Music PJI 5175Q

Section 002 - Mon 8:30-10:30am & Thurs 8:30-10:00am
Section 003 - Mon 2:30-4:30pm & Thurs 2:30-4:00pm
Section 004 - Mon 12:30-2:30pm & Thurs 12:30-2:00pm
Room 1054

Instructor:
Dr. Kim Eyre
aeyre@uwo.ca
Office: Room 1032
Office Hours: M & Th
10:30am – 11:30am
or by appt

Course Coordinator:
Dr. Carol Beynon
beynon@uwo.ca

Calendar Copy:
This course is a study of curriculum development in music education in the elementary school that promotes aesthetic development through experiences in singing, playing, listening and responding, creating and moving; and an examination of systems that develop the skills of reading and writing the language of music.

Course Description:
“The music curriculum is intended to help students develop an understanding and appreciation of music, as well as the ability to create and perform it, so that they will be able to find in music a lifelong source of enjoyment and personal satisfaction. Emphasis should be placed on encouraging students to become active participants in composing music, exploring ideas through music, responding to music, and performing.”

The Ontario Curriculum: The Arts, Grades 1-8, 2009 (revised), p. 16

Learning Outcomes:
By the end of this course, students will:
1. demonstrate an understanding of how to teach skills and concepts in music using a variety of strategies and approaches
2. demonstrate an understanding of planning in the music classroom to fulfill requirements from The Ontario Curriculum: The Arts
3. demonstrate an understanding of basic musical notation
4. critically examine their tacit and explicit understandings of themselves as potential teachers of music
Demonstration of Learning Outcomes:
By the end of this course, students will:
1. develop and share a plan to teach a song to a small group of peers, using the rote process
2. create a detailed plan for a music activity and related assessment strategy that fulfill an overall and specific expectation from The Ontario Curriculum: The Arts
3. perform, with a group of peers, a piece chosen from a selection studied using a soprano recorder
4. write reflections that focus on their musical experiences in the course with a goal to developing a personal critical philosophy of the role of music education in elementary schools

Course Content:
This course will provide teacher candidates with opportunities to gain basic skills and knowledge necessary to teach music in the elementary school. The Ontario Curriculum, Grades 1 – 8: The Arts – Music will be explored through active engagement in a variety of music making and learning activities, with a focus on peer learning and sharing, creativity, critical thinking and integration. There is no assumption of previous knowledge. There are a total of 18 hours of instruction for this class as noted above. All classes take place in the room 1054.

Week One
- Developing a Personal Philosophy of Music Education
- The Ontario Curriculum: The Arts – Music
- The Rote Process
- Introduction to Music Literacy (rhythm and melody)
- Fundamental Concepts of Music (duration, pitch, dynamics, expressive controls, timbre, texture/harmony, form)

Week Two
- Ongoing development of music skills, concepts and materials
- Comparatives in Music Education (high/low, loud/soft, fast/slow, beat/rhythm, singing/speaking)
- Developing the Singing Voice
- Vocal Care for the Teacher
- Canon Process and Ostinato Process
- Introduction to the Soprano Recorder and other Classroom Instruments
- Reading and Writing in the Music Classroom
- Music Listening and Responding

Week Three
- Ongoing Development of Music Skills, Concepts and Materials
- The Use of Authentic Cultural Music in Elementary Schools
- Creating in the Music Classroom
- Critical Thinking in the Music Classroom
- Short and Long Term Planning for the Music Classroom
Week Four
- Ongoing Development of Music Skills, Concepts and Materials
- Integrating Music
- Assessment and Evaluation in the Music Classroom
- Songs as Storybooks

Week Five
- Ongoing Development of Music Skills, Concepts and Materials
- Facilitating Small Group and Individual Performance Opportunities
- Approaches to Teaching Music to Diverse Learners

Mandatory Course Materials:
Gagne, Denise. *Yamaha Soprano Baroque Recorder AND Student Book AND Accompaniment CD 1* (These resources come as a kit.) Themes and Variations Publishing. (Available at Booksplus.)


Please Note: Additional course materials will be shared via OWL. Please create a folder and download them to your computer before class each Monday.

Suggested Course Materials:
1) Barron, John. *Ride With Me.* Kellman Hall Publishing. (Additional information will be available in class.)

Assignments and Other Course Requirements:
1. Teaching Using the Rote Process
   a) Develop a plan for teaching using the rote process, following the template provided and modeled in class. The song chosen should be suitable for use in an elementary school (Gr 1 – 8) class.
   b) Share your plan with a small group of your peers, including singing the song chosen.
   **Teaching Plan:** 20%  **Due:** Hard copy at the beginning of class on Mon, Oct 24/16  **Peer Sharing:** 5% (peer assessment using a checklist)  **Due:** In class on Mon Oct 24/16

2. Development of a Music Learning Activity and Assessment Strategy
   With a section colleague, design a detailed plan for a music learning experience and related assessment strategy that fulfills one specific expectation from *The Ontario Curriculum: The Arts – Music,* Grades 1 – 8. The plans will be shared with peers in small groups in class. Additional information and examples will be provided in class.
   **Teaching Plan:** 30%  **Due:** Hard copy at the beginning of class on Mon Nov 14/16  **Peer Sharing:** 5% (peer assessment using a rating scale)  **Due:** In class on Mon Nov 14/16

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3. Ongoing Conceptual and Skill Development

In-class activities designed to support music literacy learning and musical exploration will be investigated and experienced. Topics may include melodic and rhythmic activities, improvisation, composition, listening, responding and group sharing of recorder and other classroom instruments. Participation and positive engagement of self and peers is an important part of these activities. Evaluation strategies may include task completion, mastery, checklists, rubrics, exit tickets and alphanumeric grades. If an activity is missed due to an excused absence from class, arrangements will be made to make up the activity. If an activity is missed due to an unexcused absence from class, the activity may not be made up.

Total: 10%  
Due: Ongoing

Small Group Recorder Performance: 5%  (rating scale)  
Due: In class on Mon. Nov. 14/16

4. Developing a Personal Philosophy of Music Education in the Elementary School

Reflect and respond to weekly prompts based on the readings, course content, activities, strategies and resources covered and your personal growth in the course. Each submission should be approximately 500 words. Submit a hard copy at the beginning of class. Evaluation will be based on rubric provided in class.

Weekly Reflection Topics:

Week 1: How do personal past experiences with music education as a learner, teacher candidate and member of society (parent, aunt, uncle, sibling, care giver, etc.) influence your developing philosophy of music education in elementary schools? At this point in your education, what is your view on the role of music education in elementary schools? 5%  
Due: Mon Oct 24/16
http://etfovoice.ca/article/why-music-is-essential-in-elementary-schools

Week 2: Reflect on the process of finding a song, developing a plan for teaching a song using the rote process and sharing it with your peers. How will you use this teaching strategy in future teaching experiences? 5%  
Due: Mon Oct 31/16
Related Reading: Badmus, Olusola Omo (1012). Rote Learning Benefits – The Answers We Find. Hub Pages – Science and Education.  
http://hubpages.com/education/thebenefitsofteachingbyrote

Week 3: The creative process and critical thinking process are key in helping student to acquire and apply knowledge and skills in the arts. Explore these processes and their value for students within and beyond the arts. 5%  
Due: Mon Nov 7/16

Week 4: Music education can be integrated into all areas of the elementary school curriculum. Discuss some of the possibilities for use in your (future) classroom. 5%  
Due: Mon Nov 14/16
http://educationcloset.com/2012/07/17/integrating-music-and-literacy

Week 5: How might you use the knowledge, skills and understandings explored in this class in future teaching experiences? 5%  
(This assignment will not be returned)  
Due: Thurs Nov 17/16

Please note: All assignments should identify the assignment topic/title, course name and number, due date, professor's name, student's name and section. Assignments are to be
submitted in person at the beginning of class in hard copy form, unless otherwise stipulated. Assignments longer than one page must be secured with a staple. Assignments will be promptly returned in class.

Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website:
http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf

Attendance: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line:
http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 10% per day, and will not be accepted more than 3 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site:

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here:

Plagiarism-Checking:
1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing
agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Use of Laptops & Notebooks in Class:** As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Lap tops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

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**SUPPORT SERVICES**

A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

**FINANCIAL ASSISTANCE:** Registrarial Services (http://www.registrar.uwo.ca)

**WRITING SUPPORT:** Student Development Centre (http://www.sdc.uwo.ca)

**LEARNING SKILLS SUPPORT:** Student Development Centre (http://www.sdc.uwo.ca)

**INTERNATIONAL STUDENTS:** Student Development Centre (http://www.sdc.uwo.ca)

**ABORIGINAL STUDENTS:** Student Development Centre (http://www.sdc.uwo.ca)

**STUDENTS with DISABILITIES:** Student Development Centre (http://www.sdc.uwo.ca)

**SOCIAL & CULTURAL ISSUES:** University Students’ Council (http://westernusc.ca/services/).

**EMOTIONAL or MENTAL DISTRESS:** Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

**B.Ed. PROGRAM ISSUES:** zuber@uwo.ca, Teacher Education Office, room 1166

**NEED HELP but not sure what to do:** zuber@uwo.ca, Teacher Education Office, room 1166