



Western Music

Don Wright Faculty of Music

Teaching and Learning Music Fall 2023 Music 1802A

Text and Materials:

There is no required text for the class. Required readings are in OWL in Resources. There may be additional readings for specific classes. Readings are:

Benedict, D. (2010). Methods and approaches. In H. F Abeles & L. A. Custodero (Eds.), *Critical issues in music education: contemporary theory and practice*. (pp. 194-214). Oxford: Oxford University Press.

Duke, R. A., & Simmons, A. L. (2006). The nature of expertise: Narrative descriptions of 19 common elements observed in the lessons of three renowned artist-teachers. *Bulletin of the Council for Research in Music Education*, (170), 7-19.

Kohn, A. (2001) Five reasons to stop saying, “Good Job!” *Young Children*, September, pp. 1-4.
<https://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/>

Manning, K., Shifaw, S., Benedict, C. (2022). What we have learned in a Faculty of Music: Dialogue with two Black musicians/scholars. Special Issue” Diversity in Music Education,” *Canadian Music Educator*, Vol. 60, (1), pp. 28-35.

Noddings, N. (2005). “Caring in education,” *the encyclopedia of informal education*,
<https://infed.org/mobi/caring-in-education.htm>.

Watson, K. (2014). The Jazz combo: A Model of collaborative learning. *Canadian Music Educator*, Vol. 56, (1), pp. 44-46.

Resources on OWL:

Indigenous Curriculum Resources:

https://wampumlearninglodge.uwo.ca/Learning_Unlearning/learning/indigenous_learning_bundles.html

Sewepagaham, S. (2023). General Guidelines and Information About Indigenous Songs in Canada. *Kodály Society of Ontario workshop handout*.

Calendar Description

Introduction to music learning theories and how to facilitate musical development. Explores principles of music teaching across the lifespan. Develops awareness of diverse methodological approaches used in studio, classroom, and community settings.

Lecture Hours/Week: 3 Course Weight: 0.50

Course Description and Rationale

This course will provide you with an introduction to key selected questions and issues in teaching and learning music through theory and practice. The aim of this course is to provide an environment in which you are encouraged to examine the nature of teaching and learning music throughout the human life cycle, both within school and in society at large. This course will encourage you to reflectively engage with music teaching and learning practices and encourage you to continuously engage with your learning and teaching practices. Reflection involves a thoughtful and critical examination of personal experiences to arrive at new levels of personal understanding.

This course will provide you with the opportunity to explore key topics in teaching and learning music that impact on the *nature and value of music learning* and will encourage you to take greater responsibility for your own growth as a music learner and future educator. Accordingly, part of class time is dedicated to examining and discussing major issues, ideas, methodologies, and approaches to music education in schools and, also, to encourage self-examination of your own experiences and the values you bring to your studies. As such, while there are formal assignments in this class, a large part of this course is based on your everyday contributions to the class through on-going consideration of and work with major course ideas.

Western Learning Outcomes

By the end of this course, you should be able to:

1. Apply theoretical learning in music and pedagogy to practical real-life situations by planning/assisting/ leading music learning situations.^[1]_[SEP]
2. Demonstrate the ability to reflect critically upon the application of academic learning outside the classroom in written reflections and oral presentations.^[1]_[SEP]
3. Demonstrate enhanced understanding of diverse cultures and communities.
4. Evidence effective communication, teambuilding, and problem-solving skills.

Course based Learning Outcomes

1. Understand a variety of facets of music teaching and learning through observation, discussion, reading, and discovery.
2. Identify current and potential assumptions, questions, and ideas of formal and informal music teaching and learning contexts, and the social, political, cultural, and economic issues that impact educating in and through music.
3. Identify, deconstruct, and challenge you own and others' assumptions regarding the nature of teaching and learning music based on your own experiences.
4. Engage with reflective and reflexive practices.
5. Understand social, political, cultural, and economic issues and how these impact teaching and learning music.
6. Articulate your current personal philosophy of teaching and learning music.

7. Begin curating a digital teaching portfolio, which will contain a variety of objects that reflect your music teaching and learning goals, philosophy, experiences, and personal growth.

Weekly Schedule

NB: Not all dates for guest presenters have been confirmed and the schedule is subject to adjustment. Fixed reading and assignment dates will not change. Additional readings may be added at the request of guests. Ample notice of changes will be provided.

Day/Date	WK	Reading(s) for Class	Content of Class	Assignment Due
Mon 9/11/23	WK 1	NO READINGS	<ul style="list-style-type: none"> • Music Making • Course introduction & syllabus • Overview of Music Education • Introduction to each of your experiences • Interdisciplinary aspects of Mus Ed 	
Wed 9/13/23	WK 1	NO READINGS	Guest: Ms. Seyram Afealete– TA <ul style="list-style-type: none"> • Music Making • Ghanaian culture • Website design samples 	
Mon 9/18/23	WK 2	Noddings (2005)	<ul style="list-style-type: none"> • Music Making • Creating Communities: trust, relationships, communities of learning • Leading/mentoring/guiding • Listening and responding 	
Wed 9/20/23	WK 2	Watson (2014) Manning, K., Shifaw, S., Benedict, C (2022)	Guest: Dr. Kevin Watson <ul style="list-style-type: none"> • Diversity, Equity, and Inclusion • Repertoire Selection 	
Mon 9/25/23	WK 3	• Benedict, C. (2010)	<ul style="list-style-type: none"> • Music Making • Methodologies and approaches 	Website created (10%), Sun 9/24 by 11:59pm
Wed 9/27/23	WK 3	NO READINGS	Guest: Dr. Carol Beynon <ul style="list-style-type: none"> • Music Making • Reflexive thinking–perception and intent, listening to understand • Methodologies and approaches continued 	Reflection of the Benedict (2010) reading and two questions that arose in

			response to Benedict (2010) (10%) Tue 9/26 by 11:59pm
Mon 10/2/23 WK 4	NO READINGS	<ul style="list-style-type: none"> • Vygotsky's Zone of Proximity • Methodologies and approaches continued 	
Wed 10/4/23 WK 4	Kohn, A. (2001)	<p>Guest: Dr. Mark Ramsay Music Making</p> <ul style="list-style-type: none"> • Activities in class in response to the Kohn reading 	
Mon 10/9/23 WK 5	NO CLASS	THANKSGIVING	
Wed 10/11/23 WK 5	NO READING	<ul style="list-style-type: none"> • Music Making • Share and discuss chosen YouTube and movie clips • Forms of representations <ul style="list-style-type: none"> – How we represent what we know, understand, and value. • Continued discussion and activities. 	YouTube or movie clips (15%) Tues 10/10 by 11:59pm:
Mon 10/16/23 WK 6	NO READINGS	<p>Guest: Ms. Karen Pincombe</p> <ul style="list-style-type: none"> • Community Music 	
Wed 10/18/23 WK 6	NO READINGS	<ul style="list-style-type: none"> • Music Making • Reflection on Monday's class • Equity in music education <ul style="list-style-type: none"> – Ways of knowing and representing • Technology <ul style="list-style-type: none"> – How was technology used in your programs, if at all? – How might technology have been used in your programs? – How was technology used throughout COVID-19? 	
Mon 10/23/23 WK 7	NO READINGS	<ul style="list-style-type: none"> • In-class teaching (groups) 	Activities for in-class teaching
Wed 10/25/23 WK 7	NO READINGS	<p>Guest: Prof. Torin Chiles Studio Music Teaching</p>	
10/30/23 + 11/1/23	NO CLASS	READING WEEK	
Mon 11/6/23 WK 8	NO READINGS	<ul style="list-style-type: none"> • In-class teaching (groups) 	Activities for in-class teaching

Wed 11/8/23 WK 8	TC307 NO READINGS	Guest: Dr. Ruth Wright • Popular Music	
Mon 11/13/23 WK 9	Duke, R. A., & Simmons, A. L. (2006).	Guest TBD	Reflection about in-class teaching (15%) Sun 11/12 by 11:59pm
Wed 11/15/23 WK 9	NO READING	• Interview Presentations	Interview (15%) Tue 11/14 by 11:59pm
Mon 11/20/23 WK 10	NO READING	• Interview Presentations	
Wed 11/22/23 WK 10	NO READING	• Interview Presentations	Personal Teaching and Learning Philosophy Statement (15%) Tue 11/21 by 11:59pm
Mon 11/27/23 WK 11	NO READING	• Interview Presentations	
Wed 11/29/23 WK 11	NO READING	• Final individual interviews	Bring draft of website
Mon 12/4/23 WK 12	NO READING	• Final individual interviews	Bring draft of website
Wed 12/6/23 WK 12	NO READING	• Overview of term + beginnings of Psychology + constructivism (relating to what was required for the class in terms of assessments– kinds of thinking that were required).	Final Website (10%) Fri 12/8 by 11:59pm

Course Assignments and Evaluation

Please Note: You must achieve a final grade of at least 70% in this course to proceed to the Honours in Music Education program.

Course Assignments

1. Website

DUE: Sunday, September 24, 2023, by 11:59pm (10%)

- a. Each student is required to set up a YouTube account and a personal website. You should use weebly.com, Google Sites, or wix.com as your platform as they are free and accessible here at school (I recommend Weebly, as it is the most user friendly).
- b. Make sure that you use the free version of whichever website platform that you choose to use.
- c. This website will be used to post your assignments for this class. You do not have to use any specific layout for this website.
- d. Access to your work must be clear and be clearly labelled.
- e. The videos must demonstrate safe and ethical use of technologies. The video displays a carefully constructed disclaimer, is mindful of copyright infringement, presents appropriate language and demonstrates respectful usage of available images and ideas produced by others.
- f. You will continue to add to this website throughout your music education courses, so do not erase, or delete this website after completing this course. When you graduate you will have a professional portfolio you can continue to use.
- g. Once you have created your website, please email the link to your website to the professor and TA.

2. Reflection of the reading and two questions in response to Benedict, C. (2010).

DUE: Tuesday, September 26, 2023, by 11:59pm: (10%)

- a. You are to write a one-page summary of the reading and prepare two questions that are to be submitted before class. We will use these questions to guide our discussion in response to the readings. Font Times New Roman; Size 12, Single space.

3. YouTube or Movie Clip

DUE: Tuesday, October 10, 2023, by 11:59pm: (15%)

- a. Choose a movie clip or YouTube clip (2 in total) of teaching/learning to be posted on your website and linked to your YouTube channel.
- b. Please look for music examples; however, one can be from a non- music context.
- c. Along with posting the clips on your website, address the following in an interesting way (upload the document to the website with the links).
 - i. Why did you choose these clips? (How do they speak to you, what would you like us to take away from viewing them and thinking about them?)
 - ii. What is the context? What did you think of the teaching included in the clip?
 - iii. Does this clip offer an example of exceptionally good or problematic teaching? And why?

4. Reflection about in-class teaching

DUE: Sunday, November 12, 2023, by 11:59pm: (15%)

- a. Length—two pages. Font Times New Roman; Size 12, Single space.
- b. Question to guide your reflection include:
 - i. What went well?
 - ii. What was challenging?
 - iii. What surprised you?
 - iv. What would you do differently if anything at all?

5. Interview

DUE: Tuesday, November 14, 2023, 11:59pm: (15%)

- a. The purpose of this is to get an idea of another’s musical world, tastes, aspirations and then eventually align that with your musical world, tastes, and aspirations.
- b. Ask and video one person about their music making habits, which may include but are not limited to listening, the role music plays in their life, etc. Did they study music formally? If so, why? If not, why? The interviewee can be an adult in your life (in the past students have interviewed a former teacher, caregiver, parent, or grandparent) or an undergraduate student who is a non-music major.
- c. Ask for their consent to video or audio record them and explain that you will use the videos for this assignment. If they do not consent, take notes.
- d. Select and organize your videos and interviews and write up a 2-3–page synopsis. Font Times New Roman; Size 12, Single space.
- e. Present in class on either Wed, Nov.15, 2023, or Wed, Nov. 22, 2023.

6. Personal Teaching and Learning Philosophy Statement

DUE: Tuesday, November 21, 2023, by 11:59pm: (15%)

- a. Create a personal Teaching and Learning Philosophy Statement.
- b. The purpose of the teaching philosophy statement is to invite you to consider the beliefs and values that have shaped your life as a music learner and to help you develop your own personal philosophy in relation to music teaching and learning.
- c. Length 1.5-2-page paper in which you express your thinking around teaching and learning. Font Times New Roman; Size 12, Single space.
- d. Each person’s statement will be different.

7. Final Website

DUE: Friday, December 8, 2023, by 11:59pm (10%)

Breakdown of Assignments

Participation	10%
Website	10%
Reflection	10%
YouTube/Movie Clip	15%
Reflection: In-Class teaching	15%
Interview	15%
Philosophy Statement	15%
Final Website	10%

Grading scale

A+= 90-100%

A=80-89%

B=70-79%

C=60-69%

D=50-59%

F=0-49%

Academic Consideration for Student Absence & Missing Work (≥10%): Students are responsible for making up any missed classes or assignments as soon as possible. The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. Academic Consideration provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program, when they have been unable to complete some component of a course due to short-term extenuating circumstances. Students who have long-term or chronic medical conditions (physical or mental) that may impede their ability to complete academic responsibilities are directed to seek Academic Accommodation through Accessible Education ([Academic Accommodation for Students with Disabilities](#)).

Documentation shall be submitted, as soon as possible and no later than 48 hours after the end of the period of absence covered, to the Academic Counselling unit or Office of the Associate Dean, Undergraduate (TC210), of the student's Home Faculty together with a request for relief specifying the nature of the academic consideration being requested. Students are directed to read the Senate Policy on Academic Consideration for Medical Illness at the following website for further details regarding various requirements and procedures for the supporting documentation:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf

Whenever possible, students who require academic consideration should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

Academic Consideration for Missing Work (<10%): In cases where students miss work that is worth less than 10% of the total course grade due to medical illness or compassionate grounds, consensus will be arrived at to submit the work, work of a similar nature or to waive the assignment. Students who have been denied accommodation by an instructor may appeal this decision to the Associate Dean's office but will be required to present appropriate documentation.

Academic Offences: Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health & Wellness: Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in Thames Hall room 2170. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in Thames Hall 2170 or to click on the big green “I Need Help Now” button on the Health and Wellness page above.**

Accommodation for Students with Disabilities: Students work with Accessible Education which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Religious Accommodation: Students should consult the University's list of recognized religious holidays (other than statutory holidays), and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. The Diversity Calendar from the Canadian Centre for Diversity and Inclusion provides information on multifaith, multicultural and diversity related holidays and observances and links to resources for more information. <https://www.edi.uwo.ca/resources/2816-2023-Diversity-Calendar-PDF.pdf>

Contingency Plan: Although the intent is for this course to be delivered in-person, should any university-declared emergency require some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience), the course will adapt accordingly. The grading scheme will **not** change. Any assessments affected will be conducted online as determined by the course instructor.

Gender-Based and Sexual Violence: Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519 661-3568.

Evaluation Policy Exemption: This course has received an exemption from the requirement in the Senate Policy on Evaluation of Undergraduate Academic Performance that stipulates “At least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade.”

Compulsory First Year Exam Exemption: The Dean's office has granted this course an exemption from the Senate policy that requires each first-year course (1000-1999) to administer a common, compulsory, final examination scheduled during the examination period worth not less than 30% of the final grade.

Attendance: Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given).

Electronic Devices in Classrooms: The in-class use of electronic devices (other than for instructor-approved in-class uses) is expressly prohibited. Students found guilty of disrupting the class with electronic devices will be asked to leave the class and may be subject to disciplinary measures under the Code of Student Conduct.

Plagiarism Detection Software Usage: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism, which includes AI writing detection tools. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).