Curriculum and Pedagogy in Elementary Music 5175Q

Section 001 (PJ): 8:30-10:00am Tues & Thurs
Section 002 (PJ): 10:30-12:00pm Tues & Thurs
Section 003 (JI): 8:30-10:00 Tues & 10:30-12:00pm Wed
Room 1054

Instructor: Dr. Kim Eyre
aeyre@uwo.ca
Office:
Office Hours:

Calendar Copy:
A focus 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. 3 hours per week, first or second term, .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 personal philosophy of teaching music in the elementary classroom
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 music

Course Content and Activities:
This course will provide teacher candidates with opportunities to gain basic skills, knowledge and understandings necessary to teach music in 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 (Week of Oct 15/18)
- 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 (Week of Oct 22/18)
- 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 (Week of Oct 29/18)
- Ongoing Development of Music Skills, Concepts and Materials
- The Use of Authentic Cultural Music in Elementary Schools
- Creating in the Music Classroom
• Short and Long Term Planning for the Music Classroom

**Week Four** (Week of Nov 5/18)
• Ongoing Development of Music Skills, Concepts and Materials
• Authentic Integration
• Assessment and Evaluation in the Music Classroom
• Songs as Storybooks

**Week Five** (Week of Nov 12/18)
• Ongoing Development of Music Skills, Concepts and Materials
• Facilitating Small Group and Individual Performance Opportunities
• Approaches to Teaching Music to Diverse Learners

**Week Six** (Week of Nov 19/18)
• Presentation of learning activities
• Course Summary

**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, the first week of classes, for $10 – exact cash please)


**Readings:**

Badmus, Olusola Omo (1012). *Rote Learning Benefits – The Answers We Find.* Hub Pages – Science and Education.

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.

Please Note: Readings and course materials will be shared via OWL. Please create a folder on your desktop 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. Attendance and Engagement in the Community of the Class
   a) It is expected that teacher candidates attend and engage in each of the 12 classes that make up this course. Suggested arrival time at Room 1054 is five minutes before the class is due to start, to allow for attendance sign in and personal organization in order to begin class promptly. (Each class will finish 15 minutes before the stated finish time, in accordance with the policy for breaks. For instance, a class that begins at 8:30am will conclude at 9:45am.)
   b) It is expected that teacher candidates will participate fully in class discussions, activities and learning experiences and will support the learning of their peers. Using social media, texting, working on assignments for other classes, talking to other TCs while someone else is presenting, etc. will result in a loss of attendance and engagement marks.
   c) While lidded drinks are permitted, and TCs are encouraged to carry a water bottle with them at all times, this is a very active class requiring frequent movement and the use of instruments. It is suggested that hot-lidded drinks and food be consumed either before or after class.

   Attendance and Engagement (2.5% for each class): 30%

   Due: Ongoing

2. In-Class Activities, Response to Readings, Self Reflection and Peer Feedback
   a) 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.
   b) Assigned readings must be read in advance of class and responses crafted, printed and submitted in class. Additional information, timelines and grading details will be provided in class.
   c) A plan for teaching using the rote process will be developed, 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. Share your plan with a small group of your peers, including singing the song chosen. Additional information and grading details will be provided in class.
   d) Evaluation strategies may include task completion, mastery, checklists, rubrics, entrance and exit tickets and alphanumeric grades. If an activity is missed due to an excused absence from class (see Policy Statements below), 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 and the marks will be forfeited.
In-Class Activities, Response to Readings, Self Reflection and Peer Feedback (2.5% for each class): 30%  

Due: Ongoing

2. Development of a Music Learning Activity and Assessment Strategy
   a) In groups of 4, 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. Additional information, examples and grading details will be provided in class.
   b) Present your plan to the class and teach the activity to your peers.

   Teaching Plan: 25%  
   Due: Via OWL by Nov 19/18 (JI) & Nov 20/18 (PJ)

   Presentation: 5%  
   Due: in class Nov 19 & 21/18 (JI) and Nov 20 & 22/18 (PJ)

3. Philosophy of Teaching
   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 a music educator. Teacher candidates will communicate their evolving philosophy, which has developed and expanded throughout this course. It is expected that connections will be made between the teacher candidate’s personal reflections of music education and curriculum documents, course readings/materials, and/or class discussions to support their teaching philosophy. Additional information and grading details will be provided in class.

   Philosophy: 10%  
   Due: Via OWL by Nov 22/18 (PJ & JI)

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. 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 5 days after the due date unless prior arrangements have been made with the instructor.

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
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 at 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 5 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: https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.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.

Western SUPPORT 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: http://www.uwo.ca/uwocom/mentalhealth/