

EDUC 5175Q

Curriculum & Pedagogy in Elementary Music

Instructor:

Danielle Sirek

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Office Hours: by appointment

Schedule:

Section 001 (PJ): Wednesday
10:00AM-11:30AM,
Room: 1054

Section 002 (JI): Monday
2:30PM-4:00PM,
Room: 1054

Section 003 (PJ): Wednesday
12:30PM-2:00PM,
Room: 1054

Section 004 (PJ): Wednesday
2:30PM-4:00PM,
Room: 1054

Program Context:

This is a **PJ/JI Curriculum Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2022



Syllabus Report

Elementary Music (EDUC 5175Q/S)

Course Description: 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. 1.5 hours per week, full year, .25 credit.

“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.”

TOC: The Arts, Grades 1-8, 2009 (revised). pg. 16

There are no textbooks required for this course. Please purchase a personal whiteboard and a dry-erase marker to bring to class.

Course Credits: 0.25

Number of Weeks: 12

Week 1: Introduction to the Course (Nov 1-5)

Course Overview

Elements of Music

Introduction to The Ontario Curriculum: The Arts-Music

Learning Activities

Type	Name	Description
Assignment	Week 1 Activities	1) Introduction to the course
		2) Introduction/review of elements of music
		3) Introduction to The Ontario Curriculum: The Arts-Music
Reading	Week 1 Materials & Readings	OWL Learning Module: Intro to the Ontario Arts Curriculum

Week 2: Grade 1 (Nov 8-12)

Call and response

Simple rhythmic ostinato

Solfège

Singing in unison

Learning Activities

Type	Name	Description
Assignment	Week 2 Activities	1) Fundamental concepts
		2) Music during pandemics
Reading	Week 2 Materials & Readings	OWL Learning Module: Fundamental concepts for grade 1, rhythmic ostinatos, music & pandemics
		OAC, pp. 70-71
		Hansen, Tim. (2013). "How to Read Music." https://www.youtube.com/watch?v=ZN41d7Txcq0

Week 3: Grade 2 (Nov 15-19)

What are the arts good for, and generalist music teacher identity

Indigenization of music education

Rhythm compositions

Learning Activities

Type	Name	Description
Assignment	Week 3 Activities	1) Discussion of generalist music teacher identity
		2) Duration activities: rhythmic ostinato, rhythm vs. beat, 8-beat rhythm compositions
		3) Legato & staccato
OWL Learning Module: Fundamental concepts for grade 2, Indigenization of Music Education: Lil'wat Song, Legato & staccato		
Reading	Week 3 Materials & Readings	OAC, pp. 80-81
		Bremner, Zoe. (2013). Transforming an 'Unmusical' Primary Teacher into a Confident Musician: A Case of Personal Narrative Enquiry. In John Finney and Felicity Laurence (Eds.), Music Education: Transforming Teaching and Learning. Bloomsbury.
Teaching observation video: Grade 2		

Week 4: Grade 2 (Nov 22-26)

Racism in children's music; appropriation, music and anti-racism

Singing solfège with hand signs, duration, time signatures, binary form

Graphic scores

Learning Activities

Type	Name	Description
Assignment	Week 4 Activities	1) Discussion of racism in children's music
		2) Solfège with hand signs in groups
		3) Binary form rhythm composition with time
		4) Graphic score activity

Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	OWL Learning Module: Solfège, Rhythm, and Graphic Scores OAC, pp. 90-91

Week 5: Grade 3 (Nov 29-Dec 3)

Assessment and evaluation

Developing lesson plans

Teaching a song

Learning Activities

Type	Name	Description
Assignment	Week 5 Activities	1) Teaching a song
		2) Identification of time signature, stronger & weaker beats
Reading	Week 5 Materials & Readings	OWL Learning Module: Grade 3 fundamental concepts, thinking about lesson plans for the primary grades, designing elementary music lesson plans
		Pedagogical approach observation videos

Week 6: Mini Teaching Presentations (Dec 6-10)

Mini Teaching Presentations

Learning Activities

Type	Name	Description
Assignment	Week 6 Activities	1) Mini Teaching presentations
Reading	Week 6 Materials & Readings	Howard, Karen (2020). Equity in Music Education: Cultural Appropriation Versus Cultural Appreciation —Understanding the Difference. Music Educators Journal, 106(3), 68-70.

Week 7: Grade 3 (Jan 10-14)

Recap of the first semester

Introduction to the junior grades

Learning Activities

Type	Name	Description
Assignment	Week 7 Activities	1) Rounds
		2) Note and rhythm names
		3) Dynamics
		4) Form
Reading	Week 7 Materials & Readings	OWL Learning Module: Recap grades 1-3, learning about rounds, teaching a song process, dynamics, ternary form

Week 8: Grade 4 (Jan 10-14)

Duration

Pitch

Learning Activities

Type	Name	Description
Assignment	Week 8 Activities	1) Explore duration: tempo, beat vs. rhythm, ostinato, rhythm syllables, time signatures, syncopation
		2) Explore pitch: high and low (tone), solfège, musical staff, treble clef and bass clef, major & minor scales
		3) Music apps & boomwhackers
Reading	Week 8 Materials & Readings	OWL Learning Module: Junior grades: duration, syncopation, pitch and dynamics, Indigenization of Music Education (Sesere Eeye) OAC, pp. 104-10

Week 9: Teaching Presentations (Jan 17-21)

Teaching Presentations

Learning Activities

Type	Name	Description
Assignment	Week 9 Activities	1) Presentations

Week 10: Teaching Presentations (Jan 24-28)

Teaching Presentations

Learning Activities

Type	Name	Description
Assignment	Week 10 Activities	1) Presentations

Week 11: Grade 5 (Jan 31-Feb 4)

Dynamics and other expressive controls

Timbre

Hip Hop Music Pedagogy

Learning Activities

Type	Name	Description
Assignment	Week 11 Activities	1) Review note names and rhythm names
		2) Explore dynamics and other expressive controls: varying degrees of volume (loud and soft), articulation
		3) Hip hop pedagogy (Learning with Lizzo)

Learning Activities

Type	Name	Description
Reading	Week 11 Materials & Readings	OWL Learning Module: Junior grades: Timbre and texture/harmony, Indigenization of Music Education (Grandmother Song), Hip Hop Music Pedagogy, Song writing and lyric writing with music apps OAC, pp. 114-115 NPR. (2020). This NASA Engineer Is Bringing Math And Science To Hip Hop. Shortwave Podcast. https://www.npr.org/2020/02/19/807534593/this-nasa-engineer-is-bringing-math-and-science-to-hip-hop

Week 12: Grade 6 (Feb 7-11)

Texture/harmony

Form

Composing in the classroom 12th

Consolidation

Learning Activities

Type	Name	Description
Assignment	Week 12 Activities	1) Google Chrome Music Maker activity
Reading	Week 12 Materials & Readings	OWL Learning Module: Music and special education, consolidation
		OAC, pp. 126-127

Assessment Activities

Type	Name	Description
Assignment	Ongoing: Music Activities	Students will participate in a variety of music activities: singing, chanting, playing, moving, listening, creating, and responding. Some activities will be prepared ahead of time (i.e., outside of class), while others will be completed solely in class.

Assessment Activities

Type	Name	Description
Assignment	Reading Reflection #1	Due Wk 3 (Nov 15-19) before class
		Bremner, Zoe. (2013). Transforming an 'Unmusical' Primary Teacher into a Confident Musician: A Case of Personal Narrative Enquiry. In John Finney and Felicity Laurence (Eds.), Music Education: Transforming Teaching and Learning., Bloomsbury. Please see OWL for assessment details. .
Assignment	Reading Reflection #2 + Mini Traching	Due Wk 6 (Dec 6-10) before class
		Reading: Howard, Karen (2020). Equity in Music Education: Cultural Appropriation Versus Cultural Appreciation—Understanding the Difference. Music Educators Journal, 106(3), 68-70. Please see OWL for assessment details. .
Assignment	Teaching Presentations	Due Wk 9 (Jan 17-21) and Wk 10 (Jan 24-28)
		Students will plan a music lesson, incorporating a variety of activities (singing, instruments, rhythm activities, composition/creation, transitions) suitable to the age and grade of the class. Students should be mindful that their music selections be inclusive. Teaching should be done as though in a "real" elementary classroom setting. Students can assume prior knowledge (e.g., that students have already been learning certain activities for a certain length of time). The students must submit a lesson plan with the activities they teach as well as how each activity meets curriculum requirements for their chosen grade level they have chosen. .

Assessment Activities

Type	Name	Description
Assignment	Vlogs	<p>Due before class: Wk 4 (Nov 22-26) Wk 8 (Jan 10-14) Wk 11 (Jan 31-Feb 8)</p> <p>Select one music learning journey you will embark upon for the year. You may learn something completely new (e.g., an instrument you have never played before), learn to play or sing in a new style with which you are unfamiliar (e.g., learning how to play by ear if you already know how to read music), or take up an instrument or singing style that you have not done since elementary or high school, or are already in the process of learning (e.g. the recorder, or a band instrument you learned).</p> <p>Please see OWL for assessment details.</p>

This course meets the following Course Outcomes:

Beginner Music Principles
Music Education Principles
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/BEd/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