

## EDUC 5237

### Curriculum & Pedagogy in Vocal Music for the Senior Grades

#### Instructor:

**Danielle Sirek** (she/her), PhD  
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**Office Hours:** Please see OWL

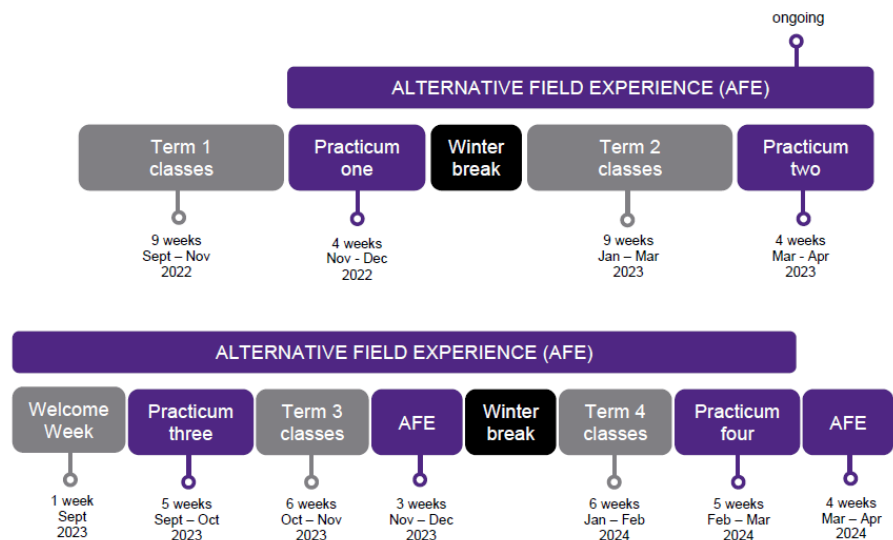
**Schedule:** Mondays, 10:30-12:30, Room 1052/1054

#### Program Context:

This is an **IS 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) for the Senior Grades (EDUC 5237)**

## **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.

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

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).

## 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: Warm Ups

- Learning how to build a warm up
- Learning how to lead a warm up

Learning Activities		
Type	Name	Description
Reading	Week 2 Reading	Randall Everett Allsup, "A Place for Music Ed in the Humanities," pp. 71-75 Tony Leach, Choral Warm Ups (Video) Two Minutes for Technique: Building a Warm Up (Video)

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

## Week 3: Intro to Vocal Technique

- Intro to vocal technique
- Breathing, SOVT exercises, onset, vowels

Learning Activities		
Type	Name	Description
Reading	Week 3 Reading	Ontario Arts Curriculum: Introduction, pp. 3-8 Frances Farrell, "An Iconic Approach to Vocal Technique," pp. 43-46 Amrein, Emily & De Quadros, André. The Choral Commons Podcast: Indigeneity and Decolonial Choral Practice. Two Minutes for Technique: Breathing, SOVT, Onset, Vowels (Videos)

Assessment Activities		
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Type	Name	Description
<b>Formative Assessment</b>	Other Weekly Activity(ies)	Warm Up Assignment

#### Week 4: Accessibility & Inclusion

- Decolonization of choir
- ELLs in the music classroom

Learning Activities		
Type	Name	Description
<b>Reading</b>	Week 4 Reading	Martinec, Poloz, Sakai, Wong, “Through the Eyes of an Immigrant in a Canadian School,” Canadian Music Educator, pp. 44-49 Interview with Tracy Wong, Decolonization of Choir & Cultural Appropriation Maria Ellis, Gospel Warm Up (Video) Two Minutes for Technique: Breathing, SOVT, Vowels (Videos)

Assessment Activities		
Type	Name	Description
<b>Formative Assessment</b>	Other Weekly Activity(ies)	Two Minutes for Technique Vocal Tech Assignment

#### Week 5: Conducting Pedagogy

- Conducting patterns & technique
- Selecting repertoire
- Overview of grade 11

Learning Activities		
Type	Name	Description
<b>Reading</b>	Week 5 Reading	Ontario Arts Curriculum: Grade 11, pp. 157-172 Hilary Apfelstadt, “Selecting Repertoire,” pp. 19-22, 46. Harold Rosenbaum, Choral Conducting Lesson (Video) Two Minutes for Technique: Consonants, Resonance (Videos) IPA Chart

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

## Week 6: Virtual Choirs & Technology

- Recording & sound editing
- Technology in the vocal music classroom & recording as a pedagogical tool

Learning Activities		
Type	Name	Description
Reading	Week 6 Reading	Vocal Technique: Technology (Video) Eric Whitacre, Lux Aurumque Performance Conducting Track, & TED Talk

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	3-Part Repertoire Portfolio

## Week 7: Gender Inclusivity

- Gender affirming spaces in choir
- Overview of grade 12

Learning Activities		
Type	Name	Description
Reading	Week 7 Reading	Ontario Arts Curriculum: Grade 12, pp. 173-188 Ari Agha, "Making Your Chorus Welcoming for Transgender Singers," online The Choral Commons podcast: Engender (pick one) This Chorus is Embracing Every Voice (Video) Two Minutes for Technique: Registers (Videos)

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Conducting, Teaching, & Singing in a Virtual Choir Assignment

## Week 8: Vocal Health

- Note: Danielle away on tour with Canadian Chamber Choir

Learning Activities		
Type	Name	Description
Reading	Week 8 Reading	Two Minutes for Technique: Vocal Health, Vibrato, Flexible Sound (Videos)

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Repertoire Portfolio on Remembrance Day Piece

### Week 9: Remembrance Day Performance

- Remembrance Day performance

Learning Activities		
Type	Name	Description
Reading	Week 9 Reading	Inclusive seating and organization; rehearsal talk

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	Remembrance Day Performance/Assignment

### Assignments (Term 1)

#### *Warm Up*

Candidates will create 1) a video and 2) a one-page written overview & rationale, in which they demonstrate a well planned and engaging 4-5 minute vocal warm-up, using the steps outlined by Dr. Julia Davids in her Two Minutes for Technique [Building a Warm-Up](#) video. Expectations: Display understanding of healthy vocal technique (posture; breath control; initiation, creation, & release of sound; resonance; vowels & consonants; range & registers; intonation; expressive controls), develop and teach a warm-up for your current base of knowledge. Evaluation: Rubric/Instructor feedback. **DUE: Week 3**

#### *Two Minutes for Technique*

Candidates will demonstrate knowledge of vocal technique by creating their own "Two Minutes for Technique" video that is between 2-3 minutes in length (just one video). Videos should incorporate a brief overview of all vocal technique knowledge learned so far, including: breathing, SOVT exercises, onset, vowels. Assessment: Rubric, instructor and peer comments on Flipgrid. **DUE: Week 4**

#### *Repertoire Portfolio (2 pieces)*

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.

2-part (for EDUC 5137) – **Due: Week 4**

For your first piece, *please choose a song that is familiar to you either in unison or 2 parts.*

3-part (for EDUC 5237) – **Due: Week 6**

For your second piece, *please choose a song that is unfamiliar to you 3 parts. Please build on this assignment by also commenting on conducting technique for this piece (scaffolding on Repertoire Portfolio 1).*

4-part (for EDUC 5237) – **Due: Week 8**

Your third piece will be the song you choose to conduct for the Remembrance Day ceremony. *Please build on this assignment by also commenting conducting technique on rehearsal strategies for this piece (scaffolding on Repertoire Portfolios 1 & 2).*

### *Conducting, Teaching, & Singing in a Virtual Choir*

Please select a "beginner" song you could teach a vocal class the first week of school (e.g., round; very simple 1-, 2-, or 3- part piece). Consider how you might begin to teach this piece with a choir who has never heard it before. What would you do? You are encouraged to describe, show, model, teach, etc. for this Flip. There are **two** video components required for this assignment: 1) conducting & singing the piece; and 2) explanation of pedagogy.

Expectations: Display competence in choral conducting (gesture, cueing, ictus, rebound, anticipatory position & release, connection to body & breath); understanding of and ability to explain rationale regarding pedagogy and artistic choices (e.g., phrasing); ability to successfully record and put together the project using software. Note: You may be asked to conduct/sing this piece in class as well. **DUE: Week 7**

## This course meets the following Course Outcomes:

Vocal Pedagogy

Choir and Repertoire Planning

Educators' Personal Development and Wellbeing

EDID Principles in the Music Classroom

## 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](http://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](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and  
Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous  
Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility  
Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial  
Assistance**

[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)