MUSIC AND THE THEORY OF MULTIPLE INTELLIGENCES

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Multiple intelligences as a term itself would mean many ways of understanding concepts by concepts. Understanding the concept of education through different levels of thinking, starting from the basic/foundation of learning to the highest extent of knowledge maybe applied to some materials/subjects as in Music, like multiple intelligences-linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal and intrapersonal.

To enumerate classroom activities that exercise different intelligence but maybe misguided had the following feedback:

1. In the attempt to address each intelligence equally, some teachers are developing curricula that often do not address any of the intelligence much less musical intelligence with substance.

2. Aware of the philosophy of music education, music educators have to answer demands of the public and administrators to include MI activities in their music program.

3. An attempt to use Music to communicate Math using the repetitive drill and practice fails to lead students to what Gardner calls “genuine or performance understanding” and make the uses of intelligences essentially trivial or of less importance.
4. Musical activities such as clapping, singing and tapping are enjoyable ways to memorize information through the students had no prior experience with music. Writing song lyrics might demonstrate a superficial level of understanding.

5. Students were made to spell new words to music. It may be fun and accelerates learning. The students might learn the spelling because of the process but not because it is musical.

6. Students must have level of understanding in the relevant discipline and interpret it by the Music Educators to be the achievement standards that are outlined in the National Standards for Music Education.

7. Some interdisciplinary connections may seem deductive and analytical, devoid of musical experiences in which students do not experience musical thinking.

8. There are interdisciplinary connections in which students actively experience music through listening, creating, improvising and performing.

9. An interdisciplinary unit can use Music as a multiple entry point to the extend the understanding of a concept. This way music can functions as a discrete discipline or a distinct/ separate body of academic study.

10. It is possible to integrate music with educational and musical integrity. It can lead them to a deeper involvement with the basics of music literacy and can provide “a multiple entry point” as what Gardner had originally intended.
11. Educators should not be influenced to the belief that MI theory is the ultimate answer to curriculum and assessment issues in the field of educators.

From these feedbacks, Music Educators need to stop and reflect critically before applying The Multiple Intelligence Theory. Through a closer examination of an equal application of intelligence, it was found out that it can dilute or weakened the intelligences to application of their lowest common denominator. For this, a continuing evaluation, revision, and seeking interpretations and solutions to the problems are to be done.

Reference:
Kassel, C. 1998. Music and the Theory of Multiple Intelligence. 84: 29-32+60