research Division (2546 : 53), in which was found that the element that was least performed was the participation of learners in mapping the curriculum which only accounted 76.4%.

With respect to the musical contents in the teaching of music curriculum, which were mostly employed by the teachers, are melody, rhythm and singing skill. All of these elements could be easily chosen by the teachers of music however, there were only 8.4% of teachers who directly qualified in music.

With regard to the process of teaching of music, it is found that it is being undertaken at moderate level, but the most concentrated approach was moral and virtue promotion side by side with the learning by doing was the highest, which is inline to the objectives of the National Education Curriculum B.E. 2544. The Academics Department (2546 : 14) has described the guideline on teaching process that teacher must regularly and continuously observe the physical, mental development and intelligence, ability, interest and learning method of the learners by utilizing multiple approaches emphasizing on real condition, learning from nature, learning by practicing and integrated learning based on the policy of 'knowledge

with virtue'. However, learning through project-work is still to be developed tangibly as it is found from the study that it is performed at very low level.

Regarding the instructional media of music subject, it is found that the highly employed are the media that enhance learning, followed by the media which is in harmony to the learning process and media developed and produced with the participation of students. All the findings are inline to the study conducted on the results of curriculum implementation of the schools under the supervision of Phranakorn-sriayutthaya Education Area 2 during the 2547 B.E. education year (Kanok Klaemukh, 2548 : 47) in which the findings reflect that the institutions used media which enhance learning 93.64% and also inline to the study of evaluation and follow-up of the schools' curriculum results at secondary level of the Education Research Section (2546 : 86), in which the findings show that the managers of schools encouraged self-produced media covering media constructed by teachers and constructed with the participation of the students.

Regarding the action research to develop teaching as well as the employment of research results was undertaken at moderate level. The education reform according to National Education Act 2542 B.E. has reformed personnel with partial assistance of the research process and ever since the reform has been on continuous pace, which is evident from the study of evaluation and follow-up of the schools' curriculum results at elementary level of the Education Research Section, Academics Department (2546 : 75), in which the findings show that the teachers conducted action research (75.20%) and employed the results of the research to develop learning (71.60%).

Regarding the assessments of the National Education Curriculum 2544 B.E., the Academics Department (2545 : 2) has provided guideline for assessment at each level as it reflects the level of achievements of the learners as well as the performance of the teachers. The data and information obtained from the assessment are highly instrumental for every relevant person i.e. teacher, learner, institution and guardian. They can utilize the obtained data and information to develop and improve

learners in order to achieve the set expected targets by using multiple approaches. It is found that schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2 assess the results of music curriculum by concentrating on skill aspect by assessing from learning by doing side by side with the assessment of moral, virtue and required values which is inline to the evaluation and follow-up of the results of schools' curriculum at secondary level of the Education Research Section, Academics Department (2546 : 75-76), in which the findings show that the assessments were conducted on the basis of learning by doing (92.00%) and assessment covered knowledge, skill, virtue and values (93.50%). managers of institutions encouraged self-produced media covering media constructed by teachers and constructed by the participation of the students.

### **Outcome of the implementation of the art music curriculum**

1. The satisfaction on the implementation of school's curriculum of music curriculum in schools under the supervision of Phranakorn-sriayutthaya Education Area 1 and 2 can be discussed as below;

Regarding the management of music curriculum, it is found that the level of satisfaction is high on the required characteristics developed by the music contents in accordance to the qualities set up by Academics Department (2546 : 3) that when a learner graduates from the institution he or she should be good-hearted, eloquent, well-disciplined, beauty lover, analytical, admire the value and importance of art, nature, environment and culture which are national intellects. A graduate also should be able to explore himself or herself hidden interests and potency for further education and artistic career. He or she should be an imaginative, creative, confident to develop him or herself and exhibit creatively, concentrate on working, well-disciplined, responsible as well as able to work in team happily.

With respect to the arrangement of learning activities, institutions are highly satisfied to the activities that were concentrated on learners' importance as well as developing learners on aspects such as moral, virtue and required values, which is inline to the guideline provided by Academics Department (2545 : 21) which described

that there are various means for teaching and learning of, however the teachers must regularly and continuously observe the physical, mental development and intelligence, ability and interest of the learners. Therefore, multiple approach teaching at each level must be used. The teaching should be concentrated on real conditions, self-learning, group learning, learning from nature, learning by doing, integrated learning as well as utilizing research as a part of the learning policy of 'Knowledge and virtue'. The teaching and learning also should not neglect environment conservation and development, thinking process, scientific process. They should be inserted when possible in the teaching of every subject as it is an essential part of integrated learning approach. The objectives should be based on learners' importance in harmony to the results of curriculum implementation study conducted in the schools under the supervision of Phranakorn-sriayutthaya Education Area 2 during the 2547 B.E. education year (Kanok Klaemukh, 2548 : 64), in which the findings evident that the teachers were highly satisfied with the arrangement of learning activities i.e. arrangement of various activities that were based on learners' importance.

Regarding the instructional media of music curriculum, institution were moderately satisfied with the quality, modernity and variety of musical instruments, which is in harmony to the findings in the follow-up and evaluation of the results of institutions' curriculum at secondary level conducted by Education Research Section, Academics Department (2546 : 93), which reflects that the teachers were moderately satisfied with regard to the modernity, variety as well as the quality of the media.

Regarding the level of satisfaction on assessment of music contents, the institutions are highly satisfied with the fairness of marks giving. However, the satisfaction is moderate with regard to standard of assessment as well as the employment of research results to develop learners. The results are in harmony to the findings of study on the results of schools' curriculum implementation in schools under the supervision of Phranakorn-sriayutthaya Education Area 2 that was conducted during 2547 B.E. education year (Kanok Klaemukh, 2548 :66). In which explained the faced problems i.e. the teachers did not understand assessment

approaches, real condition assessment was very time consuming and assessment formats were unclear.

Institutions are satisfied with learners behavior with regard to environment conservation, Thainess, team work, responsibility and discipline as well as inline to the evaluation and follow-up of the results of schools' curriculum at secondary level of the Education Research Section, Academics Department (2546 : 68-69), which compared the behavior of learners (2545 education year) pre and post implementation of the curriculum and found that the behavior of learners improved on every aspect such as team spirit, punctuality, empathy, sacrifice and good deeds for society etc.

2. The evaluation and assessment standard according to each learning level sor. 2.1, understand and exhibit music creatively, analyze, comment, value, freely reflect feeling and opinion on music as well as admire and utilize in daily life. In accordance to sor. 2.2 standards i.e. understand the relationship of music, history and culture; realize the value of music which is cultural heritage, local intellect as well as Thai and international intellect. On overall, over 90% of students were able to pass the standards, however, on the aspect of expressing opinion on musical components in accordance to musical theories only 89.55% were able to pass.

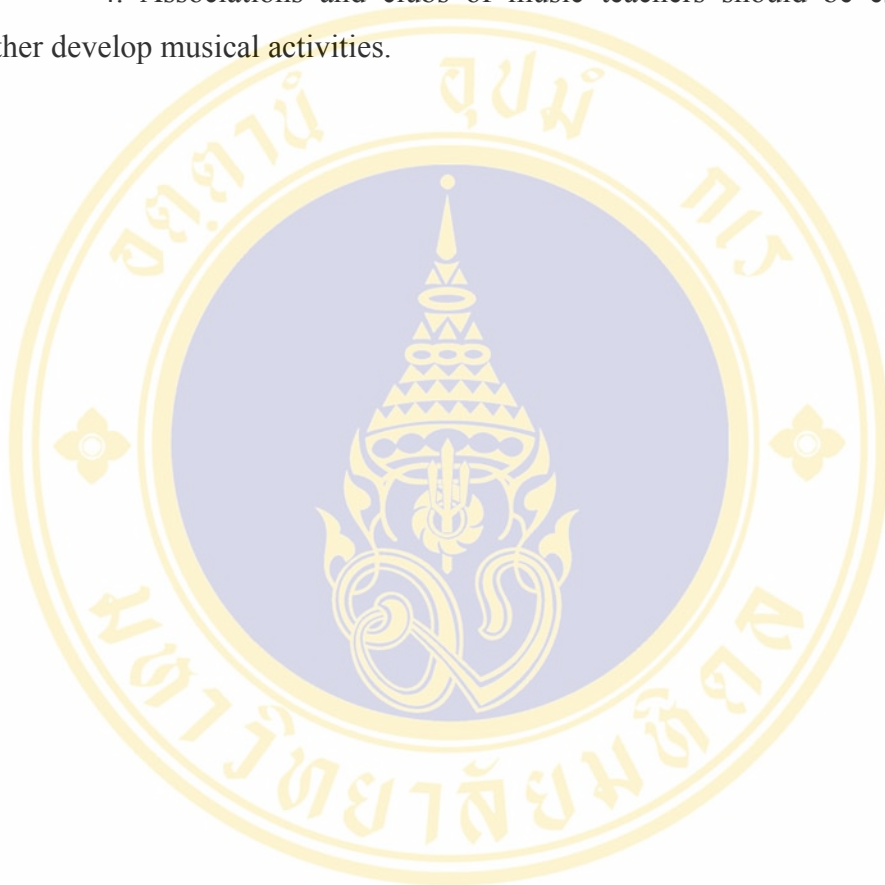
## **5.5 Suggestions on Further Study**

1. Relevant bodies should jointly develop and improve teachers of music continuously at school, group of schools and education area levels.

2. The learning resources, local musical intellects should be explored and renovated and make them most beneficial to teachers and learners

3. Schools should pay special attention to develop learners particularly in Thai and international music in order to provide better experience and optimize learners' ability.

4. Associations and clubs of music teachers should be established to further develop musical activities.



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27 กุมภาพันธ์ พ.ศ. 2549

เรื่อง ขอความอนุเคราะห์ให้นักศึกษาเก็บข้อมูล เพื่อประกอบการทำวิทยานิพนธ์  
เรียน ผู้อำนวยการสถานศึกษาโรงเรียน

ด้วย นางพัชรี พลอยเทศ นักศึกษาบัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล หลักสูตรปริญญาโท สาขาวิชาดนตรี วิทยาลัยดุริยางคศิลป์ กำลังทำวิทยานิพนธ์เรื่อง "การศึกษาระบบการและผลการใช้หลักสูตรสถานศึกษา สารระการเรียนรู้ศิลปะวิชาดนตรี ช่วงชั้นที่ 2 ตามหลักสูตรการศึกษาขั้นพื้นฐาน พุทธศักราช 2544 ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาพระนครศรีอยุธยา เขต 1 และเขต 2" อยู่ในความควบคุมของ ศศ.ศักดิ์ชัย หิรัญรักษ์ ซึ่งในการศึกษาวิจัยครั้งนี้ นักศึกษามีความประสงค์จะเก็บข้อมูลจากอาจารย์ผู้สอนดนตรี โดยผู้วิจัยส่งแบบสอบถามด้วยตนเอง ตั้งแต่วันที่ 20 กุมภาพันธ์ 2549 ถึงวันที่ 20 มีนาคม พ.ศ. 2549

บัณฑิตวิทยาลัย จึงใคร่ขอความกรุณาจากท่านโปรดอนุเคราะห์ให้นักศึกษาได้เก็บข้อมูล เพื่อประกอบการทำวิทยานิพนธ์ ตามที่เห็นสมควรด้วย จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.รวิน ระวิวงศ์)

รองคณบดีฝ่ายกิจการนักศึกษา

ปฏิบัติราชการแทนคณบดีบัณฑิตวิทยาลัย

ติดต่อประธานคณะกรรมการควบคุมวิทยานิพนธ์ ศศ.ศักดิ์ชัย หิรัญรักษ์

โทร. 09-895-1996



### รายชื่อผู้ทรงคุณวุฒิที่ตรวจเครื่องมือวิจัย

1. นายอนรรฆ จรรย์ยานนท์ อาจารย์ประจำวิทยาลัยดุริยางคศิลป์  
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สำนักงานเขตพื้นที่การศึกษาพระนครศรีอยุธยา เขต 1
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4. นายชัชวาล ปลื้มสำราญศึกษานิเทศก์  
สำนักงานเขตพื้นที่การศึกษาพระนครศรีอยุธยา เขต 2
5. นายกนก คล้ายमुख ศึกษานิเทศก์  
สำนักงานเขตพื้นที่การศึกษาพระนครศรีอยุธยา เขต 2



1. รายชื่อโรงเรียนกลุ่มตัวอย่างที่ใช้ในการหาคุณภาพเครื่องมือนววิจัย
2. รายชื่อโรงเรียนกลุ่มตัวอย่างที่ใช้ในการวิจัย

## โรงเรียนกลุ่มตัวอย่างสำหรับหาคุณภาพเครื่องมือวิจัย

### สำนักงานเขตพื้นที่การศึกษาปทุมธานี เขต 1

- |                             |                                |
|-----------------------------|--------------------------------|
| 1) โรงเรียนจรรยาพิทยอำรุง   | 2) โรงเรียนชุมชนวัดเสด็จ       |
| 3) โรงเรียนวัดนาวง          | 4) โรงเรียนวัดบางคูทิศทอง      |
| 5) โรงเรียนวัดบางคูวัด      | 6) โรงเรียนวัดบางนางบุญ        |
| 7) โรงเรียนวัดบางพูน        | 8) โรงเรียนวัดไพร่ฟ้า          |
| 9) โรงเรียนวัดบางมะขาม      | 10) โรงเรียนชุมชนวัดบางชัน     |
| 11) โรงเรียนไทยรัฐ 69       | 12) โรงเรียนบุญคุ้มราษฎร์บำรุง |
| 13) โรงเรียนลำสนุ่น         | 14) โรงเรียนวัดกลางคลองสาม     |
| 15) โรงเรียนวัดตะวันเรือง   | 16) โรงเรียนวัดมูลเหล็ก        |
| 17) โรงเรียนวัดอู่ข้าว      | 18) โรงเรียนคลองบางโพธิ์       |
| 19) โรงเรียนวัดมงคลพุทธาราม | 20) โรงเรียนบ้านบึง            |
| 21) โรงเรียนสังฆรักษ์บำรุง  | 22) โรงเรียนสามวาวิทยา         |
| 23) โรงเรียนวัดปทุมทอง      | 24) โรงเรียนวัดสหราษฎร์บำรุง   |
| 25) โรงเรียนวัดเชิงท่า      | 26) โรงเรียนวัดบางนา           |
| 27) โรงเรียนประชาบำรุง      | 28) โรงเรียนวัดถั่วทอง         |
| 29) โรงเรียนวัดลำหามเมฆ     | 30) โรงเรียนวัดสองพี่น้อง      |

## โรงเรียนกลุ่มตัวอย่างที่ใช้ในการวิจัย

สำนักงานเขตพื้นที่การศึกษาพระนครศรีอยุธยา เขต 1 (107 โรงเรียน)

### 1. อำเภอพระนครศรีอยุธยา (จำนวน 22 โรงเรียน)

- |                             |                               |
|-----------------------------|-------------------------------|
| 1) โรงเรียนวัดไผ่           | 2) โรงเรียนวัดหันตรา          |
| 3) โรงเรียนวัดคูสิตาราม     | 4) โรงเรียนวัดพระญาติการาม    |
| 5) โรงเรียนวัดประดู่ทรงธรรม | 6) โรงเรียนวัดใหญ่ชัยมงคล     |
| 7) โรงเรียนวัดพนัญเชิง      | 8) โรงเรียนวัดทรงกูด          |
| 9) โรงเรียนสุคินสหราษฎร์    | 10) โรงเรียนวัดกุฎีลาย        |
| 11) โรงเรียนวัดช้างใหญ่     | 12) โรงเรียนวัดกษัตราธิราช    |
| 13) โรงเรียนวัดพระงาม       | 14) โรงเรียนวัดกลางคลองสระบัว |
| 15) โรงเรียนวัดตุม          | 16) โรงเรียนวัดสว่างอารมณ์    |
| 17) โรงเรียนวัดพุทไธสวรรย์  | 18) โรงเรียนพรพินิตพิทยาคาร   |
| 19) โรงเรียนประชาสามัคคี    | 20) โรงเรียนวัดไก่อี๋ยง       |
| 21) โรงเรียนวัดท่าใหม่      | 22) โรงเรียนวัดปากกราน        |

### 2. อำเภอบางบาล (จำนวน 13 โรงเรียน)

- |                         |                          |
|-------------------------|--------------------------|
| 1) โรงเรียนบ่อแร่       | 2) โรงเรียนวัดแค         |
| 3) โรงเรียนวัดศาลาลอย   | 4) โรงเรียนวัดทุ่งมน     |
| 5) โรงเรียนวัดบ้านแถว   | 6) โรงเรียนวัดตะตือ      |
| 7) โรงเรียนวัดคลองเหล็ก | 8) โรงเรียนวัดหัวหิน     |
| 9) โรงเรียนวัดบัวงาม    | 10) โรงเรียนวัดนางคุ้ม   |
| 11) โรงเรียนวัดศกวางค์  | 12) โรงเรียนวัดดอนประดู่ |
| 13) โรงเรียนวัดบึง      |                          |

### 3. อำเภอนครหลวง (จำนวน 9 โรงเรียน)

- |                        |                       |
|------------------------|-----------------------|
| 1) โรงเรียนวัดใหญ่     | 2) โรงเรียนวัดน้อย    |
| 3) โรงเรียนวัดทอง      | 4) โรงเรียนวัดสามะกัน |
| 5) โรงเรียนวัดเรือแข่ง | 6) โรงเรียนวัดตะโหนด  |
| 7) โรงเรียนวัดบ้านดาบ  | 8) โรงเรียนวัดละมุด   |
| 9) โรงเรียนวัดโพธิ์ทอง |                       |

**4. อำเภอบ้านแพรง (จำนวน 4 โรงเรียน)**

- |                            |                        |
|----------------------------|------------------------|
| 1) โรงเรียนวัดท้าวอู่ทอง   | 2) โรงเรียนวัดไก่อี๊   |
| 3) โรงเรียนวัดหลวงพ่อเขียว | 4) โรงเรียนวัดเขียนลาย |

**5. อำเภอบางปะหัน (จำนวน 14 โรงเรียน)**

- |                         |                        |
|-------------------------|------------------------|
| 1) โรงเรียนวัดดาวคะนอง  | 2) โรงเรียนวัดจอมเกษ   |
| 3) โรงเรียนวัดนนทรี     | 4) โรงเรียนวัดม่วง     |
| 5) โรงเรียนวัดโคก       | 6) โรงเรียนวัดโพธิ์หอม |
| 7) โรงเรียนวัดอินทกัลยา | 8) โรงเรียนวัดประมุง   |
| 9) โรงเรียนวัดตลาด      | 10) โรงเรียนวัดไก่อ    |
| 11) โรงเรียนวัดดอกไม้   | 12) โรงเรียนวัดแก้วตา  |
| 13) โรงเรียนวัดบางเพลิง | 14) โรงเรียนวัดค่าย    |

**6. อำเภอภาชี (จำนวน 12 โรงเรียน)**

- |                          |                             |
|--------------------------|-----------------------------|
| 1) โรงเรียนวัดพระแก้ว    | 2) โรงเรียนวัดหนองบัว       |
| 3) โรงเรียนวัดคอนกลาง    | 4) โรงเรียนรอตเสวตวิทยา     |
| 5) โรงเรียนชุมชนวัดระโสม | 6) โรงเรียนวัดผดุงธรรม      |
| 7) โรงเรียนวัดมาบโพธิ์   | 8) โรงเรียนวัดหนองเป่า      |
| 9) โรงเรียนวัดอุทการาม   | 10) โรงเรียนวัดหนองเครือบุญ |
| 11) โรงเรียนวัดนาอู่     | 12) โรงเรียนวัดหัวคู้       |

**7. อำเภอมหาราช (จำนวน 7 โรงเรียน)**

- |                         |                        |
|-------------------------|------------------------|
| 1) โรงเรียนวัดน้ำเต้า   | 2) โรงเรียนวัดคูโลม    |
| 3) โรงเรียนวัดกระโจมทอง | 4) โรงเรียนวัดเจ้าปลุก |
| 5) โรงเรียนวัดบางสงบ    | 6) โรงเรียนวัดตะบอง    |
| 7) โรงเรียนวัดโพธิ์     |                        |

**8. อำเภออุทัย (จำนวน 14 โรงเรียน)**

- |                       |                           |
|-----------------------|---------------------------|
| 1) โรงเรียนวัดจำปา    | 2) โรงเรียนวัดโคกมะยม     |
| 3) โรงเรียนเขาวนั้วศ  | 4) โรงเรียนวัดสะแก        |
| 5) โรงเรียนบ้านเป็ด   | 6) โรงเรียนวัดขุนทิพย์    |
| 7) โรงเรียนวัดนางชี   | 8) โรงเรียนวัดบ้านหีบ     |
| 9) โรงเรียนบ้านคูคต   | 10) โรงเรียนวัดสามบั้งพิต |
| 11) โรงเรียนวัดไทรงาม | 12) โรงเรียนวัดลุ่ม       |
| 13) โรงเรียนวัดพรานนก | 14) โรงเรียนวัดคอนพุดชา   |

**9. อำเภอวังน้อย (จำนวน 13 โรงเรียน)**

- |                          |                             |
|--------------------------|-----------------------------|
| 1) โรงเรียนวัดพะยอม      | 2) โรงเรียนวัดลาดทราย       |
| 3) โรงเรียนวัดศรีประชา   | 4) โรงเรียนวัดกุฎีประสิทธิ์ |
| 5) โรงเรียนวัดศิวาราม    | 6) โรงเรียนวัดบ้านช้าง      |
| 7) โรงเรียนวัดกระทู้มลาย | 8) โรงเรียนวัดบ่อตาโล่      |
| 9) โรงเรียนบ้านสร้าง     | 10) โรงเรียนบ้านลำแดง       |
| 11) โรงเรียนวัดธรรมจริยา | 12) โรงเรียนกลางคลอง 27     |
| 13) โรงเรียนวัดลำพระยา   |                             |

**สำนักงานเขตพื้นที่การศึกษาพระนครศรีอยุธยา เขต 2 (จำนวน 98 โรงเรียน)**

**10. อำเภอบางไทร (จำนวน 16 โรงเรียน)**

- |                            |                                 |
|----------------------------|---------------------------------|
| 1) โรงเรียนวัดช่างเหล็กไผ่ | 2) โรงเรียนวัดขุนจำธรรมาราม     |
| 3) โรงเรียนวัดศิริสุขาราม  | 4) โรงเรียนสินสังวาลย์อุทิศ     |
| 5) โรงเรียนวัดหน้าต่างโน   | 6) โรงเรียนวัดไทรโสภณ           |
| 7) โรงเรียนวัดสุนทราราม    | 8) โรงเรียนวัดป่าคา             |
| 9) โรงเรียนวัดทางยาว       | 10) โรงเรียนวัดสง่างาม          |
| 11) โรงเรียนวัดศรีบางไทร   | 12) โรงเรียนวัดไม้ตราสมาชิการาม |
| 13) โรงเรียนวัดกระแซง      | 14) โรงเรียนวัดไทยรัฐวิทยา 2    |
| 15) โรงเรียนวัดปากน้ำ      | 16) โรงเรียนวัดโบสถ์สัมพรชัย    |

**11. อำเภอบางปะอิน (จำนวน 16 โรงเรียน)**

- |                             |                             |
|-----------------------------|-----------------------------|
| 1) โรงเรียนวัดทำใหม่        | 2) โรงเรียนวัดขนอนบ้านกรด   |
| 3) โรงเรียนวัดสุทธีรจิราราม | 4) โรงเรียนวัดสามเรือน      |
| 5) โรงเรียนวัดราษฎร์นริมิตร | 6) โรงเรียนวัดบ้านสร้าง     |
| 7) โรงเรียนบ้านพลับ         | 8) โรงเรียนวัดเชิงท่า       |
| 9) โรงเรียนวัดลาดระโห่ง     | 10) โรงเรียนวัดยม           |
| 11) โรงเรียนวัดศรีโพธิ์     | 12) โรงเรียนวัดบ้านกั้ง     |
| 13) โรงเรียนวัดตลาด         | 14) โรงเรียนวัดชีปะขาว      |
| 15) โรงเรียนวัดบ้านพาด      | 16) โรงเรียนวัดเจ้าฟ้าสร้าง |

**12. อำเภอบางซ้าย (จำนวน 7 โรงเรียน)**

- |                           |                             |
|---------------------------|-----------------------------|
| 1) โรงเรียนวัดทางหลวง     | 2) โรงเรียนวัดสามเพลง       |
| 3) โรงเรียนวัดใหม่ด่านทาน | 4) โรงเรียนวัดเสด็จศิลาาราม |
| 5) โรงเรียนวัดมฤคทายวัน   | 6) โรงเรียนวัดบางซ้ายใน     |
| 7) โรงเรียนวัดบางซ้ายนอก  |                             |

**13. อำเภอบางบาล (จำนวน 12 โรงเรียน)**

- |                         |                            |
|-------------------------|----------------------------|
| 1) โรงเรียนวัดใหม่      | 2) โรงเรียนวัดโพธิ์        |
| 3) โรงเรียนวัดพระขาว    | 4) โรงเรียนวัดอินทาราม     |
| 5) โรงเรียนวัดตะกุก     | 6) โรงเรียนประชากรรังสฤษฎ์ |
| 7) โรงเรียนวัดนกกกระจาบ | 8) โรงเรียนวัดแจ้ง         |
| 9) โรงเรียนวัดไทรน้อย   | 10) โรงเรียนวัดโคก         |
| 11) โรงเรียนวัดขวิด     | 12) โรงเรียนวัดม่วงหวาน    |

**14. อำเภอผักไห่ (จำนวน 11 โรงเรียน)**

- |                          |                          |
|--------------------------|--------------------------|
| 1) โรงเรียนวัดคอนลาน     | 2) โรงเรียนวัดลาดชะโด    |
| 3) โรงเรียนวัดนาคู       | 4) โรงเรียนวัดท่าตะเคียน |
| 5) โรงเรียนวัดบ้านอ้อ    | 6) โรงเรียนวัดตาลานเหนือ |
| 7) โรงเรียนวัดโพธิ์เผือก | 8) โรงเรียนวัดไผ่ล้อม    |
| 9) โรงเรียนวัดคงษา       | 10) โรงเรียนวัดบ้านแค    |
| 11) โรงเรียนวัดอมฤต      |                          |

**15. อำเภอลาดบัวหลวง (จำนวน 17 โรงเรียน)**

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1) โรงเรียนร่อซี้ดี           | 2) โรงเรียนลาดบัวหลวงนันทนวลอุทิศ |
| 3) โรงเรียนวัดมาลาฮีสงเคราะห์ | 4) โรงเรียนวัดบันลือธรรม          |
| 5) โรงเรียนวัดฉัตรทอง         | 6) โรงเรียนวัดราษฎร์บำรุง         |
| 7) โรงเรียนวัดหญ้าไทร         | 8) โรงเรียนวัดโสภณเจติการาม       |
| 9) โรงเรียนคู่สอด 2           | 10) โรงเรียนวัดสุทธาวาส           |
| 11) โรงเรียนอุปถัมภ์          | 12) โรงเรียนวัดอินทวาริ           |
| 13) โรงเรียนสอนดี             | 14) โรงเรียนวัดราษฎร์พัฒนาราม     |
| 15) โรงเรียนวัดปทุมวัน        | 16) โรงเรียนหงสประภาสประสิทธิ์    |
| 17) โรงเรียนวัดตรีพาราตีมาเขต |                                   |

**16. อำเภอเสนา (จำนวน 19 โรงเรียน)**

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1) โรงเรียนวัดสามคู่ม       | 2) โรงเรียนวัดสุทธาโกชน         |
| 3) โรงเรียนวัดกระโคงทอง     | 4) โรงเรียนวัดอุตะเถา           |
| 5) โรงเรียนวัดกลาง          | 6) โรงเรียนวัดรางจระเข้         |
| 7) โรงเรียนวัดเจ้าเจ็ดใน    | 8) โรงเรียนวัดเจ้าเจ็ดนอก       |
| 9) โรงเรียนวัดจระเข้ไล่     | 10) โรงเรียนชานาพัฒนาราม        |
| 11) โรงเรียนบ้านแถววิทยาคาร | 12) โรงเรียนวัดไชยภูมิ          |
| 13) โรงเรียนวัดบันไดช้าง    | 14) โรงเรียนวัดกลางคลองพัฒนาราม |
| 15) โรงเรียนวัดโบสถ์        | 16) โรงเรียนวัดประคูลอกเชษฐ     |
| 17) โรงเรียนวัดหัวเวียง     | 18) โรงเรียนวัดเจ้าแปดทรงไตรย์  |
| 19) โรงเรียนปิ่นแก้ว        |                                 |



**แบบสอบถาม**

**เรื่อง**

**กระบวนการและผลการใช้หลักสูตรสถานศึกษาศาสตรศิลป์(วิชาดนตรี)  
ของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาพระนครศรีอยุธยา**

**เขต 1 และเขต 2**

.....

- คำชี้แจง**
1. แบบสอบถามนี้มีวัตถุประสงค์เพื่อสอบถามความคิดเห็นของท่านเกี่ยวกับกระบวนการและผลการใช้ หลักสูตรสถานศึกษาศาสตรศิลป์(วิชาดนตรี) ซึ่งข้อมูลที่ได้รับจะไม่มีผลกระทบต่อท่านแต่อย่างใด
  2. แบบสอบถามมี 5 ตอน ดังนี้
    - ตอนที่ 1 ข้อมูลทั่วไป
    - ตอนที่ 2 กระบวนการใช้หลักสูตรสาระการเรียนรู้ศิลป์(วิชาดนตรี)
    - ตอนที่ 3 ความพึงพอใจต่อผลการใช้หลักสูตรสถานศึกษาศาสตรศิลป์ (วิชาดนตรี)
    - ตอนที่ 4 ผลสัมฤทธิ์
    - ตอนที่ 5 ปัญหาและข้อเสนอแนะ
  3. ขอขอบพระคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

## ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง โดยเติมคำหรือทำเครื่องหมาย ✓ ลงในช่อง หน้าข้อที่ท่านเลือกตอบ  
ตามความเป็นจริง

1. เพศ ชาย  
หญิง
2. วุฒิทางการศึกษา  
ต่ำกว่าปริญญาตรี  
ปริญญาตรี  
วิชาเอก.....  
วิชาโท.....  
ปริญญาโท หรือสูงกว่า  
สาขา.....
3. ประสบการณ์ในการสอนสาระศิลปะ(วิชาดนตรี)  
ต่ำกว่า 6 ปี  
6 – 10 ปี  
11 – 15 ปี  
16 ปีขึ้นไป
4. เหตุผลที่สอนสาระศิลปะ(วิชาดนตรี)  
ผู้อำนวยการสถานศึกษามอบหมายให้สอน  
สนใจและสมัครใจสอนเอง  
สำเร็จการศึกษาด้านดนตรี  
อื่น ๆ (โปรดระบุ).....

**ตอนที่ 2      กระบวนการใช้หลักสูตรสถานศึกษา สาระการเรียนรู้ศิลปะ (วิชาดนตรี)**

**คำชี้แจง**      1. โปรดพิจารณารายการปฏิบัติที่กำหนด โดยการทำเครื่องหมาย ✓ ลงในช่อง ตารางระดับการปฏิบัติตามสภาพจริงของท่าน

2. เกณฑ์การประเมินระดับการปฏิบัติ พิจารณาดังนี้

- 1 หมายถึง มีการดำเนินการ / ปฏิบัติน้อยที่สุด (ปฏิบัติร้อยละ 1 – 19)
- 2 หมายถึง มีการดำเนินการ / ปฏิบัติน้อย (ปฏิบัติร้อยละ 20 – 39)
- 3 หมายถึง มีการดำเนินการ / ปฏิบัติปานกลาง (ปฏิบัติร้อยละ 40 – 59)
- 4 หมายถึง มีการดำเนินการ / ปฏิบัติมาก (ปฏิบัติร้อยละ 60 – 79)
- 5 หมายถึง มีการดำเนินการ / ปฏิบัติมากที่สุด (ปฏิบัติร้อยละ 80 ขึ้นไป)

รายการปฏิบัติ	ระดับการปฏิบัติ				
	1	2	3	4	5
<b>1. การวางแผนการจัดการเรียนรู้สาระศิลปะ (วิชาดนตรี)</b>					
1.1 ศึกษาเอกสารหลักสูตรสถานศึกษาก่อนวางแผนการจัดการเรียนรู้					
1.2 ศึกษาข้อมูลนักเรียนเป็นรายบุคคล เพื่อวางแผนการจัดการเรียนรู้					
1.3 กำหนดจุดประสงค์การเรียนรู้ สอดคล้องกับผลการเรียนรู้ที่คาดหวังของหลักสูตรสถานศึกษา สาระศิลปะ					
1.4 กำหนดเนื้อหาและกิจกรรมการจัดการเรียนรู้ สาระศิลปะ (วิชาดนตรี) ครอบคลุมพุทธิพิสัย ทักษะพิสัย และจิตพิสัย					
1.5 กำหนดเนื้อหาในแผนการจัดการเรียนรู้ สาระ ศิลปะ สอดคล้องกับคำอธิบายรายวิชา					
1.6 กำหนดเนื้อหาสาระการเรียนรู้สอดคล้องกับสภาพชุมชน					

รายการปฏิบัติ	ระดับการปฏิบัติ				
	1	2	3	4	5
1.7 กระบวนการเรียนรู้ตามแผนการจัดการเรียนรู้ สัมพันธ์กับจุดประสงค์การเรียนรู้					
1.8 ผู้เรียนมีส่วนร่วมในการวางแผนจัดการเรียนรู้สาระศิลปะ					
1.9 แผนการเรียนรู้ที่จัดทำครอบคลุมมาตรฐานตามกลุ่มสาระการเรียนรู้สาระศิลปะ					
1.10 แผนการจัดการเรียนรู้สาระศิลปะมีการปรับปรุง พัฒนา					
1.11 มีการบูรณาการในแผนการจัดการเรียนรู้ตามความเหมาะสม					
1.12 แผนการจัดการเรียนรู้สาระศิลปะระบุสื่อหรือแหล่งการเรียนรู้					
1.13 แผนการเรียนรู้มีการวัดผลครอบคลุมความรู้ ทักษะ และคุณธรรม จริยธรรมและค่านิยม					
<b>2. เนื้อสาระทางดนตรีในการจัดการเรียนรู้สาระศิลปะ(วิชาดนตรี)</b>					
2.1 ทักษะทางดนตรี					
2.1.1 ทักษะการฟัง					
2.1.2 ทักษะการร้องเพลง					
2.1.3 ทักษะการปฏิบัติเครื่องดนตรี					
2.1.4 ทักษะการเคลื่อนไหวร่างกายตามเสียงเพลง					
2.1.5 ทักษะการสร้างสรรค์ผลงานดนตรี					
2.1.6 ทักษะการอ่านโน้ต					

รายการปฏิบัติ	ระดับการปฏิบัติ				
	1	2	3	4	5
2.2 เนื้อหาทางดนตรี					
2.2.1 องค์ประกอบดนตรี					
1) จังหวะ					
2) ทำนอง					
3) เสียงประสาน					
4) รูปแบบ					
5) ลีลา					
6) ลักษณะของเสียง					
2.2.2 วรรณคดีดนตรี					
1) ประวัติความเป็นมาของดนตรี					
2) ประวัติเครื่องดนตรี					
3) ประวัตินักดนตรีและคีตกวี					
4) ประวัติเพลงต่าง ๆ					
<b>3. วิธีการจัดการเรียนรู้สาระศิลปะ (วิชาดนตรี)</b>					
3.1 กระบวนการเรียนรู้ในแผนการจัดการเรียนรู้ สาระศิลปะ(วิชาดนตรี)					
3.1.1 เน้นการคิด					
3.1.2 เน้นการปฏิบัติจริง					
3.1.3 ส่งเสริมคุณธรรมจริยธรรม					
3.2 การจัดการกระบวนการเรียนรู้สาระศิลปะ (วิชา ดนตรี) ดำเนินการโดย					
3.2.1 โครงงาน					
3.2.2 สาธิต					
3.2.3 บรรยาย					
3.2.4 อภิปราย					
3.2.5 ค้นคว้า/ ทำรายงาน					
3.2.6 เกม					

รายการปฏิบัติ	ระดับการปฏิบัติ				
	1	2	3	4	5
3.2.7 ศึกษาเอกสารที่					
3.2.8 บทบาทสมมติ					
3.2.9 อื่น ๆ (โปรดระบุ).....					
3.3 การใช้แหล่งเรียนรู้สาระศิลปะ (วิชาดนตรี) ต่าง ๆ ดังนี้					
3.3.1 แหล่งวิทยาการ					
3.3.2 วิทยากรภูมิปัญญาท้องถิ่น					
3.3.3 องค์กร / หน่วยงานราชการ					
3.3.4 สื่อการอ่าน					
3.3.5 สื่อเทคโนโลยี					
3.3.6 อื่น ๆ (โปรดระบุ).....					
4. การใช้สื่อการเรียนรู้สาระศิลปะ (วิชาดนตรี)					
4.1 นักเรียนมีส่วนร่วมในการผลิตและใช้สื่อ					
4.2 สื่อที่ใช้มีความสอดคล้องกับกระบวนการ เรียนรู้					
4.3 สื่อทำให้ผู้เรียนเกิดการเรียนรู้ได้รวดเร็วขึ้น					
5. การวิจัยเพื่อพัฒนาการเรียนรู้สาระศิลปะ (วิชา ดนตรี)					
5.1 มีการวิจัยในชั้นเรียน					
5.2 มีการนำผลการวิจัยในชั้นเรียนไปใช้					
6. การวัดและประเมินผลสาระศิลปะ (วิชาดนตรี)					
6.1 มีการใช้การวัดผลและประเมินผล ดังนี้					
6.1.1 แบบทดสอบชนิดเลือกตอบ					
6.1.2 แบบทดสอบชนิดเขียนตอบ					
6.1.3 แฟ้มสะสมงาน					
6.1.4 แบบสำรวจรายการ					

รายการปฏิบัติ	ระดับการปฏิบัติ				
	1	2	3	4	5
6.1.5 แบบสัมภาษณ์					
6.1.6 แบบวัดเจตคติ					
6.1.7 แบบบันทึกพฤติกรรม					
6.1.8 แบบประเมินภาคปฏิบัติ					
6.1.9 แบบประเมินสภาพจริง					
6.1.10 อื่น ๆ (โปรดระบุ).....					
6.2 จัดทำเกณฑ์การประเมินคุณภาพ					
6.3 มีการหาคุณภาพเครื่องมือ					
6.4 วิธีการวัดและประเมินผล					
6.4.1 ก่อนเรียน					
6.4.2 ระหว่างเรียน					
6.4.3 หลังเรียน					
6.5 พฤติกรรมการวัดและประเมินผลของผู้เรียน					
6.5.1 ด้านความรู้					
6.5.2 ด้านทักษะ					
6.5.3 ด้านคุณธรรม และค่านิยม					
6.7 มีการแจ้งผลการเรียนต่อผู้ปกครองและผู้เกี่ยวข้อง					
6.8 มีการนำผลการวัดและประเมินผลไปปรับปรุงการเรียนการสอน					

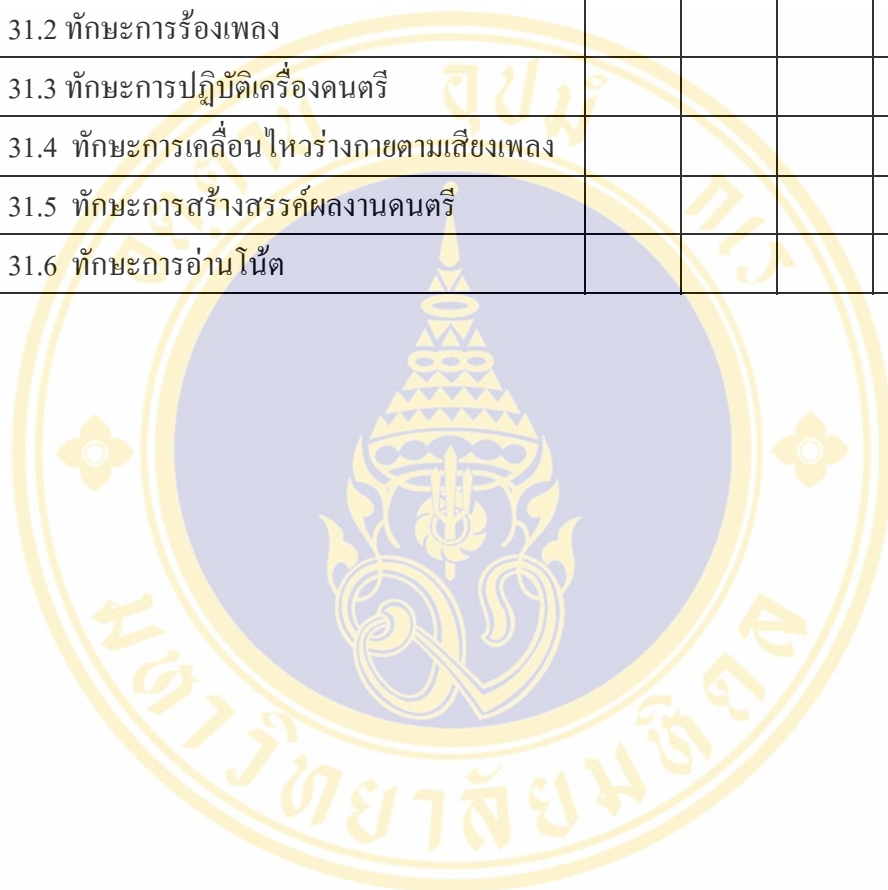
### ตอนที่ 3 ความพึงพอใจต่อผลการใช้หลักสูตรสถานศึกษาสาระศิลปะ (วิชาดนตรี)

- คำชี้แจง**
1. โปรดอ่านข้อความในแต่ละข้อ แล้วพิจารณาว่าท่านมีความพึงพอใจการใช้หลักสูตรสถานศึกษาสาระศิลปะ (วิชาดนตรี) ของท่าน โปรดตอบทุกข้อ โดยการทำเครื่องหมาย ✓ ลงใน ช่องที่ตรงกับระดับความพึงพอใจของท่าน
  2. เกณฑ์การพิจารณาระดับความพึงพอใจ
    - 1 หมายถึง ท่านมีความพึงพอใจต่อผลการใช้หลักสูตรน้อยที่สุด
    - 2 หมายถึง ท่านมีความพึงพอใจต่อผลการใช้หลักสูตรน้อย
    - 3 หมายถึง ท่านมีความพึงพอใจต่อผลการใช้หลักสูตรปานกลาง
    - 4 หมายถึง ท่านมีความพึงพอใจต่อผลการใช้หลักสูตรมาก
    - 5 หมายถึง ท่านมีความพึงพอใจต่อผลการใช้หลักสูตรมากที่สุด

รายการ	ระดับความพึงพอใจ				
	1	2	3	4	5
<b>ด้านการบริหารจัดการสาระศิลปะ (วิชาดนตรี)</b>					
1. วิสัยทัศน์ ภารกิจ เป้าหมาย ที่เกี่ยวกับศิลปะ(วิชาดนตรี)					
2. คุณลักษณะอันพึงประสงค์ที่พัฒนาโดยสาระศิลปะ (วิชาดนตรี)					
3. โครงสร้างหลักสูตรสาระศิลปะ(วิชาดนตรี)					
4. จำนวนชั่วโมงสอนวิชาดนตรี					
5. จัดครูเข้าสอนในกลุ่มสาระศิลปะ(วิชาดนตรี)					
6. วิธีแก้ปัญหาด้านการเรียนให้กับผู้เรียน					
7. กิจกรรมพัฒนาผู้เรียนด้านดนตรี เช่น ชุมนุม/ชมรมดนตรี เป็นต้น					
<b>การจัดกิจกรรมการเรียนรู้สาระศิลปะ (วิชาดนตรี)</b>					
8. แผนการจัดการเรียนรู้					
9. กิจกรรมการสอนมีความหลากหลาย					
10. การเรียนการสอนแบบบูรณาการ					

รายการ	ระดับความพึงพอใจ				
	1	2	3	4	5
11. กิจกรรมเน้นผู้เรียนเป็นสำคัญ					
12. กิจกรรมดนตรีในห้องเรียน					
13. กิจกรรมดนตรีนอกห้องเรียน					
14. จัดสอนซ่อมเสริมสาระศิลปะ(วิชาดนตรี)					
15. ใช้การวิจัยเป็นส่วนหนึ่งของกระบวนการเรียนรู้					
16. การพัฒนาผู้เรียนด้านคุณธรรม จริยธรรม ค่านิยม อันพึงประสงค์					
<b>สื่อการเรียนการสอนสาระศิลปะ (วิชาดนตรี)</b>					
17. คุณภาพของสื่อด้านดนตรี					
18. ความทันสมัยของสื่อด้านดนตรี					
19. ความหลากหลายของสื่อ					
<b>การวัดและประเมินผลสาระศิลปะ (วิชาดนตรี)</b>					
20. กำหนดเกณฑ์ในการประเมินผล					
21. ความยุติธรรมในการให้คะแนน					
22. นำผลการวัดและประเมินมาปรับปรุงผู้เรียน					
<b>พฤติกรรมผู้เรียน</b>					
23. มีความรับผิดชอบ					
24. มีระเบียบวินัย					
25. มีความคิดสร้างสรรค์					
26. มีนิสัยใฝ่รู้ ใฝ่เรียน รักการค้นคว้า					
27. ทักษะในการสื่อสาร					
28. ทำงานร่วมกับผู้อื่นได้					
29. มีความเป็นไทย					
30. อนุรักษ์สิ่งแวดล้อม					

รายการ	ระดับความพึงพอใจ				
	1	2	3	4	5
31. ทักษะทางดนตรี					
31.1 ทักษะการฟัง					
31.2 ทักษะการร้องเพลง					
31.3 ทักษะการปฏิบัติเครื่องดนตรี					
31.4 ทักษะการเคลื่อนไหวร่างกายตามเสียงเพลง					
31.5 ทักษะการสร้างสรรค์ผลงานดนตรี					
31.6 ทักษะการอ่านโน้ต					



## ตอนที่ 4 ผลสัมฤทธิ์

คำชี้แจง โปรตรวบรวมข้อมูลจำนวนนักเรียนชั้น ป. 6 ที่ผ่านเกณฑ์การประเมิน  
ตามมาตรฐานการเรียนรู้ศิลปะ ช่วงชั้นที่ 2

### มาตรฐาน ศ 2.1

เข้าใจและแสดงออกทางดนตรีอย่างสร้างสรรค์ วิเคราะห์ วิพากษ์วิจารณ์ คุณค่าถ่ายทอด  
ความรู้สึก ความคิดต่อดนตรีอย่างอิสระ ชื่นชมและประยุกต์ใช้ในชีวิตประจำวัน

ที่	รายการมาตรฐานการเรียนรู้	จำนวนนักเรียน		ร้อยละของ นักเรียนผ่าน
		ทั้งหมด	ที่ผ่าน	
1.	เข้าใจเสียงที่บรรเลงเครื่องดนตรีชนิดต่าง ๆ ทั้งบรรเลงเดี่ยวและบรรเลงเป็นวง ระบุได้ว่าพื้นฐานทางดนตรี สามารถใช้ในการสื่อความรู้สึก			
2.	ขับร้องและบรรเลงดนตรี โดยใช้ประสบการณ์จินตนาการจากการสังเกต องค์ประกอบดนตรี และเทคนิคเบื้องต้นให้ได้ผลตามความต้องการ			
3.	ใช้และเก็บรักษาเครื่องดนตรีได้อย่างถูกต้องและปลอดภัย			
4.	แสดงออกถึงความรู้สึกในการรับรู้ ความไพเราะของเสียงดนตรีด้วยวิธีการต่าง ๆ ตามความสนใจ			
5.	แสดงความคิดเห็นเรื่ององค์ประกอบดนตรีตามหลักการทางดนตรี			
6.	สร้างสรรค์ทางดนตรีและนำความรู้ทางดนตรีไปใช้กับกลุ่มสาระการเรียนรู้อื่น ๆ และชีวิตประจำวันได้			

## มาตรฐาน ศ 2.2

เข้าใจความสัมพันธ์ระหว่างดนตรี ประวัติศาสตร์และวัฒนธรรม เห็นคุณค่าของดนตรี  
ที่เป็นมรดกทางวัฒนธรรม ภูมิปัญญาท้องถิ่น ภูมิปัญญาไทยและสากล

ที่	รายการมาตรฐานการเรียนรู้	จำนวนนักเรียน		ร้อยละของ นักเรียนผ่าน
		ทั้งหมด	ที่ผ่าน	
1.	รู้ว่าดนตรีสะท้อนให้เห็นถึงแหล่งที่มา			
2.	พึงพอใจและยอมรับในภูมิปัญญาของการสร้างงานดนตรีการสืบทอดดนตรีที่เกี่ยวข้องกับวัฒนธรรม ภูมิปัญญาท้องถิ่น ภูมิปัญญาไทยและสากล			

**ตอนที่ 5 ปัญหาและข้อเสนอแนะ**

**คำชี้แจง** โปรดเขียนปัญหา / สาเหตุที่ท่านประสบ สารศิลป์ปะ(วิชาดนตรี)  
พร้อมทั้งข้อเสนอแนะในการแก้ไขในแต่ละข้อ ตามความคิดเห็นของท่าน

สภาพปัญหา / สาเหตุ	ข้อเสนอแนะในการแก้ไข
<b>ด้านกระบวนการใช้หลักสูตร</b>	
1. การวางแผนการจัดการเรียนรู้ สารศิลป์ปะ(วิชาดนตรี)	..... ..... .....
2. สารทางดนตรีในการจัดการเรียนรู้ สารศิลป์ปะ(วิชาดนตรี)	..... ..... .....
3. การจัดการเรียนรู้ สารศิลป์ปะ(วิชาดนตรี)	..... ..... .....
4. การใช้สื่อ สารศิลป์ปะ(วิชาดนตรี)	..... ..... .....
5. การวิจัยเพื่อพัฒนาการเรียนรู้อ สารศิลป์ปะ(วิชาดนตรี)	..... ..... .....

สภาพปัญหา / สาเหตุ	ข้อเสนอแนะในการแก้ไข
6. การวัดและประเมินผล สาระศิลปะ(วิชาดนตรี) ..... ..... .....	..... ..... .....
<b>ด้านผลการใช้หลักสูตร</b>	
7. การบริหารจัดการหลักสูตร สาระศิลปะ(วิชาดนตรี) ..... ..... .....	..... ..... .....
8. การจัดกิจกรรมการเรียนรู้ สาระศิลปะ(วิชาดนตรี) ..... ..... .....	..... ..... .....
9. สื่อการสอน สาระศิลปะ(วิชาดนตรี) ..... ..... .....	..... ..... .....
10. การวัดและประเมินผลสาระศิลปะ(วิชาดนตรี) ..... ..... .....	..... ..... .....
11. ด้านพฤติกรรมผู้เรียน ..... ..... .....	..... ..... .....



## BIOGRAPHY

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