

Western Education

EDUC 5237

Curriculum & Pedagogy in Vocal Music for the Senior Grades

Mondays, 10:30-12:30, Room 1052/54

Instructor (W23):

Elizabeth Kinghorn, PhD (she/her)

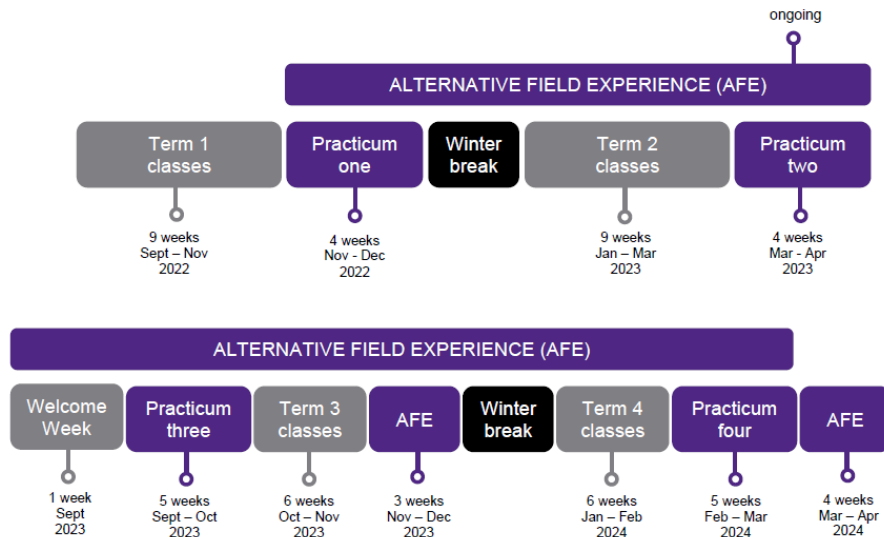
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Office hours: By appointment

This is an I/S Curriculum course taken by Teacher Candidates in Music Teachable during the second term of Year 1 of the Bachelor of Education

Bachelor of Education

Program Overview – Class of 2024



Course Description

A critical examination of contemporary learning theories in music education for the senior grades. Emphasis on pedagogy; curriculum design; development and assessment; resources and repertoire in vocal music; and teaching in the diverse classroom.

This course is designed to prepare students for successful entry into the field of vocal music education. Emphasis will be on the practical experience of teaching vocal music with grounding in philosophical and pedagogical understandings. Students can expect to develop usable lesson plans for intermediate and secondary vocal music classes, participate in hands-on presentations

and practice the skills and understandings needed to be effective vocal and choral music educators. Vocal and choral learning will be situated in the context of curriculum, instruction, and assessment. Activities, materials, and teaching strategies, based in research and theories in music education, will be explored. Areas of interest to be explored include (but are not limited to) practices in choral pedagogy, literature selection, rehearsal strategies, vocal pedagogy, creativity, building connections with the Ontario Arts Curriculum documents, and OCT Standards of Practice.

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).

Schedules

This schedule is tentative and subject to minor changes. I have created a living document which will be constantly updated – you should consult this document regularly as it will include all materials that should be prepared for class as well as assignment due dates and other important information. Document link: [5237 - Schedule](#)

WEEK	DATE	
1	Jan 9	<i>Introduction</i>
2	Jan 16	<i>Revisiting Vocal Technique</i> Read: Freer (2009). Choral Warm-Ups for Changing Adolescent Voice. <i>Music Educators Journal</i> , 95(3), 57-62. Watch: “17 Styles of Singing” (https://www.youtube.com/watch?v=8GoWiCooNfc)
3	Jan 23	<i>Lesson Planning for Senior Vocal Music</i> Read: Ontario Arts Curriculum p. 15-22 Listen: “Fun in the Choir Rehearsal” (The Choir Baton Podcast w/ guest Ashton Humphrey)
4	Jan 30	<i>Vocal Improvisation</i> Read: Biasutti (2017). Teaching Improvisation through Processes: Applications in Music Education and Implications for General Education. <i>Frontiers in Psychology</i> , 8, 911-918. Due: Assignment #1 (Vocal Warmup)

WEEK	DATE	
5	Feb 6	<i>Critical Listening in the Music Classroom</i> Read: Beach & Bolden (2018). Music Education meets Critical Literacy: A Framework for Guiding Music Listening. <i>Music Educators' Journal</i> , 105(2), 43-50.
6	Feb 13	<i>Assessment in Vocal Music</i> Read: "Assessment & Evaluation of Student Achievement". Ontario Arts Curriculum, p. 23-30 Listen: "Thank you for your mistake" (Choralosophy Podcast) Due: Assignment #2 (Lesson Plan)
	Feb 20	READING WEEK (NO CLASS)
7	Feb 27	<i>Vocal Arranging</i> Read: Berglin (2018). Beyond the Repertoire: Incorporating the Contemporary A Capella Process Into the Secondary Choir. <i>The Choral Journal</i> , 58(11), 10-19. Due: Assignment #3 (Assessment & Evaluation)
8	Mar 6	<i>Performance Anxiety</i> Read: "What is Performance Anxiety Really?" and "How to Make Performance Anxiety an Asset Instead of a Liability" Blog posts by Dr. Noa Kageyama @ The Bulletproof Musician
	Mar 13	MARCH BREAK (NO CLASS)
9	Mar 20	<i>Topic TBA</i> Due: Assignment #4 (Arranging Assignment)

Assignments (Term 2)

Assignment #1: Vocal Warmups

This assignment will be similar to the one you did in Term 1, incorporating the vocal technique topics discussed in Week 2 of the winter term. However, rather than making a video, you will lead the warmup live, with your colleagues and instructor as your vocal group. This should be a 4-5 minute vocal warmup, and you will also submit a brief overview of the chosen activities and their rationale. In this overview, you will also write a paragraph reflecting on how your approach to warmups has evolved as you have thought through some of the issues discussed in this course.

Due: Monday, January 30 (Week 4)

Assignment #2: Lesson Planning for Senior Vocal Students

You will create one 60-minute lesson plan on a topic of your choosing, aimed at the senior grades (Grade 11 or 12). You will make this lesson plan specific to a particular classroom context (real or imagined) of your choosing. This plan should demonstrate engagement with relevant sections of the Ontario Arts Curriculum, as well as considering matters of vocal technique, musicianship, and EDI.

Due: You will bring a draft of this assignment to class on Monday, February 6 (Week 5) to discuss with your colleagues. The final version will be due Monday, February 13 (Week 6).

Assignment #3: Assessment in Senior Vocal Music

In this assignment, you will think through assessment by creating vocal music-specific assessment materials for use in senior classrooms.

Due: Monday, February 27 (Week 7)

Assignment #4: Vocal Arranging Exercise

In this assignment, you will arrange a short excerpt of music for a given vocal group, incorporating the techniques discussed in our class in Week 8. We will discuss in class time the form that this assignment will take.

Due: Monday, March 20 (Week 9)

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 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