

EDUC 5239

Curriculum & Pedagogy in Instrumental Music for the Senior Grades

Instructor:

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Office Hours: by appointment

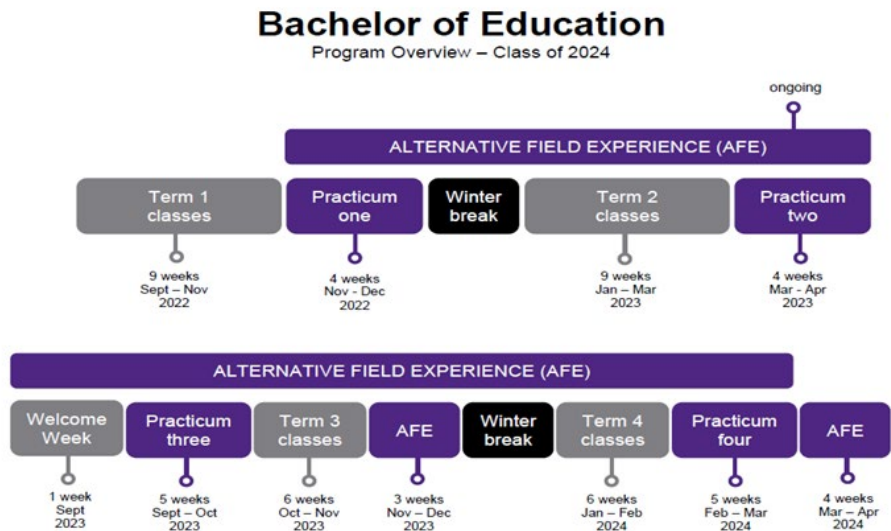
Schedule:

Tuesday 4:30 – 6:30 PM

Room 1052/Auditorium

Program Context:

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



Instrumental Music for Senior Grades (EDUC 5239) Evans 2022-2023

Course Description:

The development of teaching strategies for contemporary instrumental techniques and curriculum, with appropriate resources. An emphasis on competent, reflective practice. Theories of learning, teaching, and integration are linked with music-making in classroom settings. Two hours per week, full year, 0.5 credit.

Course Credits:

0.5

Textbook/Resources:

Wasiak, Edwin. (2013) Teaching Instrumental Music in Canadian Schools. Oxford University Press

A Baton will be required from week one onwards. Instruments & secondary instruments will be required from week two.

Number of Weeks: 18

Week 1:

Introductions, Course Outline, Expectations, and Resources

Setting the Scene - Instrumental Music in Ontario
An Introduction to the Ontario Curriculum for Grade 11/12 Music
Conducting Diagnostic/Review
Introduction to the Conducting Competency Test (**Due Week 4**)

Learning Activities

Type	Name	Description
Reading, Discussion, & Reflection	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i>	Chapter 1 – Instrumental Music in Canadian Schools
Reading & Discussion	<i>The Ontario Curriculum for the Arts</i>	Introduction to the curriculum document for Music: Grades 11 &12
Practice & Prep.	Conducting Fundamentals Handout	A review and practice of the fundamentals of conducting

Week 2:

Teaching Instrumental Music in the 21st Century & Score Study Review

Reflection & assessment on the personal strengths, skills, and attributes needed to teach instrumental music in today's ever-changing environment
Identifying ways to develop these personal and professional habits
Score study review/conducting review (cont.)

Learning Activities

Type	Name	Description
Reading, Discussion, & In-Class Journal	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i>	Chapter 3 – Becoming a Highly Effective Music Educator in the 21 st Century
Reading, Discussion, & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i> Score Study Handout/Instructor Resources	Chapter 10 – Rehearsing & Conducting

Practice & Prep. Conducting Review contd.

Assessment Activities

Type	Name	Description
Formative Assessment		Students will compare two different conducting videos & complete a short reflective assignment Homework: 'KWL' Forum Posting on instrumental pedagogy for next week's class

Week 3:

Instrumental Music Pedagogy

Planning and effective instruction for the Grade 11/12 instrumental class & ensemble
Introduction to Teaching Music from the Podium (TMFP) & Comprehensive Musicianship (CM)
Introduction to the Warmup Assignment (**Due Weeks 5-8**)

Learning Activities

Type	Name	Description
Reading, Discussion, & TPS	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i>	Chapters 9 & 10 Teaching Musicianship from the Podium/Rehearsing & Conducting

Practice & Prep. Class Method Books/
Instructor Resources

Class warmup activities

Week 4:

Strategies for Successful & Effective Planning

An overview of how and why we plan
How to develop an effective and useable lesson plan
Introduction to the Lesson Plan Assignment (**Due Week 7**)

Learning Activities

Type	Name	Description
Reading, Discussion, &	Wasiak: <i>Teaching Instrumental</i>	Chapters 4 & 6 Planning for Professional Growth/Planning for Instruction

Reflection *Music in Canadian Schools*

Practice & Prep. Class Method Book/Repertoire Class Warm-Up/Performance Activities

Assessment Activities

Type	Name	Description
Summative Assessment	Conducting Competency Test	

Hand in YouTube links to OWL

Week 5: Assessment and Evaluation

What does effective assessment & evaluation look like in the instrumental classroom/ensemble?

Learning Activities

Type	Name	Description
Reading, Discussion, & TPS	Wasiak: <i>Teaching Instrumental Music in Canadian Schools Growing Success: Assessment, Evaluation, and Reporting in Ontario's schools, Kindergarten to Grade 12</i>	Chapter 7 – Planning for Assessment & Evaluation We will cover the main ideas in this document

Practice & Prep. Class Method Book/Repertoire Class Warm-Up/Performance Activities

Week 6: Conducting Development Teaching Musicianship from the Podium (cont.)

Conducting (subdivision, the gesture of syncopation, showing the rhythm, compound meters etc.)
Developing your conductor's ear
Remediation Strategies

Learning Activities

Type	Name	Description
Reading, Discussion, & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i> Instructor Resources	Chapters 9 & 10 – Teaching Musicianship from the Podium

Assessment Activities

Type	Name	Description
Summative Assessment	Warm Up Assignment	

Three students will lead the class through their warmup assignment

Week 7:

Classroom Management

Special Education, English Language Learners, and IEPs

Classroom Management, Leadership, and Community Building in the Instrumental Classroom

How to support students who are developing their English skills in the music classroom

How to support students of all abilities in the music classroom

How to read IEPs and the most common accommodations seen in the music courses

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i>	Chapter 12 – Establishing & Maintaining a Positive and Productive Learning Environment
	Sample IEP's Instructor Resources	

Assessment Activities

Type	Name	Description
Summative Assessment	Warm Up Assignment	Three students will lead the class through their warmup assignment
	Lesson Plan Assignment	Due by the end of class

Week 8:

Teaching Music History, Theory, and Composition

How can you engage students while teaching theory, history, and composition?

How can music history be taught from a perspective that highlights other cultures and values, while moving away from a Eurocentric perspective?

Why and how to incorporate composition into instrumental classes, an introduction

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Sample Music Theory, History & Composition Resources	

Assessment Activities

Type	Name	Description
Summative		

Assessment Warm Up Assignment

Three students will lead the class through their warmup assignment

Week 9:

Strategies for Successful & Effective Planning (cont.)
Preparing for the Practicum & Duty to Report

Unit and longer-range planning
Introduction to the Special Focus Assignment (**Due weeks 10 - 18**)

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i> <i>Duty to Report</i> – Instructor Resource	Chapter 5 – Long-Term Planning & Program Administration

Assessment Activities

Type	Name	Description
Summative Assessment	Warm Up Assignment	

Two students will lead the class through their warmup assignment

Week 10:

Repertoire Sequencing and Ensemble Organization
Music Advocacy
Practicum reflections

Choosing appropriate repertoire
How do you sequence your repertoire for an entire year; what goes into that decision?
How to approach festivals and the logistics of attending one
Ideas and strategies for successful music advocacy
Introduction to the 'Micro Teaching' Assignment (**Due weeks 15 - 17**)

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i> Instructor Resources	Chapter 2 – A Case for Instrumental Music in Canadian Schools Reflections on practice teaching

Practice & Prep. Class Method Book/Repertoire Class Warm-Up/Performance Activities

Week 11:

Indigenous Ways of Knowing & Culturally Responsive Pedagogy

How to indigenize our band classrooms and how to incorporate Indigenous Music into the classroom
What does teaching in a culturally responsive manner mean, and what might this mean for our students?

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i> Instructor Resources	Chapter 14 – Meeting the Challenges

Practice & Prep. Class Method Book/Repertoire Class Warm-Up/Performance Activities

Week 12: Different types of Ensembles: Strings, Guitar, Pit Band/orchestra

Developing an understanding of how to organize and select resources and repertoire for a string or guitar ensemble or course

Strategies for organising and rehearsing the pit band or orchestra

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Instructor Resources	If possible, students are encouraged to bring a guitar and/or string instrument to this class

Week 13:

Technology and Composition (cont.)

How can technology support composition, as well as other aspects in the music classroom?

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Instructor Resources	If possible, students are encouraged to bring a tablet and/or laptop to this class to assist with the composition aspects of the lesson

Practice & Prep. Class Method Book/Repertoire Class Warm-Up/Composition Activities

Week 14:

The Jazz Ensemble and Improvisation

Setting up and organising a jazz ensemble

How can one effectively teach improvisation?

What are appropriate ways to teach Jazz?

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i> Instructor Resources	Chapter 13 – Bridging the Gap: Jazz Basics

Practice & Prep. Class Method Book/Repertoire Class Warm-Up/Performance & Improvisation Activities

Week 15:

Musical Understanding by Design

Universal Design for Learning & Differentiated Instruction

Strategies for using Musical Understanding by Design

What is UDL and Differentiated Instruction and how can they be used effectively in a music classroom?

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i>	Chapter 8 – Musical Understanding by Design

Practice & Prep. Class Method Book/Repertoire Class Warm-Up/Performance Activities

Assessment Activities

Type	Name	Description
Formative Assessment	Micro Teaching Assignment	

Four students will lead the class through their assigned section of the class repertoire

Week 16:

The basics of instrument maintenance and repair

Budgeting and other administrative tasks

Most common types of instrument repairs and how to fix them

An overview of budgeting and other administrative tasks

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i> Instructor Resources	Chapter 5 – Long Term Planning & Program Administration

Assessment Activities

Type	Name	Description
Formative Assessment	Micro Teaching Assignment	

Four students will lead the class through their assigned section of the class repertoire

Week 17:

Equity & Disability Approaches in the Instrumental Music Classroom

Informed Pedagogy: Maximizing Skill Acquisition, Minimizing Injury

How to support students with different abilities in an instrumental class/ensemble

How to encourage a critical disability approach

How to encourage a healthy and supportive approach to students' instrumental development

Learning Activities

Type	Name	Description
Reading/Class Discussion & Activities	Wasiak: <i>Teaching Instrumental Music in Canadian Schools</i> Instructor Resources – Disability & Equity in the Music Classroom	Chapter 11 – Informed Pedagogy

Assessment Activities

Type	Name	Description
Formative Assessment	Micro Teaching Assignment	

Three students will lead the class through their assigned section of the class repertoire

Week 18:

Working effectively with school and school-board administration

Course Wrap-Up

Learning Activities

Type	Name	Description
Class Discussion & Activities		Question and answer session with TVDSB administrators/course wrap-up and evaluations.

Assessment Activities

Type	Name	Description
Assignment	Due Week 4: <i>Conducting Competency Test</i>	Teacher candidates will submit video links of themselves conducting and singing excerpts from <i>Black Forest Overture</i> by Michael Sweeney and <i>Nettleton</i> arranged by Jonnie Vinson. Assessment will be based on clear breath and prep. beats, clarity of tempo and pattern, and musicality (showing dynamics and other expressive controls). See OWL for guidelines/resources.
Assignment	Due Weeks 6 - 9: <i>Warm Up Assignment</i>	Teacher candidates will create a five-minute warmup for the class. The warmup should utilize the instrumental pedagogy and conducting skills learned so far in the course and should focus on teaching or developing a musical concept/skill such as a new key/time signature, or articulation. Students will create a one-page overview of the warmup exercise that explains their rationale for the activities chosen. Assessment: Please see OWL for guidelines - Instructor and peer feedback.
Assignment	Due Week 7: <i>Lesson Plan Assignment</i>	Teacher candidates will complete a performance-based lesson plan for a Grade 11/12 Instrumental class. Candidates will complete a 75-minute full class lesson plan that includes all relevant expectations, learning goals, and success criteria. In addition, candidates should include some non-performance activities such as listening, theory, or history using the Comprehensive Musicianship concepts covered in class. Assessment: Please see OWL for guidelines/rubric - Instructor feedback.
Assignment	Due Weeks 15 - 17: <i>Micro-Teaching Assignment</i>	Teacher candidates will teach an assigned section of a band piece to the class. Assessment: Please see OWL for guidelines/rubrics - Instructor and peer feedback.
Assignment	Due Week 10-18: <i>Special Focus Assignment</i>	Teacher candidates will select one topic (subject to approval from the instructor) from Weeks 10 - 18 and prepare an assignment that deepens their knowledge in this area. Candidates should consider their strengths, interests, and areas for improvement as they choose a topic. Candidates will present this learning in whatever form is most effective for them, (Infographic, website, video, unit plan, paper, etc.) and are encouraged to create resources that can be used in future teaching situations. Assessment: Please see OWL for guidelines & rubric – Instructor feedback.
Assignment	Ongoing: <i>Participation, Pedagogy, & Teaching Techniques</i>	Teacher candidates are expected to actively engage in class activities, including leading and participating in performance-based activities as well as discussion of teaching concepts/strategies and forum postings. Please see OWL for rubrics – Instructor and peer feedback

This course meets the following Competencies:

- Conducting Fundamentals & Score Study
- Pedagogy in the Senior Instrumental Music Class and Ensemble
- Repertoire Selection and Planning
- Teaching Creativity
- Advocacy in the Arts
- Lesson, Unit, and Long-Range Planning
- Ministry of Educ Curriculum & Ministry of Education Policy Documents
- Assessment & Evaluation
- Classroom Management
- Individual Education Plan (IEP)
- Professional Learning and Inquiry
- Duty to Report
- Technology in the Classroom
- Universal Design for Learning
- Differentiated Instruction
- Culturally Responsive Pedagogy
- English Language Learners
- Indigenous Ways of Knowing
- EDID Principles
- Working effectively with School and School Board Administration

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

**Indigenous
Services**
Indigenous.uwo.ca

**Financial
Assistance**
registrar.uwo.ca

Peer Support
westernusc.ca

**Student Accessibility
Services**
sdc/uwo.ca/ssd

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

Learning Skills
uwo.ca/sdc/learning

Writing Support
writing.uwo.ca