

ABSTRACT

A case study method was used to conduct research on the teaching of music in a secondary school in Kingston. Attention focussed on the context in which the subject was taught, curriculum practice and the theoretical perspectives that inform practice.

The primary data source was the field notes of sixty-eight, sixty minute lessons observed over a period of an academic year, conversational and semi-structured interviews and the teacher's journal. The main participant was the music teacher. Other participants were the school's principal, the vice-principal, an assistant to the music teacher and a sample of students.

The data highlighted the social and historical factors that shape curriculum values and practice; the multiple roles played by the music teacher; the neglect of the musical needs of individuals as a result of attending to the collective needs of the school community; and the teacher's and students' concerns, interests and priorities.