

국제공인 초등프로그램의 음악교육과정 연구

Music Curriculum in International Baccalaureate Primary Years Programme

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초록 본 연구의 목적은 국제공인 초등프로그램(IB PYP)의 음악교육과정을 분석하고 우리나라 음악교육에 대한 시사점을 도출하는 것이다. IB PYP는 우리나라를 비롯하여 여러 나라의 학교에서 채택하고 있는 국제공인 초등교육과정이다. IB PYP의 뚜렷한 특징은 6개 교과 영역과 6개 초학문적 주제가 통합된 방식으로 구성되어 있으며, 각 교과와 초학문적 주제에 대한 학생들의 능동적 탐구에 초점을 맞추고 있다는 것이다. 이와 같은 IB PYP에서 음악은 초학문적 주제 탐구를 위한 하나의 렌즈로서, 음악교육과정은 전 학년에 걸친 나선형 구조 속에서 음악 및 초학문적 주제에 대한 탐구학습이 심화되도록 구성되어 있다. 이는 우리나라 음악교육에 초학문적 주제 중심의 통합적인 음악교육과정 구성 및 학생 중심 탐구학습 활성화의 필요성을 시사한다.

주제어: 국제공인 초등프로그램, PYP의 음악교육과정, 초학문적 주제, 학생 중심 탐구학습

Abstract The purpose of this study is to analyze the music curriculum in International Baccalaureate Primary Years Programme(IB PYP) and to draw implications for music education in Korea. The IB PYP is an internationally accredited curriculum adopted by schools in many countries including Korea. The distinct characteristic of the PYP is that it presents the curriculum in which six subjects and six transdisciplinary themes are integrated, and focuses on helping students to actively explore each subject and transdisciplinary theme. In the IB PYP, music can be a lens for exploring transdisciplinary themes, and the students' inquiry is learning 'about' music and transdisciplinary themes 'through' music is intensified in the spiral structure throughout the school year. The music curriculum in the PYP provides implications for organizing the transdisciplinary theme-based music curriculum integrated with other subjects and the student-centered inquiry learning.

Key words: International Baccalaureate Primary Years Programme(IB PYP), music curriculum in the PYP, transdisciplinary theme, student-centered inquiry learning

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I. Introduction

International Baccalaureate(IB) is an educational programme developed and operated since 1968 by the International Baccalaureate Organization (IBO), a non-profit educational foundation based in Geneva, Switzerland. It has been well known as an internationally accredited curriculum that develops the intellectual, personal, emotional and social skills needed in a rapidly globalizing world, raising students to be humans needed in the 21st century.

There are four programmes in the IB: Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). The PYP and MYP only provide a framework for education, after completing the two-year of DP course, students can acquire an internationally recognized IB qualification by taking a final exam and getting acceptable scores. As of 2020, there are 5234 schools operating the IB programme in 153 countries globally, and there are 15 schools operating the IB programme, of which 9 are operating the PYP programme in Korea.¹⁾

In Korea, researches about the IB programme has been mainly focusing on the general-level curriculum(Baek et al., 2008; Kang & Shin, 2020; Lim, 2015; Lim et al., 2018; Park et al., 2013), while research on the IB programme was less focused on individual subjects. in the view of each subject was relatively small(Kim et al., 2020a; 2020b; Kang & Kang, 2019). Also, while a lot of research has been conducted on to introduce and apply the DP(Kang et al., 2006; Kang et al., 2007; Ha et al., 2012), there has been relatively fewer research on the PYP or MYP. There especially has not been any research on the PYP from the perspective of music education.

In this context, the purpose of this study is to analyze music curriculum in the PYP and to draw implications for music education in Korea. To this end, the IB PYP curriculum documents were reviewed, the IBO official website was used for extraction of additional information. and the documents of the international school curriculum applied to the IB PYP were analyzed. The schools used for the analysis of curriculum documents in this study were 'Washington International School(WIS). International

1) Branksome Hall Asia, Chadwick International, Dwight School Seoul, Gyeonggi Suwon International School, International School of Busan, Korea Foreign School, Namsan International Kindergarten, Seoul Foreign School, Daejeon Christian International. <https://www.ibo.org/programmes/find-an-ib-school/>

School of Rheintal(ISR), and International School of Poznan(ISO-P). These schools are applying the IB PYP and provide school curriculum on the school website.

II. Overview of IB Curriculum

1. Philosophy of Education

The IB curriculum is based on the question of how to implement the needs of the 21st century through education. IB's philosophy of education is expressed in the mission statement as follows.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right(IBO, 2017).

As shown above, IB's overall purpose is to promote and develop programmes of international education and to raise open-minded people who recognize their common humanity, share guardianship of the planet, and try to create a better and more peaceful world for all. To this end, the IB presents the learner profile that encompasses the aims of the curriculum. The learner profile is the core of the IB. It is notable that the mission and ideal learner are not merely existent superficially, but are embedded into the programme practically. The learner profile is as following.

<Table 1> The learner profile(BO, 2017)

Inquirers	They develop their natural curiosity and enjoy learning
Thinkers	They exercise initiative in applying thinking skills critically and creatively to solve problems.
Communicators	They understand and express ideas and information confidently

	and creatively in more than one language.
Risk-takers	They approach unfamiliar situations and uncertainty without anxiety and have the confidence to explore new ideas.
Knowledgeable	They explore themes that have local and global significance and acquire in-depth knowledge.
Principled	They act with integrity, honesty and justice and respect for the individual, groups and communities.
Caring	They show sensitivity towards the needs and feelings of others. and have a sense of personal commitment to helping others.
Open-minded	They respect the values of other individuals and cultures and seek to consider a range of points views.
Balanced	They understand the importance of physical and mental balance and personal well-being.
Reflective	They give thoughtful consideration to their own learning by constructively analyzing their personal strengths and weakness.

While vision of educated person²⁾ presented in the Korean 2015 revised curriculum corresponds to the IB learner profile, the IB learner profile is more specific than the 'Ideal of educated person', for understanding of the ideal human image clearly while reflecting the cognitive, affective, and behavioral aspects, including the abilities required to live in the globalized, modern society.

2. Programmes according to School Level

The IB pursuing the above learner profile ultimately is a continuum curriculum, consisting of four programmes - PYP, MYP, DP, and CP. The IB began with the DP in 1968, after which it began with the MYP in 1994, the PYP in 1997 and the CP in 2012. Even though each programme can be introduced sequentially or separately depending on the school, when introduced sequentially, it has the advantage of being able to help students to grow toward the learner profile within the consistent philosophy of education.

2) The 2015 revised curriculum presents "Vision of educated person" as follows: independent person, creative person, literate person, and cooperative person(Ministry of Education, 2015).

<Table 2> Programmes according to school level(<https://www.ibo.org/programmes/>)

	PYP	MYP	DP	CP
First offered	1997 ~	1994 ~	1968 ~	2012 ~
Aged range	3-12	11-16	16-19	16-19
Focus	Holistic development of students	Developing academic abilities and problem solving skills of students	Developing students who have excellent breadth and depth of knowledge	Leading to further/higher education apprenticeships or employment.

Overall, the PYP focuses on learning to transcend traditional boundaries between subjects and to explore six transdisciplinary themes regarding self-identity, human being and how the world works. In the MYP, the scope of the subject is broadened and students explore six global contexts that are developed and extended from the PYP transdisciplinary themes. In the DP, students deal with academics in-depth, express them in the structure of their own thoughts and carry out projects by applying their knowledge. In the CP, students combine what they learn in the DP with career-related studies.

III. Essential Elements of IB PYP

The PYP is designed for students aged from 3 to 12, focusing on the development of the child as an inquirer, both in the classroom and in the outside world. It is a framework guided by six transdisciplinary themes, knowledge and skills derived from six subjects with a powerful emphasis on inquiry. The PYP curriculum consists of three interrelated components: written, taught, and assessed. These three components are expressed in the form of the following three open-ended questions, each of which has teachers to think deeply about their own practice with regard to student learning.

<Table 3> Components of the PYP curriculum(IBO, 2009)

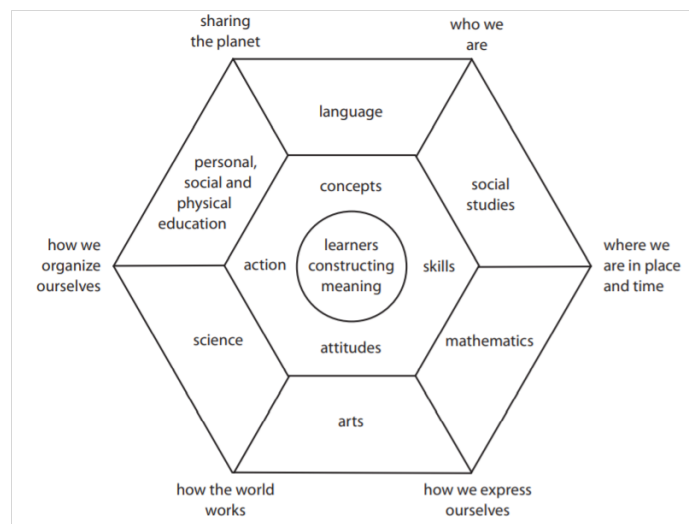
Written curriculum	What do we want to learn?	Identify what is worth knowing. Curriculum is based upon the 5 essential elements that can be found below.
Taught curriculum	How best will we learn?	Use theory and application of good classroom practice. All students' learning needs are met

		through differentiated teaching.
Assessed curriculum	How will we know what we have learned?	Use theory and application of effective assessment. The learning phases are used to ensure that all standards and objectives for each age level are being met.

The PYP seeks to strike a the balance between knowledge and skills, conceptual understanding, positive attitudes, and responsible action. In order to achieve this balance, five essential elements of the written curriculum are emphasized. Accordingly, this study focuses on the written curriculum in relation to three interrelated components.

1. Knowledge: What Do We Want Students to Know About?

The knowledge is developed through inquiries into six transdisciplinary themes supported and balanced by six subjects(language, mathematics, social studies, science, personal-social-physical education, arts - music, visual arts, drama, dance) in the PYP. Through such knowledge, it helps students to construct meaning by themselves while learning concepts, skills, attitudes and practicing actions(See [Figure 1]).



[Figure 1] Model of the IB PYP (IBO, 2009)

First, six subjects are specified as components of the PYP curriculum model and overall expectations for each subject within each age range are specified in scope and sequence of documents.

Second, transdisciplinary themes transcend the boundaries set by of the traditional subjects. Each subject is necessary but not sufficient. “To be truly educated, a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life(Boyer, 1995)”. Ernest Boyer proposed a set of themes that represent shared human experiences. He referred to these as “core commonalities.” The idea of human commonalities has led to the selection of six transdisciplinary themes(See <Table 4>).

<Table 4> Transdisciplinary themes(BO, 2017)

Who we are	A look into the nature of the self and what it means to be human; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
Where we are in place and time	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic
How the world works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
How we organize ourselves	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Each theme is addressed each year by all students(students aged from 3 to 5 engage with four of the themes each year) in a spiral way to support students to consistently build onto their learning. These inquiries are substantial, in-depth, and usually last for several weeks.

Knowledge is comprehensive and inquiry-oriented in that it requires a convergent approach through various subjects and themes. In the PYP, students inquire into these issues in the context of transdisciplinary units. It encourages students to inquire, consider, and refine their understanding of the self, human, social, and natural world.

2. Concepts: What Do We Want Students to Understand?

Concepts are the perspective and framework necessary for exploring human being and the world as well as the content of the discipline. The PYP helps students to explore concepts through structured inquiry in order to develop a coherent, in-depth understanding.

<Table 5> Concepts(IBO, 2017)

Concepts	Key question	Related concepts
Form	What is it like?	Properties, structure, similarities, differences, pattern.
Function	How does it work?	Behaviour, communication, pattern, role, systems.
Causation	Why is it Like it is?	Consequences, sequences, pattern, impact.
Change	How is it changing?	Adaptation, growth, cycles, sequences, transformation.
Connection	What is the link to other things?	Systems, relationships, networks, homeostasis, interdependence
Perspective	What are the points of view?	Subjectivity, truth, beliefs, opinion, prejudice.
Responsibility	What is our responsibility?	Rights, citizenship, values, justice, initiative.
Reflection	How does we know?	Review, interpretation, evidence, responsibility, behaviour

Each concept serves as a lens in the process of exploring transdisciplinary themes; students understand concepts that have relevance both within and beyond subject areas.

For example, in the process of inquiring the transdisciplinary theme 'where we are in place and time' in 5th grade, students can understand the differences and commonalities of the musical patterns and culture in different countries through the concept of 'form'. The PYP presents 2-3 concepts per single transdisciplinary theme, so that students can understand each concept throughout the school year in the spiral way.

3. Skills: What Do We Want Students to be Able to Do?

Skills are the broad capabilities that students develop, and the application of learning in life beyond the classroom. The PYP makes systematic efforts to ensure that students have the necessary skills as follows: communication skills, self-management skills, creative thinking skills, knowledge information processing skills, aesthetic skills, and community skills. The Korean 2015 revised curriculum also aims to develop the following skills; communication skills, self-management skills, thinking skills, research skills, and social skills.

Although the types of skills are a have different nuances and slight deviations, it's common for both the 2015 revised curriculum and the PYP to focus on how to use what students learn in school in their students' life outside of school. These skills are best developed in the context of authentic situations such as those offered through the transdisciplinary units(IBO, 2009).

4. Attitudes: What Do We Want Students to Feel, Value and Demonstrate?

In the PYP, not only are knowledge and skills taught, but also attitudes that students should have as individuals, community members, and lifelong learners are set as essential elements of learning. Attitudes connect ultimately to the IB learner profile, contributing to the international-mindedness and the wellbeing of individuals and communities. Attitudes presented by the PYP include appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance(BO, 2009).

5. Action : How Do We Want Students to Act?

Action is considered as a necessary extension of learning and a wider social impact in the PYP. It is an expectation that successful inquiry leads to responsible, thoughtful and appropriate action within each age range. The PYP schools should allow all students to have the opportunity and the right to choose to act, to decide on their actions, and to reflect on them. The PYP encourages students to participate using what they have learned actively and reflect on their actions in the last stage of all transdisciplinary units, for example, by organizing community service activities, a campaign to segregate trash, fundraising activities, celebrations, exhibitions, etc. Especially, the exhibition offers students with an exciting opportunity to demonstrate independence and responsibility for their own learning, and is thus an important part of the PYP for all students.

IV. Music Curriculum in the IB PYP

Music as one type of arts is a significant subject in the PYP, in that it is a powerful mode of communication through which students explore and understand themselves and the world around them. In all areas of learning, PYP teachers value imagination, creativity, and original thinking. These can be developed through music, since by nature, music is a driving force in inquiry-based learning. So, learning about music, and incorporating learning through music is fundamental to the development of the ‘whole child’, promoting creativity, critical thinking, problem-solving skills and social interactions(IBO, 2004).

1. Strands of Music

In the PYP, the strands of music education are divided into ‘responding’ and ‘creating’, and each strand is divided into 4 phases. Each strand is also not isolated to an independent unit of music, but is integrated into transdisciplinary theme-based units.

1) Responding

In responding, students are given the opportunity to identify and describe various musical elements such as rhythm, melody and form. They also respond to different styles of music, as well as to music from different times and cultures. By exposing students to wide and varied repertoires of musical styles, they can begin to construct an understanding of their environment and structures, and begin to develop personal connections with them. The four phases of responding are as follows.

<Table 6> Phases of responding(IBO, 2009)

Phase 1	Learners show an understanding music forms are forms of expression to be enjoyed. They know that music uses symbols and representations to convey meaning. They are able to interpret and respond to music forms.
Phase 2	Learners show an understanding that ideas, feelings and experiences can be communicated through music. They are aware that music may be created with a specific audience in mind.
Phase 3	Learners show an understanding that issues, beliefs and values can be explored in music. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They use strategies, based on what they know, to interpret music and understand the role of music in our world.
Phase 4	Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in music. They recognize that there are many ways to enjoy and interpret arts.

‘Responding’ corresponds to the ‘appreciation’ strand of the Korean music curriculum, in that both are based on listening to music. In Responding, students should actively show what they hear, feel, and understand, instead of reacting passively. Above all, in responding, it is necessary to sharpen the auditory sense and listen carefully. Basically, the development of listening skills is an important aspect of all learning and it is constantly reinforced by responding.

2) Creating

In creating, students use their imagination and musical experiences to organize sounds into various forms that communicate specific ideas or moods. ‘Creating’ can

be said to correspond to the ‘expression’ strand of the 2015 revised music curriculum, since both focus on creative expression through singing, performing, playing, and moving. PYP music classroom provides an environment that stimulates and challenges students to develop creative skills and non-verbal expression. The four phases of creating are as follows.

<Table 7> Phases of creating(IBO, 2009)

Phase 1	Learners show an understanding that they can express themselves by creating artworks in music. They know that creating in music can be done on their own or with others. They are aware that inspiration to create in music comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.
Phase 2	Learners show an understanding that they can use music to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.
Phase 3	Learners show that they can influence thinking and behaviour through music they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.
Phase 4	Learners show an understanding that their own creative work in music can be interpreted and appreciated in different ways. They consider the feedback from others in improving their work. They recognize that creating in music provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand.

3) Example: Contents of Responding and Creating

Since the PYP is a framework, the school applying it can organize specific contents in various ways depending on the school's own taste. The contents in the following <Table 8> are excerpts of the ‘responding’ and ‘creating’ categories for 4th and 5th graders from the document on the scope and sequence of music provided on ISoP(International school of Poznan) website.

<Table 8> Examples of responding and creating(ISO, 2009)

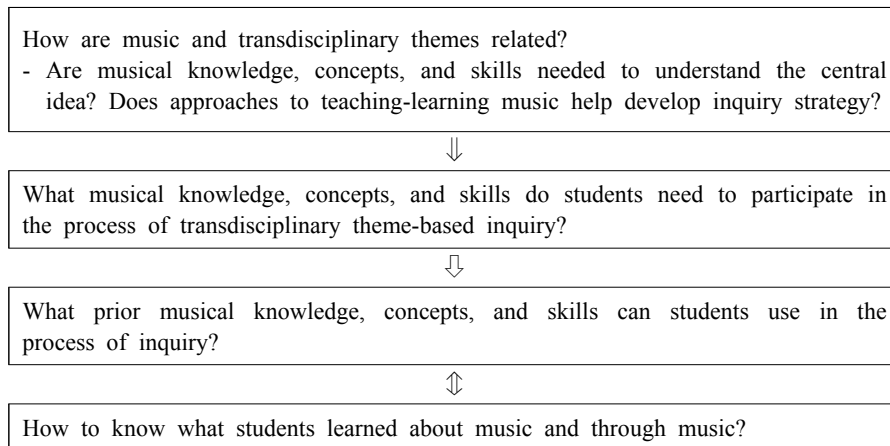
	Responding	Creating
G4	- Identify and discuss music that relates to social issues or values - Share and compare their experiences as audience members at various performances - Compare the processes used to create their own music - Analyse different compositions describing how the musical elements enhance the message	- Create a composition focusing on form, structure and style to give more meaning to their message - Express themselves as individuals through music - Improvise to create various movements for specific purposes - Perform musical games that focus on musical elements and body movement
G5	- Identify and discuss music that relates to social issues or values - Interpret and explain the cultural and/or historical perspectives of a musical composition - Recognize and name musical elements in order to use them in their own compositions - Communicate and reflect on music using appropriate musical vocabulary - Analyze different compositions - Describing how the musical elements enhance the message	- Create music to represent different cultures and styles - Present, in small groups, innovative musical performances on a selected issue - Incorporate the other arts and available resources in order to broaden their creative expression - Improvise to create various movements for specific purposes - Perform compositions and simple songs using classroom instruments and other sound sources

Creating and responding are active and reflective processes. As mentioned earlier, responding is not just reacting passively but doing something actively after listening to music, watching performance, etc. Creating also includes not only creating works, but also connecting with other subjects, expressing oneself through music - singing, playing body movement, etc.

2. Integrating Music into Transdisciplinary Themes

The curriculum of schools that have introduced the IB PYP is usually composed of their own curriculum based on the framework proposed by the PYP. The most significant and distinctive characteristic of the PYP is the transdisciplinary theme-based inquiry learning. In this context, the PYP emphasizes the way of exploring

transdisciplinary themes along with learning music. In the PYP, the process of constructing transdisciplinary units from the music perspective is shown in [Figure 2].



[Figure 2] Process of constructing transdisciplinary units

Transdisciplinary units are composed of six subjects vertically and horizontally to support students continually build onto their learning. Examples of transdisciplinary units integrated with music that organized vertically through the school year and horizontally within a grade are as follows.

1) Example 1: Transdisciplinary Units According to Grades

In the PYP, transdisciplinary themes are commonly applied to all grades. The <Table 9> is an example of units organized vertically on a single transdisciplinary theme “How we express ourselves” according to grades (1-2, 3-4, 5-6). In this process, central ideas, lines of inquiry, key concepts, related concepts, and skills are structured to deepen in a spiral as the grade level goes up. To learn transdisciplinary themes, arts (music, drama, visual arts, and dance), social studies, and language are integrated in the example units. Teachers will develop the programme of inquiry with authentic connection while maintaining integrity and the essential nature of music. Chiefly, there is a close connection between music and the transdisciplinary theme “How we express ourselves”, since music is an expressive form of art. Students’

understanding of the central ideas within organizing themes can be developed through music.

<Table 9> Examples of transdisciplinary units according to grades(ISR, 2019)

grade	1-2	3-4	5-6
Transdis- ci plinary theme	How we express ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; appreciation of the aesthetic.		
Central idea	Art forms inspire us to express ourselves creatively	Around the world people use creativity to express themselves	People's outward appearance can lead to perceptions & misconceptions
Lines of inquiry	Art forms connecting to different art forms Expressing our creativity through different art forms	How people around the world express themselves The creative process People can respond to creative expression in various ways	Appearance and identity Assumptions we make based on people's appearance Ways we can overcome misconceptions about appearance
Key concepts	Form, connection	Perspective, Function Connection	Connection, Perspective Responsibility
Related concepts	Style, expression	gender, culture, process, interpretation	Identity, self-expression, diversity, stereotypes, prejudice
Skill	Thinking Self-management	Self-management Communication	Social/communication Thinking
Subject area	Art Social studies	Art Language	Arts Social studies

2) Example 2: Transdisciplinary Units within a Grade

<Table 10> is an example of transdisciplinary theme-based units - "Where we are in Place & Time", "Sharing the Planet", organized horizontally within the fifth grade. Since the PYP aims at in-depth and continuous exploration of a transdisciplinary theme, usually a period of learning about a theme takes around over 5-6 weeks. The central ideas that prompt to in-depth inquiry are closely related to the world outside of school in areas such as families or animals through music, social studies, arts, and

math. In addition, students will reflect on their roles and responsibilities to bring forth their qualities as active participants in the school and the world by exploring the world and their relevance in various ways.

<Table 10> Examples of transdisciplinary units within the 5th grade(WIS, 2020)

Transdisciplinary theme	Where we are in place & time	Sharing the planet
Central idea	Families may retain their heritage in order to preserve their values and traditions as they adjust to a new environment.	Humans and the environment Impact Animals
Lines of inquiry	• Adaptation of cultures to a host country • Preserving things we value when we move • How we treat others from other places with different values, traditions, and ways of life	• Characteristics and classification of animals • Animal adaptations in their environment • Human impacts on animals and their environment
Key concepts	Form perspective, responsibility	Form, change, causation
Related concepts	Opinions, diversity, family, identity, heritage, traditions, values, time, health, wellbeing, learning, styles	interdependence, conservation, classification, interaction, preservation, habitats, threat
Subject area	Social studies music The arts math	Science social studies Music math

3. Teaching and Learning Music in the PYP

The approaches to teaching are same in all IB PYP programmes including teaching music. They are deliberately designed to give teachers the flexibility to choose specific strategies that best reflect their own particular contexts and to cater to the needs of their students. The six approaches to teaching are as follows: based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, designed to remove barriers to learning, and informed by assessment(IBO, 2017).

Above all, the most important aspect is for students to construct their own

understandings about music and through self-understanding of music ultimately achieve for student-centered learning. And musical concepts are explored in order to both deepen understanding of music and to help students make connections and transfer the learning to new contexts outside of the classroom. Musical concepts are formed as a result of exploring the structure and phenomena of music, and become a viewpoint to explore humans and the world.

To guide students' own inquiry, the teacher can use the eight key concepts and related questions. For example, to teach the concept of 'form', the teacher can ask questions such as 'what makes a song a folk song?', 'what sounds do you hear in this music?' and teach the concept of 'causation', using questions such as 'why is a steady beat important in an ensemble performance?' 'what culture do you think this music comes from?' Questions like those are not definitive but flexible as guidelines for teachers to contribute to the stages of understanding and help students to construct their own meaning.

The PYP aims to empower students of all ages to become self-regulated and independent learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. Skills presented in the PYP also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process(IBO, 2017).

In the various approaches to learning music, the most important way is to make students to inquiry by themselves. Inquiry is one of the IB learner profiles and the heart of the PYP. The PYP emphasizes the way of exploring transdisciplinary themes and learning music simultaneously. In the PYP, music can be a lens for exploration of transdisciplinary themes, and students learn about music and transdisciplinary themes through using music in the way of inquiry. Musical knowledge and skills should be introduced in a systematic way for students to inquire into music as an active and creative process. In this process, collaborative activities with students are encouraged to teach and learn from teaching and learning each other. Students also should be given opportunities to reflect upon their work and the work of others as well as being actively involved in creating and performing.

V. Conclusion

The IB PYP is an internationally accredited curriculum adopted by schools in many countries including Korea. The distinct characteristic of the PYP is that it presents the curriculum in which 6 subjects are integrated into 6 transdisciplinary themes, and focuses on helping students to actively explore each subject and transdisciplinary theme, making connections between what they are learning in the school and applying the knowledge to the world around them. The ultimate goal of the PYP is to help students to be global citizens who will take leading roles in the world. The results of analyzing music curriculum in the IB PYP and its implications are as follows.

First, the IP PYP implies that the music curriculum needs to be integrated with other subjects based on the transdisciplinary themes related to students' life and the global world. As mentioned before, music curriculum in the PYP is divided into learning 'about' music and learning 'through' music. In other words, it is structured to understand musical concepts in the strands of 'responding' and 'creating', while learning transdisciplinary themes through music as one of arts.

The IB PYP and the 2015 revised curriculum are not very different from each other in that both seek integration of various subjects to help with other subjects students do apply what they have learned in their lives. In this context, Korean national curriculum pursues 'Cultivating creative convergence talent', 'Key competency-based education', and emphasizes integrative education with other subjects (Ministry of Education, 2015), but there is not enough specific guidance on how to embody it in actual lessons.

In this regard, it is noteworthy that the PYP is structured systematically so that transdisciplinary themes and related musical content are deepened with continuity across all grades through linkage between and within grades. In order to help students to grow into a person who can use what they have learned in school and use them in their lives, it can be necessary to run a continuous and relevant curriculum not once a year or a semester, but over several grades vertically and several weeks horizontally.

Second, the music curriculum in the PYP implies that student-centered inquiry learning should be reinforced in the process of music education. The 2015 revised music curriculum also emphasizes student-centered education and inquiry-based learning

as one of the strategies of teaching and learning music, but it seems that inquiry-oriented lessons has not been activated enough yet, while activity-oriented classes are active.

The music curriculum in the PYP strives to encourage students to explore musical contents and transdisciplinary themes through questions. Questions are not definitive but flexible to help students to think in-depth and construct their own meaning. The musical concepts are formed as a result of exploring music itself and become a viewpoint to explore human being and the world. So, inquiry-based learning through music connected with other subjects is very significant in that helping students to ask questions, find answers and reflect on human being and the world surrounding them on their own. Like this, student-centered inquiry learning focuses on enabling students to play the role of investigators both inside and outside the classroom, in the music and outside the music. By these strategies, students can recognize the usefulness and social value of music through self-exploration in practical and international contexts, taking into account the essential value of music subject.

IBO is encouraging schools that adopt the IB PYP programs to integrate them with their own curriculum. Therefore, in order to introduce the IB PYP programmes in Korea, it is necessary to reflect on how the philosophy and direction of the IB can be compatible with the Korean national curriculum through research on how to organize the curriculum by integrating the national curriculum and the PYP.

Even if the Korean Curriculum agrees with the philosophy and educational goals of the IB, it is not easy to systematically introduce the IB PYP at the school level. But innovative ideas of the PYP curriculum have great implications in terms of organizing music curriculum in Korea, and approaches to teaching and learning music in classes. It is expected that the research on the PYP will be conducted more actively to lead to discussions for improving general music education, and to incorporate the strengths of the PYP into Korean national music curriculum.

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<https://www.ibo.org/> : International Baccalaureate Organization

<http://www.isop.pl/en/> : International School of Poznan

<https://www.isr.ch/> : International School Rheintal

<https://www.wis.edu/> : Washington International School