

EDUC 5137

Curriculum & Pedagogy in Vocal & Instrumental Music for Intermediate Grades

Instructor:

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Office Hours:

Monday (in office, by appointment): 12:30pm-2:30pm

Tuesday (in office, drop in): 1:00pm-3:00pm

Friday (online, by appointment): 10:00am-12:00pm

Schedule:

Section 001: Mon 4:30PM-6:30PM,
Room: 1054

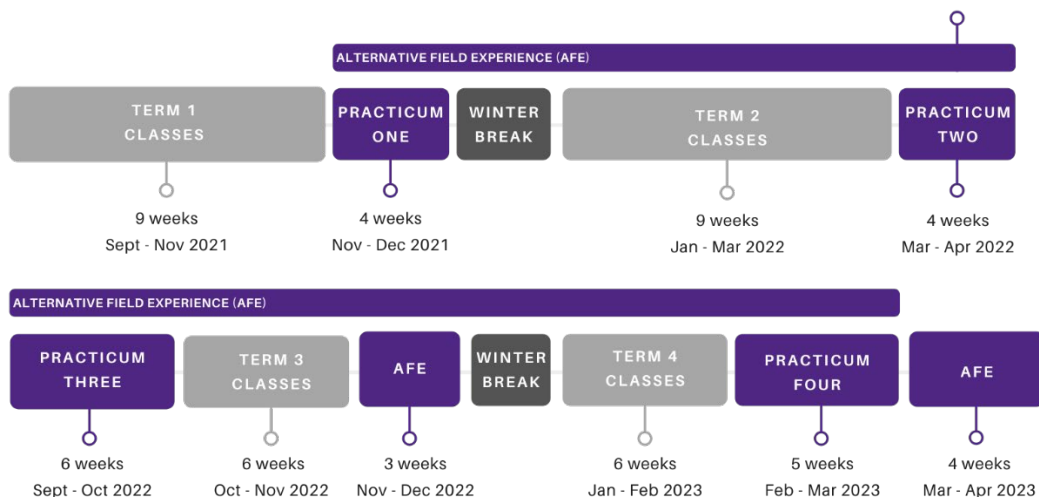
Program Context:

This is a **IS Curriculum Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2023

ongoing



Music (Vocal & Instrumental) for the Intermediate Grades (EDUC 5137)

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 intermediate classrooms. 2 hours per week, full year, .5 credit.

This course is designed to prepare candidates for entry into the field of music education at the intermediate level in Ontario. It will provide opportunities for candidates to develop the required knowledge, skills and habits of mind to address adolescent learners through the medium of music education. A critical examination of pedagogy, curriculum and resources will be used to refine and develop successful approaches to classroom practice. Emphasis will be placed on instruments and vocal instructions in the traditional and digital classroom.

Davids, Julia & LaTour, Stephen (2021). Vocal Technique: A Guide to Classical and Contemporary Styles for Conductors, Teachers, and Singers, 2nd ed., available at the Bookstore or e-text available at: <https://waveland.com/browse.php?t=593> (First term)

Wasiak, Edwin. (2013). Teaching instrumental music in Canadian schools. Oxford University Press Canada. (Second term)

Primary or secondary instrument. (Second term)

Number of Credits : 0.5

Number of Weeks: 18

Week 1: Intermediate Vocal (Exposure)

- This week will be made up with an online viewing party of repertoire assignments.

Week 2: Introduction

- Course Welcome
- Course Overview

- Introduction to the intermediate vocal music warm up (observation & pedagogy)

Learning Activities		
Type	Name	Description
Practice	Week 2 Activities	Observation & pedagogy: intermediate warm up
		Discussion: What is the purpose of vocal music education? Due Week 3: My teaching & learning story Flipgrid
Study / Prep	Week 2 Homework	Prepare round robin warm up activity

Week 3: Building a Warm Up

- Indigenous Music Education: teachings on the drum, Grandmother Song
- Warm up pedagogy
- Gesture & conducting in warm ups

Learning Activities		
Type	Name	Description
Practice	Week 3 Activities	1) Indigenous music education teachings, acknowledgment, permissions, and song
		2) Round robin warm up
		3) 3-minute free write: How do you build a good warm-up? 4) Practice small group gesture & conducting
Study / Prep	Week 3 Homework	Due Week 4: Indigenous Arts Flipgrid
Reading	Week 3 Readings	Davids & LaTour, Intro (pp. 1-9); Ch. 16, Building a Warm Up (pp. 281-288)
		Two Minutes for Technique – Episode 17, Building a Warm Up https://www.youtube.com/watch?v=HVQb0uPjmyY

Week 4: Posture/Alignment & Breath Control

- Adolescent voices, adolescent learners: warm ups in the intermediate grades (focus: posture & breath)
- Basic anatomy of the singer
- Choral conducting
- Introduction to the curriculum document & lesson planning

- Indigenous Music Education: Acknowledgement, permissions, Lil'wat Song

Learning Activities		
Type	Name	Description
Practice	Week 4 Activities	1) Kahoot quiz
		2) Group of 3 "two minutes for technique" presentation
		3) Choral conducting: observation
Study / Prep	Week 4 Homework	Due Week 5: Choral conducting quiz
Reading	Week 4 Readings	Davids & LaTour, Ch. 1 Posture/Alignment, Ch. 2 Breath Control, pp. 9-32 Two Minutes for Technique - Episodes 3 & 6: Breathing.
		https://www.youtube.com/watch?v=DrEShVa9NPo
		https://www.youtube.com/watch?v=ncs0TjmuWm4

Week 5: Creative Process

- Warm up: vowel concentration
- Pedagogy: soundscapes and improvisation
- Decolonization of Music Education: Vocal technique & improv as inclusive practices
- Creative process in the Ontario Arts Curriculum
- Lesson planning continued; guided lesson plan for micro teaching assignment in groups of 3

Learning Activities		
Type	Name	Description
Practice	Week 5 Activities	1) Warm up activities based on readings so far
		2) Listening and creating soundscapes
		3) Review creative process in the Ontario Arts Curriculum
Study / Prep	Week 5 Homework	Due Week 6: Creative process vocal micro teaching & lesson plan in groups of 3 (homework); rubric on OWL
Reading	Week 5 Readings	Davids & LaTour, Ch. 5, Vowels pp. 93-119 Two Minutes for Technique - Episode 11 & 13: Vowels
		https://www.youtube.com/watch?v=BjgADE5zldY
		https://www.youtube.com/watch?v=1V6IFjpfAU

Week 6: Microteaching Presentations (Vocal/Creative Process)

- Creative Process Micro Teaching & Lesson Plan (Groups of 3) Presentations

Learning Activities

Type	Name	Description
Practice	Week 6 Activities	1) Presentations
		2) Class feedback (two stars and a wish)

Week 7: Vocal Repertoire & Changing Voices

- Structuring a warm up around repertoire for changing voices
- Transitioning and transgender singers
- Decolonization of Music Education: Cultural appropriation
- Repertoire selection & score study
- Digital Audio Workstation (DAW) & virtual choir apps
- Indigenous Music Education: Tanya Tagaq & Room Full of Teeth; Sesere eeye
- Class choir: rehearsing and singing

Learning Activities

Type	Name	Description
Practice	Week 7 Activities	1) Critical listening & T-P-S: Tanya Tagaq, Room Full of Teeth, what is cultural appropriation?
		2) Score study in pairs: Sesere eeye
		3) DAW virtual choir activities
		4) Observation: Repertoire Wednesday videos (watch two)
Study / Prep	Week 7 Homework	Due Week 8: Repertoire Wednesday Video (due week 8 on Flipgrid); rubric on OWL
Reading	Week 7 Readings	Davids & LaTour, Ch. 13, Changing Voices, pp. 223-241
		Katy Harmer, Outward Inclusivity https://www.katyharmer.com/blog/2021/2/25/outward-inclusivity

Week 8: Introduction to Assessment

- Preparing for the first practicum

- Warm up: Consonants & intonation
- Choral music pedagogy synthesis of knowledge (vocal technique, repertoire selection, score study)
- International Phonetic Alphabet (IPA)
- Links to curriculum through repertoire (curriculum expectations, success criteria)
- Assessment & evaluation, differentiation, universal design, IEPs, rubrics
- Class choir: rehearsing & singing

Learning Activities

Type	Name	Description
Practice	Week 8 Activities	1) Choral music pedagogy synthesis of knowledge small group sticky note activity
		2) Assessment in music ed interview with Scott Cowan (band focus)
		3) Review Growing Success document and Achievement Charts
		4) Finish Repertoire Wednesday Flipgrid
		Dauids & Latour, Ch. 6, Consonants (pp. 123-133) & Ch. 10, Intonation (pp. 189-196)
Reading	Week 8 Readings	Video: Two Minutes for Technique – Episode 12: Consonants https://www.youtube.com/watch?v=OMW4OherKLg&feature=emb_imp_woyt
		Ontario Arts Curriculum, pp. 29-35, Assessment & Evaluation: http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf

Week 9: Vocal Meets Instrumental

- Crossover warm ups: vocal meets instrumental
- Warm up extensions: Sight singing, sight reading, ear training & rhythm training
- Instrumental fundamentals (brass/woodwinds/percussion)
- The first rehearsal & rehearsal talk; getting ready for practicum
- How to teach marking your score
- Decolonization of Music Education: decolonization of the body, the voice, and blend
- Indigenous Music Education: Jeremy Dutcher, the body, gender affirmation
- Class choir: rehearsing and singing
- Indigenous Music Education: Travelling Song

Learning Activities

Type	Name	Description
Practice	Week 9 Activities	1) Discussion & modelling on instruments: principles of posture, breathing, embouchure, gesture, conducting
		2) T-P-S: How do you introduce marking a score to your students? https://www.youtube.com/watch?v=4jV4D_7sVJI
		3) Anonymous class google slide: practicum hopes and fears
Study / Prep	Week 9 Homework	Due Week 10: Watch class Repertoire Wednesday videos (viewing party in lieu of week 1 class) Davids & Latour, Ch. 12, Choral Blend, pp. 213-222
Reading	Week 9 Readings	The First Rehearsal: https://www.totalchoirresources.com/how-a-new-choir-leader-tackled-her-first-rehearsal/

Week 10: Instrumental (Familiarity): Introduction to Instrumental

- Instrumental warm up
- Warm up extensions: Sight singing, sight reading, ear training & rhythm training
- Deep listening: Introduce another's practicum story
- Instrumental fundamentals (brass/woodwinds/percussion)
- Introduction to instrumental vlog assignment & andragogy
- Round robin part 2: Instrumental fundamentals

Learning Activities

Type	Name	Description
Practice	Week 10 Activities	1) Introduce another's practicum story (deep listening)
		2) Lead instrumental fundamentals activity in small groups on instrument of choice
Study / Prep	Week 10 Homework	Due Week 11: My Teaching and Learning Story Flipgrid: continued (based on practicum, Standards of Practice, Ethical Standards) Select vlog instrument

Week 11: Deep Listening

- Decolonization of Music Education: Rocco, Rocco
- Instrumental warm up & conducting

- Intermediate lesson planning continued: focus on listening, music theory, cultural contexts
- What is musicianship?
- Calypso music

Learning Activities

Type	Name	Description
Practice	Week 11 Activities	1) Student-led warm ups and instrumental fundamentals
		2) Discussion: What is musicianship?
		3) Deep listening activity based on Campbell article: Ajamu, My Calypso
Study / Prep	Week 11 Homework	Due Week 12: Vlog #1
Reading	Week 11 Readings	Shehan Campbell, Patricia (2005). Deep Listening to the Musical World. Music Educators Journal 92 (1), 30-36. (On OWL).
		Wasiak, Ed. (2013). Teaching Instrumental Music in Canadian Schools, Ch. 10: Rehearsing & Conducting, 254-281.

Week 12: Kodály Approach to Music Education

- Instrumental warm up & conducting
- Hill and Gully Rider (Kodaly approach)
- Kodály approach, sequencing, music literacy, links to education (Dewey, Vygotsky, Montessori, Piaget)
- Decolonization of Music Education: Learning with Lizzo (deep listening, music theory)
- Rehearsing band instruments

Learning Activities

Type	Name	Description
Practice	Week 12 Activities	1) Student-led warm ups and instrumental fundamentals
		2) Follow-up discussion: What is musicianship? What is “good” music?
		3) Deep listening activity based on Campbell article: Lizzo, Juice
		4) Think-Pair-Share: What is music literacy?
Reading	Week 12 Readings	Wasiak, Ed. (2013). Teaching Instrumental Music in Canadian Schools, Ch. 6, Planning for Instruction, 103-136.

Week 13: Hip Hop Pedagogy

- Instrumental warm up & conducting
- Decolonizing Music Education: Culturally relevant pedagogy & hip hop pedagogy
- Co-creating assessment & culturally responsive assessment
- Digital Audio Workstation (DAW) software & music apps
- Instrumental score study
- Rehearsing band instruments

Learning Activities

Type	Name	Description
Practice	Week 13 Activities	1) Co-creating assessment in groups of 2 (hip hop pedagogy)
		2) DAW exploration: Google Chrome Music Maker, BandLab, Garage Band
Study / Prep	Week 13 Homework	Due Week 14: Vlog #2
Reading	Week 13 Readings	Podcast: Ladson-Billings, Gloria. (2018). Hip Hop Can Save America. The Center for Hip Hop Advocacy. www.hiphopadvocacy.org
		Wasiak, Ed. (2013). Teaching Instrumental Music in Canadian Schools, Ch. 7, Planning for Assessment & Evaluation, pp. 137-169.

Week 14: Orff Approach to Music Education

- Instrumental warm up & conducting
- Orff approach to music education
- Songwriting, composition, & arranging in the classroom
- Lesson, unit, and long range planning in the instrumental classroom
- Special education in music education, ableism, and dis/ability
- Rubrics, co-creating assessment, & culturally responsive assessment
- Rehearsing band instruments

Learning Activities

Type	Name	Description
Practice	Week 14 Activities	1) Orff activities (creative/composition focused)
		2) T-P-S: Long range planning & backwards design
		3) Creating a rubric in groups of 2
Due Week 15/16:		
Study / Prep	Week 14 Homework	Prepare micro teaching
Vlog #3 (due the week you are not teaching)		
Reading	Week 14 Readings	DeLuca, Christopher & Ben Bolden (2014). Music Performance Assessment. Music Educators Journal, 101(1), 70-76.
		Wasiak, Ed. (2013). Teaching Instrumental Music in Canadian Schools, Ch. 5, Long-Term Planning, pp. 79-101.

Week 15: Micro Teaching (Instrumental)

- Micro teaching (individual) (9 students)

Learning Activities

Type	Name	Description
Practice	Week 15 Activities	Microteaching

Week 16: Micro Teaching (Instrumental)

- Micro teaching (individual) (8 students)

Learning Activities

Type	Name	Description
Practice	Week 16 Activities	Microteaching

Week 17: Guest Speaker, Hussein Janmohamed

- Music & Islam
- Systemic barriers in the music classroom

Learning Activities

Type	Name	Description
Practice	Week 17 Activities	Activities with guest speaker
Study / Prep	Week 17 Homework	Due Week 18: Final Vlog
Reading	Week 17 Readings	Wasiak, Ed. (2013). Teaching Instrumental Music in Canadian Schools, Ch. 14: Meeting the Challenges, pp. 384-413.

Week 18: Consolidation

- Advocacy, school community, parent engagement
- Budgeting & ordering music
- Instrument cleaning & repair
- Concert planning & logistics

Learning Activities

Type	Name	Description
Practice	Week 18 Activities	1) T-P-S: Building your music program
		2) Planning and budgeting for a mini-concert
		3) Getting ready for practicum
		4) Consolidation and synthesis of knowledge: sticky note and “explain everything” activities
Reading	Week 18 Readings	Wasiak, Ed. (2013). Teaching Instrumental Music in Canadian Schools, Ch. 12: Establishing and Maintaining a Positive and Productive Learning Environment. Two Minutes for Technique: Episode 20, Performance Anxiety https://www.youtube.com/watch?v=InPAxgfnGVM

Assessment Activities

Type	Name	Description
Assignment	Due Wk 06: Vocal Micro Teaching & Lesson Plan	<p>Candidates will complete a guided lesson plan for an intermediate vocal class incorporating creative process (e.g., improvisation, songwriting, composition, etc.) In groups of three and in collaboration with the instructor, please submit a 3-part lesson plan (minds on, action, consolidation) of 40 minutes in length. Include Learning Goals, Success Criteria, Curriculum Expectations, and pacing. Candidates will present in class (15-18 minutes, or about 5-6 minutes each).</p> <p>Assessment: Rubric (please see OWL), instructor feedback, and peer feedback (two stars and a wish). Presentations will be video recorded for presenter observation and reflection.</p> <p>.</p>

Assessment Activities

Type	Name	Description
		<p>Please watch the following "Repertoire Wednesday" videos and make notes on how the videos use score study to analyze and discuss pieces; and make pedagogical decisions when teaching to choral groups.</p> <p>After watching the four videos, please navigate to https://canadianchamberchoir.ca/welcome/repertoirewednesday/ and watch at least one more video of your choosing.</p> <p>Link: https://www.youtube.com/watch?v=M_YWvpolvHU&feature=emb_imp_woyt</p> <p>Link: https://www.youtube.com/watch?v=0PO8udlZI7M&feature=emb_imp_woyt</p> <p>Link: https://www.youtube.com/watch?v=WITKcylveV0&feature=emb_imp_woyt</p> <p>Link: https://www.youtube.com/watch?v=5WaAyPHEXfE&feature=emb_imp_woyt</p>
Assignment	Due Wk 08: Repertoire Video	<p>Building on your knowledge and additional research on score study, please create your own "Repertoire Wednesday" video of 4-5 minutes, and explain how it encompasses senior vocal music program and pedagogical needs. This flipgrid should include images in the score embedded in your flipgrid so that we can view what you are discussing (e.g., don't just explain but show us using the embedded image - do not simply hold up the score to the camera as it will be impossible to read). Score studying can encompass information about the piece and the composer, your analysis, your artistic ideas (e.g., phrasing), and artistic choices of when you would have students take breaths, any changes in the vocal part to account for specific vocal ranges, dynamics etc. Please incorporate ideas of what your students will need to do to study and mark their own scores from a singer's perspective in addition to your own ideas for score study and marking from a conductor's/teacher's/leader's perspective. Videos should explicitly display knowledge and understanding of the following concepts we have engaged with so far in the course: vocal technique, score study, context/background of the music and composer/songwriter, demonstration, and modelling.</p> <p>Assessment: Rubric (please see OWL) and instructor and peer feedback (Flipgrid comments)</p>

Assessment Activities

Type	Name	Description
Assignment		Weeks 12, 14, 15 or 16 (please submit the week you are not presenting), and 18
	Due Wk 12,14,15,16 or 18: Vlog - Instrumental learning and pedagogy	Select one instrumental music learning journey you will embark upon for the course. This journey must be on an instrument that is new or almost new to you (i.e., you should not have played it in school, or in lessons; but if you took a 6- or 12-week technique course and want to learn more this is fine – in essence, you should be a “beginner”). Document your music learning process via a vlog, and provide commentary on your music learning throughout the course. Your learning can be self-directed with a teacher/peer or through online videos, or in a (virtual) group with peers, or a combination, but you must have consistent daily engagement (practicing 10 minutes a day) with your project. The vlogs are evaluated individually, even if you work in pairs or groups. Assessment: Rubric (please see OWL and instructor feedback)
Assignment	Due Wk 14: Assessment	Candidates will prepare and submit a comprehensive vocal/choral sample rubric and describe the context with which the rubric works best in the vocal music classroom. Assessment: Point system, instructor feedback
Assignment	Due Wk 15/16: Instrumental Micro Teaching, Lesson Plan, & Assessment	Candidates will complete a lesson plan and assessment for an intermediate instrumental class; and will teach the micro lesson to the class (10 minutes). Micro teaching presentations will be focused on performance-based instrumental classes and teaching a music theory concept. Include Learning Goals, Success Criteria, Curriculum Expectations, and pacing (as first micro teaching assignment); and expand to include your knowledge of differentiation, English Language Learners, culturally responsive pedagogy, and other themes engaged with during the course. Assessment: Rubric (please see OWL), instructor feedback, and peer feedback (two stars and a wish). Presentations will be video recorded for presenter observation and reflection.
Discussion	Ongoing: Participation, Pedagogy & Teaching Techniques	Teacher candidates are expected to actively engage in class activities, including the demonstrations and discussion of teaching techniques, as well as general discussions (in-class and on-line), and forum postings. Achievement will be based on a rubric (to be distributed).
Assignment	Ongoing: Warm ups, teaching fundamentals, songs	Students will be expected to lead and participate in (i.e., teaching and playing with their primary/secondary instruments/voice) warm ups, technique, and repertoire. Assessment: Feedback from instructor and peers.

This course meets the following Course Outcomes:

Band and Vocal Principles

Music Education Principals

Personal Development

Show Your Knowledge

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca