Faculty of Education
The University of Western Ontario
B.Ed. Course Outline

Instructor:
Dr. Kim Eyre
aeyre@uwo.ca
Office: Room 1032
Office Hours: TBD
or by appointment

Course Coordinator:
Dr. Kim Eyre
aeyre@uwo.ca

Calendar Copy:
This class focuses on the creative process in integrated and learner-centered classrooms. Topics include the development of a philosophy of music education and its relationship to general principles of education, and the acquisition of the understandings, skills, and language required to teach music in elementary classrooms. 2 hours per week, full year, .25 credit.

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. articulate their emerging philosophy of teaching music, related arts and health and physical education
**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. develop an emerging personal philosophy of teaching, with a focus on each of the following curricular areas: 1) art; 2) dance/drama; 3) music; and 4) physical and health education

**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 are a total of 18 hours of instruction for this class as noted above. All classes take place in the room 1054. There is no assumption of previous knowledge.

**Weekly Topics:** (subject to adjustment)

**Week One** (Week of Oct 16/17)
- Developing a personal philosophy of music education
- The Rote process
- Introduction to music literacy (rhythm and melody)

**Week Two** (Week of Oct 23/17)
- Ongoing development of music skills and concepts
- The Ontario Curriculum: The Arts – Music
- Fundamental concepts of music (duration, pitch, dynamics, expressive controls, timbre, texture/harmony, form)
- Developing the singing voice
- Vocal care for the teacher

**Week Three** (Week of Oct 30/17)
- Ongoing development of music skills and concepts
- Process for teaching a round and an ostinato
- Introduction to the recorder
- Reading: Badmus, Olusola Omo (1012). *Rote Learning Benefits – The Answers We Find*. Hub Pages – Science and Education.
  * Sharing of Rote song “script”*
**Week Four** (Week of Nov 6)
- Ongoing development of music skills and concepts
- Comparatives in music education (high/low, loud/soft, fast/slow, beat/rhythm, singing/speaking)
- Sequence of rhythmic and melodic learning
- Introduction to the soprano recorder and other classroom instruments
- Reading: Brehaut, Laura (2017) *Back to School: Why so many of us can remember playing that same plastic recorder (and all the same notes)*. National Post.

**Week Five** (Week of Nov 13/17)
- Ongoing development of music skills and concepts
- Reading and writing in the music classroom
- Planning and creating a music activity and related assessment
- Music listening and responding
- Songs as storybooks

**Week Six** (Week of Jan 8/18)
- Ongoing development of music skills and concepts
- The use of authentic cultural music in elementary schools
- Creating in the music classroom

**Week Seven** (Week of Jan 15/18)
- Ongoing development of music skills and concepts
  *Sharing of plan for music learning activity and assessment strategy*

**Week Eight** (Week of Jan 22/18)
- Ongoing development of music skills and concepts
- Longer term planning for the music classroom
- Assessment and evaluation in the music classroom

**Week Nine** (Week of Jan 29/18)
- Ongoing development of music skills and concepts
- Facilitating small group and individual sharing opportunities
- Approaches to teaching music to diverse learners
  *Philosophy of teaching due*

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**Mandatory Course Materials:**
Gagne, Denise. *Yamaha Soprano Baroque Recorder AND Student Books 1 & 2* and free access to musicplayonline.com for the duration of the course. Themes and Variations Publishing. (Available in Class for $10 – exact cash please)

Available online at: [http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf](http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf)


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

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, modeled in class and exemplars provided. The song chosen should be suitable for use in an elementary school (Gr 1 – 8) class. If you are in PJ, choose from grades 1 – 6. If you are in JI, choose from grades 4 – 8. It is suggested that you target the grade you will be teaching in your next practicum, if possible.
   b) Share your plan with a small group of your peers, including singing the song chosen.
   Teaching Plan: 10% Due: Hard copy at the end of class the week of Oct 31/17
   Peer Sharing: Will occur in class the week of Oct 31/17

2. Development of a Music Learning Activity and Assessment Strategy
   a) 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. If you are in PJ, the plan should focus on a grade from 1 – 6. If you are in JI, the plan should focus on a grade from 4 – 8. It is suggested that you target the grade you will be teaching in your next practicum. The plans will be shared with peers in small groups in class. Additional information and examples will be provided in class.
   b) Share your plan with a small group of your peers.
   Teaching Plan: 25% Due: Hard copy at the end of class week of Jan 16/18
   Peer Sharing: Will occur in class on Jan 16/18

3. Philosophy of Teaching (Combined Assignment)
   Philosophy: 20% Due: Hard copy at the beginning of class week of Jan 20/18
   *See details of the assignment at the end of this course outline

   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. Active participation and positive engagement of self and peers is an important part of these activities, as is self-reflection and constructive feedback. Assigned readings much be read in advance of class. Be prepared to discuss them. 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 may 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**: 45% (5% for each class)  
**Due**: Ongoing

**Related Readings (All can be accessed on the OWL site)**

>*Please read these articles in advance of the class for the selected week.*


**Week 3**: Badmus, Olusola Omo (2012). *Rote Learning Benefits – The Answers We Find.* Hub Pages – Science and Education.

**Week 4**: Brehaut, Laura (2017) *Back to School: Why so many of us can remember playing that same plastic recorder (and all the same notes).* National Post.

**Week 6**:


**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/teacher-education/docs/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/teacher-education/docs/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 online at [http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/teacher-education/docs/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: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf

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: http://www.edu.uwo.ca/preservice/downloads/Plagiarism%20Policy.pdf

Plagiarism-Checking:
- 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).
- 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. Laptops 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.

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./Dip.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1131 NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131
Philosophy of Teaching: Combined Final Assignment for Curricular Areas Studied

A teaching philosophy is a personal and reflective statement about your ideas, beliefs and attitudes about teaching and learning. This assignment asks you to reflect on your imagined future as an Arts (Dance, Drama, Music, and Visual Art) and Health and Physical Education educator. Teacher candidates will apply their evolving philosophy of teaching, first developed in Social Foundations during year one, to the curricular areas being studied in year two. It is expected that connections will be made between the teacher candidate’s general teaching philosophy and their emerging philosophies within The Arts (Dance, Drama, Music, and Visual Art) and Health and Physical Education, which will include using the related curriculum documents and readings/research to support their views.

Questions that you might consider when developing your current philosophy of teaching are as follows (as a general overview and specifically to the various arts subjects and HPE). Please note: you are NOT required to answer every question.

- What does good teaching look like, sound like, and feel like? (e.g. what does it mean to be a teacher, how do you view your students as individuals and as a collective group of people, what is your pedagogical approach, how do you support the diverse needs of your students, what do you believe in . . .)
- How do you view your position as a teacher in the classroom? (e.g. mentor, guide, trusted leader, partner in learning, collaborator, constructivist).
- What is deeply important to you as an educator and why? (e.g. creating an inclusive classroom environment, building community, culturally responsive pedagogy, social justice and activism, education with a call to action . . .)
- How do you envision Dance, Drama, Music, Visual Art, and Health and Physical Education as an integral part of education and for whole learning?
- What strategies might you use to demonstrate evidence of effective teaching in Dance, Drama, Music, Visual Art, and Health and Physical Education?
- How will you create a classroom climate that supports a positive attitude towards The Arts and HPE (e.g. through problem-solving, inquiry based exploration and learning, exposure to multiple viewpoints of a subject . . .)
- How will your students feel included in Dance, Drama, Music, Visual Art, and HPE regardless of their previous experience, proficiency, and/or knowledge (e.g. cultural exploration in The Arts and HPE, assessment that supports varying degrees of ability, teaching strategies that support cooperation . . .)
- How do you view the roles and responsibilities of teachers, students, and community partners in The Arts and HPE?
- How will you ensure successful integration of The Arts and HPE into your overall teaching in the future (e.g. professional development, lifelong learning, commitment to whole student learning . . .)

You can refer to these questions OR create a statement thinking through answers to your own questions. This reflection is to be approximately 1250-1500 words or 5-6 pages (excluding any references).

This assignment is weighted at 20% of the overall grade in EACH of The Arts courses (Dance and Drama, Music, and Visual Art) as well as Health and Physical Education. In other words, you are only required to write and submit ONE final assignment to be graded for all four curricular subject classes.

Assignment Due Date: In class the week of Jan 29/18, for EACH of your curriculum classes. Final submission details to be confirmed.

Assignment Guidelines are as follows:

- **General requirements**: Submitted for grading on time, meets word count requirement (must be at least 1250 words), double-spaced, 12pt, your name, student number, date of submission, instructor name, and title of assignment. (1 point)
- **Writing/presentation requirements**: Consistent and proper use of APA (or other) citation/referencing format, conventional sentence structure, attention to grammar and spelling, and general flow of writing for clarity. (1 point)
• **Philosophy Context/Content:** Summarizes your general philosophy of teaching (based on work done in Social Foundations in Year 1) in 250 - 500 words (1.5 points) and details your specific philosophy of teaching in each of the curricular areas (Dance/Drama, Music, Visual Art, and Health and Physical Education) in 250 - 300 words each (4 points per curricular subject).* Full points will be considered if you are able to cite supporting information from the related curriculum documents (per subject), pertinent course reading/materials assigned by your various instructors, and any research you may have conducted on your own. Your philosophy of teaching must also provide a one paragraph concluding statement (0.5 points).

*Detailed* philosophy of teaching breakdown (4 points per curricular subject):

- Philosophy of teaching in your own words: 2.5 points
- Supporting documents (curriculum, course readings/material, etc.): 1.5 points

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<th>Criteria</th>
<th>Points Available</th>
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<tr>
<td><strong>General Requirements</strong> (submitted on time, meets word count, double-spaced, 12pt font, name, student number, date of submission, instructor name, title)</td>
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<td><strong>Writing/Presentation Requirements</strong> (consistent and proper use of APA or other academic format, citation/ referencing format, conventional sentence structure, attention to grammar and spelling, and flow of writing for clarity)</td>
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<tr>
<td><strong>Philosophy Context/Content</strong></td>
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<td>Summarize your general philosophy of teaching in 250 – 500 words</td>
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<td>Details of your specific philosophy of teaching in each of the curricular areas in 250 – 300 words (philosophy in your own words 2.5 &amp; supporting documents 1.5 = 4):</td>
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<td>Drama / Dance Education</td>
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<td>Concluding Statement</td>
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**TOTAL:** 20

*Assignment Comments/Feedback and Grade:* Your Philosophy of Teaching comments and grade will be submitted on OWL. However, if you wish to receive detailed feedback on your hard copy submission, please provide a self-addressed and stamped envelope and your four papers (from each of your instructors) will be returned to you by mail.