

Western Education

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EDUC 5175Q

Curriculum & Pedagogy in Music for the Elementary Grades

Instructor:

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Office Hours: Please see OWL

Schedule:

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

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

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

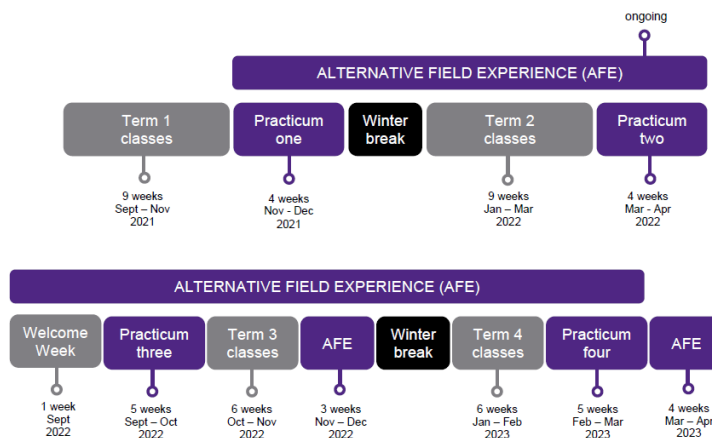
Section 004 (PJ): Wednesday
2:30PM-4:00PM,
Room: 1054

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 2023



Elementary Music (EDUC 5175Q/S)

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 basic skills, knowledge and understandings necessary to teach music in elementary schools.

“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

Number of Credits : 0.25

Number of Weeks: 12

Course Materials:

There are no textbooks required for this course. Please purchase a **personal whiteboard and a dry-erase marker** to bring to class. All course readings, videos, and other materials are available on OWL.

Week 1: Grade 1

- Intro to the Ontario Arts Curriculum
- Sound before symbol

Learning Activities		
Type	Name	Description
Reading	Week 1 Reading	<p><i>Grade 1</i></p> <p>Introduction to the Ontario Arts Curriculum & Elements of Music</p> <p>Hansen, Tim “How to Read Music” (Video)</p> <p>Grade 1 “Sound Before Symbol” Activities (e.g., Doggie Doggie, Aiken Drum, Lil’wat Song, Russell Wallace from Liloowet First Nation; All My Children gifted from Elder & Knowledge Keeper Theresa Sims)</p>

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

Week 2: Grades 1 & 1

- Generalist music teacher identity
- Gender inclusivity

Learning Activities		
Type	Name	Description
Reading	Week 2 Reading	<p><i>Grade 2</i></p> <p>Ontario Arts Curriculum: Grades 1 & 2</p> <p>Bremner, Zoe. “Transforming an ‘Unmusical’ Primary Teacher into a</p>

		<p>Confident Musician: A Case of Personal Narrative Enquiry”</p> <p>Grade 2 “Sound Before Symbol” Activities (rhythm compositions, ostinatos, solfège)</p> <p>Gender inclusivity in the music classroom</p>
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Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	DUE: Zoe Bremner Reading Reflection; Google Form

Week 3: T2P/Work Week

*Danielle away on tour with Canadian Chamber Choir. This class will be made up through virtual activities and by attending Remembrance Day performance in the Auditorium on November 8, 2:00-2:30pm.

Remembrance Day Performance T2P

Date: Tuesday, November 8th, 2022

Time: 2:00pm-2:30pm

Location: Auditorium, UWO Faculty of Education

Learning Activities		
Type	Name	Description
Reading	Week 3 Reading	<p>Primary pedagogical approach (Videos)</p> <p>Evelyn Glennie, “How to Truly Listen” (Video)</p> <p>Accessibility & inclusion in the music room (on OWL)</p>

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	DUE: Vlog #1; T2P Check for Understanding questions (on OWL)

Week 4: Assessment & Evaluation in the Arts

- Designing lesson plans and assessment & evaluation in elementary music
- Racism in children's music

Learning Activities		
Type	Name	Description
Reading	Week 4 Reading	<i>Assessment & Evaluation in the Arts</i> Ontario Arts Curriculum: Assessment & Evaluation, pp. 29-35 Growing Success & Achievement Charts Interview with Jan Radford (Video) Designing elementary music lesson plans Racism in children's music (Video)

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

Week 5: Primary Teaching Presentations

Learning Activities		
Type	Name	Description
Reading	Week 5 Reading	N/A

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	DUE: Primary Teaching Presentations Group A (in class); Vlog #2 Group B

Week 6: Primary Teaching Presentations

Learning Activities		
Type	Name	Description
Reading	Week 6 Reading	Travelling Song (Cree, as taught by Sherryl Sewepagaham)

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	DUE: Primary Teaching Presentations Group B (in class); Vlog #2 Group A

Week 7:Grade 3

- Music literacy vs. rote learning
- Singing games
- Indigenization of music education

Learning Activities		
Type	Name	Description
Reading	Week 7 Reading	<p><i>Grade 3</i></p> <p>Ontario Arts Curriculum: Grade 3</p> <p>Grade 3 “Music Literacy vs. Rote Learning” Activities (e.g., Rounds; note names; rhythms)</p> <p>Singing games (e.g., Rocco, Rocco & Tideo)</p> <p>Indigenization of Music Education (Grandmother Song)</p>

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

Week 8: T2P/Work Week (no class)

*Students will attend a mandatory music T2P performance/lecture by Canadian Chamber Choir and Sherryl Sewepagaham, Cree/Dene singer, composer, educator, and music therapist. Students must complete T2P “Check for Understanding” on OWL.

Canadian Chamber Choir & Sherryl Sewepagaham Performance/Lecture T2P

Date: Tuesday, January 17th, 2023

Time: 2:00pm-3:00pm

Location: Auditorium, UWO Faculty of Ed

Learning Activities		
Type	Name	Description
Reading	Week 8 Reading	Howard, Karen. Equity in Music Education: Cultural Appropriation vs. Cultural Appreciation

Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	DUE: Cultural Appropriation reading reflection; T2P Check for Understanding questions (on OWL)

Week 9: Creative Process in Primary & Junior Grades

- Learning Objective/Guiding Question 17
- Learning Objective/Guiding Question 18

Learning Activities		
Type	Name	Description
Reading	Week 9 Reading	Schafer, R. Murray. Soundscapes (Video) Junior-level improv activities Soundscapes & graphic scores activities Music apps (e.g., Google Chrome Music Maker, Epic Online Orchestra,

		Blob, Incredibox, MusicPlay) Music literacy activities continued
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Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	DUE: Vlog #3

Week 10: Grade 4

- Exploration of choral music
- Foundations of songwriting

Learning Activities		
Type	Name	Description
Reading	Week 10 Reading	<i>Grade 4</i> Ontario Arts Curriculum: Grade 4 Exploration of choral music (e.g., Sesere eeye trad. Indigenous Maori song; Wau Bulan trad. Malaysian kite song) Chord progressions & foundations of arranging & songwriting

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

Week 11: Grade 5

- Hip Hop music pedagogy

Learning Activities		
Type	Name	Description
Reading	Week 11 Reading	Ontario Arts Curriculum: Grade 5 Choral music continued

		<p>Gloria Ladson Billings on CRP, “Hip Hop Can Save America” (podcast)</p> <p>NPR. “This NASA Engineer is Bringing Science and Math to Hip Hop” (podcast)</p> <p>Hip Hop Music Pedagogy</p>
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Assessment Activities		
Type	Name	Description
Formative Assessment	Other Weekly Activity(ies)	DUE: Vlog #4

Week 12: Grade 6

- Consolidation

Learning Activities		
Type	Name	Description
Reading	Week 12 Reading	<p>Ontario Arts Curriculum: Grade 6</p> <p>Consolidation Performance</p>

Assessment Activities		
Type	Name	Description
Music Activities	Due: Ongoing	<p>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. These may be done in person or via audio/video recording (e.g., Flip, Easy Virtual Choir, Google Chrome Music Maker).</p>

<p>Reading Reflections</p>	<p>Due Wk 2: Bremner reading (individual) Due Wk 8: Howard reading (group)</p> <p>Please see OWL for details.</p>	<p>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.), <i>Music Education: Transforming Teaching and Learning</i> (pp. 79-88), Bloomsbury.</p> <p>Karen Howard (2020). Equity in Music Education: Cultural Appropriation Versus Cultural Appreciation—Understanding the Difference. <i>Music Educators Journal</i>, 106: 3, 68-70.</p>
<p>Vlogs</p>	<p>Vlog 1: Due Week 3</p> <p>Vlog 2: Due Week 5/6 (see OWL for details and which week yours is due)</p> <p>Vlog 3: Due Week 9</p> <p>Vlog 4: Due Week 11</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). <i>The idea is to learn something new as a beginner, or relearn, something musical.</i> Document your music learning process via a vlog, and provide</p>

		commentary on your music learning throughout the year. Your learning can be self-directed with a teacher or through online videos, or in a (virtual) group with peers, or a combination, but you must have consistent daily engagement (practicing 10 minutes a day) with your project. The vlogs are evaluated individually, even if you work in pairs or groups.
Consolidation	Due: Week 9	Students will participate in a co-constructed consolidation performance of skills and pedagogical knowledge acquired during the course (student proposed/instructor approved).

This course meets the following Competencies:

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 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