

EDUC 5137

Curriculum & Pedagogy in Music for the Intermediate Grades

Instructor:

Danielle Sirek (she/her), PhD
E: dsirek@uwo.ca
T: 519-661-2111 ex. 81226
Office Hours: Please see OWL

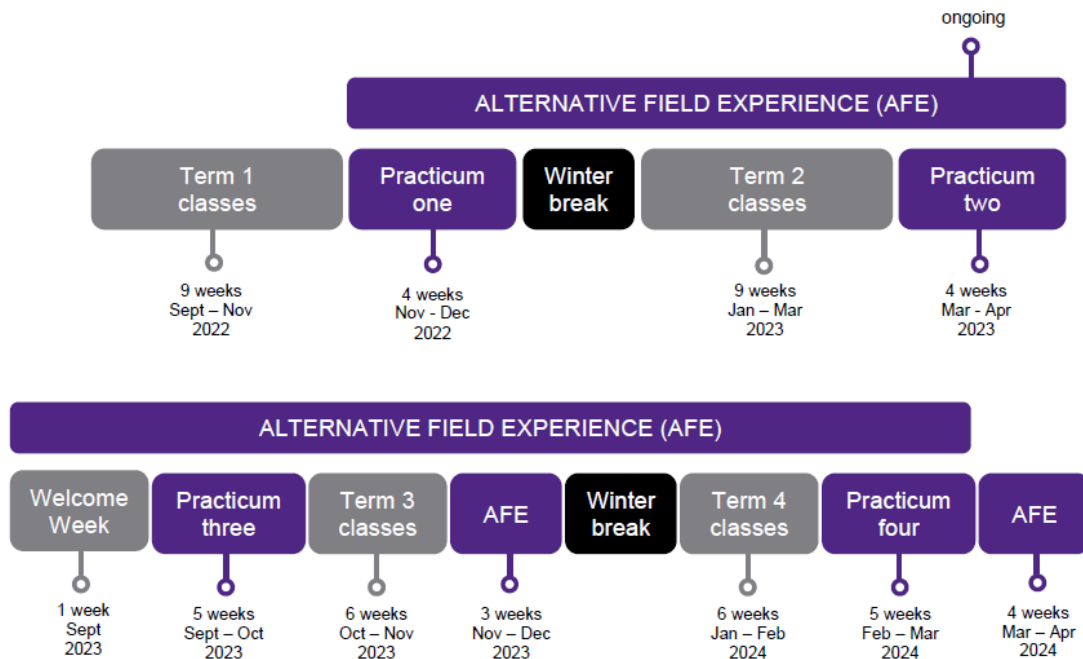
Schedule: Mondays, 4:30-6:30, Room 1052/1054

Program Context:

This is a **J1/S Curriculum** course taken by Teacher Candidates in **Music Teachable** during **Year 1, full year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



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

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 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.

Number of Credits: 0.5

Number of Weeks: 18

Course Materials:

There are no textbooks required for this course. All course readings, videos, and other materials are available on OWL. Score packages can be picked up from the Music Library at Talbot College (see OWL Week 1). If you need to rent an instrument for this course, instrument rentals will also be available through Talbot College (details will be made available during the course).

Week 1: Labour Day

- This class will be made up through performance at Remembrance Day and participation in 3-day residency with Canadian Chamber Choir & Sherryl Sewepagaham (Cree/Dene Musician)

Learning Activities		
Type	Name	Description
Reading	Week 1 Reading	N/A

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	N/A

Week 2: Introduction

- Overview of Grade 7/8
- Grade 7 Curriculum Expectations

Learning Activities		
Type	Name	Description
Reading	Week 2 Reading	Ontario Arts Curriculum: The Program in the Arts, pp. 11-19 Overview of Grades 7 & 8, pp. 131-133 Ontario Arts Curriculum: Grade 7, pp.141-142

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	My Teaching Story Assignment & Student Info Form

Week 3: Decolonization of Music Education

- Decolonization of music education
- Overview of Grade 8

Learning Activities		
Type	Name	Description
Reading	Week 3 Reading	Ontario Arts Curriculum: Grade 8, pp.152-153 Kanata: Contemporary Indigenous Artists and Their Music (Videos)

		Jeremy Dutcher, Wolastoqiyik Lintuwakonawa performance (Video)
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Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Indigenous Arts Flip

Week 4: Accessibility & Inclusion

- Accessibility & inclusion
- Dis/ability and hearing impairment in the music classroom

Learning Activities		
Type	Name	Description
Reading	Week 4 Reading	Adam Patrick Bell, "Dis/ability and Music Education," p. 108-128 Interview with Neesha Dunkley, audiologist (Video)

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	"Repertoire Wednesday" Assignment

Week 5: Music Literacy & Assessment

- Assessment & evaluation
- Reading music, notation & music theory

Learning Activities		
Type	Name	Description
Reading	Week 5 Reading	Ontario Arts Curriculum: Assessment & Evaluation, pp. 29-35 Growing Success & Achievement Charts Overview Adam Neely, Music Theory and White Supremacy (Video) Interview with Scott Cowan (Video)

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	N/A

Week 6: Creative Process, Songwriting, & Technology

- Learning about creative process
- Music apps, DAWs, & integrating technology
- Foundations of songwriting

Learning Activities		
Type	Name	Description
Reading	Week 6 Reading	Ontario Arts Curriculum: Creative Process, pp. 19-28 Bobby McFerrin, Philosophy of Vocal Improv (Video) What About if We Help the Earth? Group Composition (Video) Music apps (e.g., musictheory.net, Noteflight, SightReadingFactory, Audacity, Musescore, Bandlab, Soundtrap, Garageband, Acapella, Easy Virtual Choir, Breezin' Thru Theory) John Kratus, "Songwriting: New Direction for Secondary Music Ed," pp. 60-65.

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Song Presentation Plan (Lesson Plan & Assessment)

Week 7: Gender Inclusivity

- Gender affirming music classrooms

Learning Activities		
Type	Name	Description
Reading	Week 7 Reading	Why Pronouns are Important (Video) Katy Harmer, "Outward Inclusivity," online

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Foundations of Songwriting/Tech & Arranging

Week 8: Dress Rehearsal

- Program planning
- Note: Danielle away on tour with Canadian Chamber Choir

Learning Activities		
Type	Name	Description
Reading	Week 8 Reading	Ontario Arts Curriculum: Program Planning, pp. 36-59

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Gender Affirming Spaces

Week 9: Remembrance Day Performance/Assignment

- Performance in Auditorium Tuesday, November 8th

Learning Activities		
Type	Name	Description
Reading	Week 9 Reading	N/A

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	N/A

Assignments (Term 1)

My Teaching Story Flip & Google Form

Who are you? Please share your teaching and learning story including what inspired your entry into the profession, and your teaching experience so far (in any context!). What do you want to learn in this course? **DUE: Week 2**

Indigenous Arts

You are a music booking agent. Introduce me to an Indigenous musician, Song Carrier, composer, drummer, or band, and convince me to bring them to perform at my school. Before introducing me to your artist, please give a brief land acknowledgment from where you are situated. Expectations: To learn about one Indigenous musician, Song Carrier, composer, drummer, or band and their artistic practice, and make explicit links to educational value of learning about this artist, Elder, or group. Please use verbal **and** audio-visual-based means to persuade me (e.g. show me pictures, play me a very short music clip or a video) using the integrated features on Flip. **DUE: Week 3**

Repertoire Wednesday

Please create your own "Repertoire Wednesday" video of 4-5 minutes, incorporating score study and pedagogical decisions when teaching/conducting the piece. This Flip should include images in the score *embedded* in your Flip 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. Note: This assignment is replicated for 5237 students. 5137 students will complete one video; while 5237 students will complete three videos total (one for this class and two for the other). Please see OWL for rubric. **Due: Week 4**

Song Presentation Plan (Lesson Plan & Assessment)

Please submit 1) a song presentation plan and 2) a 3-part lesson plan (minds on, action, consolidation) of 40 minutes in length, focusing on teaching music literacy through repertoire for one class. Include Curriculum Expectations, Learning Goals, Accommodations, Assessment and Evaluation (including any rubrics/checklists/etc.) and pacing. Candidates will present a truncated version of the 40-minute lesson on Flip. Note: You can think of the song presentation plan as a "unit plan" for a piece of repertoire; and the lesson plan as one 40-minute class in which you would teach/sing this piece in addition to other activities. Objectives: Show competency in pedagogy; curriculum design; assessment; resources; and repertoire for teaching in diverse classrooms. Building connections with the Ontario Arts Curriculum documents, and OCT Standards of Practice. Expectations: Engage with score marking, score analysis, tools for musical literacy, and presenting the songs. Include context (including grade level, number of students, length of class/rehearsal, and how many singers in each section, etc.); and information about the curriculum for your grade level. Assessment: Rubric (please see OWL), instructor feedback, and peer feedback. **Due: Week 6**

Foundations of Songwriting

How do creative activities such as composing, arranging and improvisation, facilitate student achievement and risk taking in the vocal music classroom? What are some ways to introduce songwriting in the classroom? Candidates will engage in collegial dialogue to discuss strategies (practical tools and apps) to facilitate student achievement and risk-taking while engaging in creative activities. Replicate one of the activities shown to you in class, or introduce us to one of your own to teach chord progressions. **Due: Week 7**

Gender Affirming Spaces

Candidates will reflect on Flip 1) What are gender affirming spaces and why are they important? and 2) What are some things that you can do in the vocal music classroom to

encourage gender affirming spaces? Please comment explicitly on both the classroom (e.g., interactions between teacher and students; and students with other students) as well as vocal music considerations (e.g., repertoire, pedagogy, technique, rehearsals, concerts, etc.). **Due: Week 8**

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 on-site) 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.

Ontario Curriculum & Supplementary Resources:



Curriculum & Resources

dcp.edu.gov.on.ca/en

Campus 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