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## The Curriculum of Music Education and the Actual in Wales

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### Abstract

The United Kingdom of Great Britain and Northern Ireland, the UK, established education systems prior to the rest of the world. The UK is the foremost country in the research field of education along with the United States and has also produced many pedagogies. In Japan, there can be seen many pieces of academic research regarding education in UK. However, Few of them have taken into consideration the differences between four constituent countries: England, Wales, Scotland, and Northern Ireland. Especially, in the field of music education, there has been no research focusing on Welsh system.

The purpose of this research is to clarify the history of music educational curriculum in Wales which has been overlooked in Japan. Specifically, I researched how music education in Welsh schools began and has continued until the present day and how the current curriculum has been put into practice, both of which has revealed the uniqueness of music education in Wales.

Firstly, I described the transitions of school educational systems and music education in Wales. Educational system in Wales has developed in parallel with that in England. However, there were some factors behind its independent development; (1) there was a time in England when negative views on Welsh society were widespread, (2) Welsh National Curriculum was enacted because Wales alleged the necessity of cultural and historical differences from England and demanded musical curriculum including Welsh songs.

Secondly, I translated Welsh National Curriculum into Japanese and considered its differences and characteristics in comparison with English one. It can be said that Welsh National Curriculum has many detailed and specific descriptions compared with English one. In addition, in the curriculum, we can see the word "Wales" or "Welsh" quite often, which indicates that the whole schools are trying to protect, develop and shape Welsh society.

Furthermore, the lectures I took from a professor at Bangor University has clarified several things; (1) music education is to teach and learn music, (2) many Welsh folk songs are selected as teaching materials at schools and (3) schools closely cooperate with events held in the local area.

Lastly, I offered some implications for music education in Japan; how music appreciation and Japanese traditional music classes should be, and what "music education" itself should be.