I see the movement toward aesthetic education being a major focus for the current music educators. The idea of “music for music’s sake”, which was mentioned in one of the readings, is a big deal now. While parts of the utilitarian belief will still come into play occasionally, I see it being mainly phased out of being a main argument that music educators will use to justify themselves and their program.

As for the classes themselves, each class has its own kind of structure. There are two main kinds of music classes. The first of which is a “performance class”. In these classes, students perform music and focus on the learning of the music and preparing for any performance of it for the public. The second is called a “non-performance class”. These kinds of classes are not focused on the performance of the music for themselves or others, but are based on the learning of a base knowledge which is then furthered and gone into in depth. They require no performances for anyone and can be compared to a ‘typical’ class.

Performance classes are classes such as Band, Choir, and Orchestra. In these, the students are given music in which they are expected to practice, both on their own and in the group. Rehearsals are used to teach the piece to the group, and to work out any errors made by them. Those pieces are then performed for the public in a few forms, the major one being a concert.

Non-performance classes are classes such as Music Theory and Music Appreciation, as well as conducting and composing/arranging. These classes are more knowledge based and are built more upon the more generally envisioned concepts of class work and homework than are the performance classes.

Both of these can also include concepts from the other. Performance classes can do a bit of knowledge-based things, just as well as non-performance classes can involve a little bit of performance in their class.