



Western Music

Don Wright Faculty of Music

Teaching and Learning Music Winter 2024 Music 1802B

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.

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>.

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 introduce 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 encourages the examination of the nature of teaching and learning music throughout the human life cycle, both within school and in society at large. This course will encourage reflective engagement with music teaching and learning practices and encourage you to continuously engage with 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 the opportunity to explore key topics in teaching and learning music that impact on the *nature and value of music learning* and will encourage greater responsibility for personal 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 personal experiences and values brought to your studies. As such, while there are formal assignments in this class, a large part of this course is based on 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.
2. Demonstrate the ability to reflect critically upon the application of academic learning outside the classroom in written reflections and oral presentations.
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.

Week	Content	Readings
Week 1: 01/08/24	-course introduction and syllabus -introduction to each of our experiences -interdisciplinary aspects of music education	
Week 1: 01/10/24	-creating communities: trust, relationships, communities of learning -leading, mentoring, guiding -website design samples -listening and responding	Noddings (2005)
Week 2: 01/15/24	-methodologies and approaches introduction -sharing of websites under construction	Benedict (2010)
Week 2: 01/17/24	Guest Presenter: Ms. Seyram Afealete -Ghanaian music and culture -methodologies and approaches (group work)	
Week 3: 01/22/24	-diversity, equity, and inclusion -repertoire selection	Manning, Shifaw, Benedict (2022)
Week 3: 01/24/24	Guest Presenter: Dr. Kevin Watson Jazz & Improvisation (11:30am) *bring your instrument* -preparing for Music in Everyday Life interviews	
Week 4: 01/29/24	-meaningful feedback	Kohn (2001)
Week 4: 01/31/24	Guest Presenter: Dr. adam bell Accessibility in Music -preparing for in-class teaching	
Week 5: 02/05/24	In-Class Teaching	
Week 5: 02/07/24	Guest Presenter: Ms. Karen Pincombe Community Music Arts 4 All Kids TBD	
Week 6: 02/12/24	Music in Everyday Life Presentations	
Week 6: 02/14/24	In-Class Teaching	
	Reading Week	
Week 7: 02/26/24	Music in Everyday Life Presentations	
Week 7: 02/28/24	Guest Presenter: Prof. Torin Chiles Studio Teaching	
Week 8: 03/04/24	In-Class Teaching	
Week 8: 03/06/24	Guest Presenter: Dr. Colleen Richardson Instrumental Music Education	

	(11:30am) In-Class Teaching / Music in Everyday Life Presentations	
Week 9: 03/11/24	Music in Everyday Life Presentations	
Week 9: 03/13/24	Guest Presenter: Dr. Mark Ramsey Choral Music Education	
Week 10: 03/18/24	Music in Everyday Life Presentations	
Week 10: 03/20/24	TBD	TBD
Week 11: 03/25/24	Individual Exit Interviews	
Week 11: 03/27/24	Guest Presenter: Dr. Ruth Wright Musical Futures (TC307)	
Week 12: 04/01/24	Individual Exit Interviews	
Week 12: 04/03/24	Course Wrap Up	
Week 13: 04/08/24	No Formal Class Meeting	

Assignments

*All assignments are due on Mondays by 11:59pm.

*Any assignment extension is to be negotiated in advance of the due date.

*Assignments not submitted by the due date and an extension has not been negotiated in advance will be subject to late penalties (5% / day).

Assignments, Due Dates and Weighting

Task

Attendance / Class Engagement (10%)

Initial Website (5%)

Introduce Yourself (5%)

Benedict Reflection (10%)

Interview: Music in Everyday Life (15%)

Teaching Videos & Analysis (10%)

In-Class Teaching Reflection (10%)

Guest Presenter Reflection (10%)

Philosophical Statement (15%)

Complete Website (10%)

Due Date

Ongoing

January 15, 2024

January 22, 2024

February 5, 2024

February 26, 2024

March 4, 2024

March 11, 2024

March 18, 2024

April 8, 2024

April 8, 2024

Grading scale

A+= 90-100%; A=80-89%; B=70-79%; C=60-69%; D=50-59%; F=0-49%

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 Assignment Details

1a. Website

DUE: Monday, January 15, 2024, by 11:59pm (5%)

- a. Each student is required to set up a YouTube account and a personal website. Wix.com is recommended as your platform as it is free and accessible here at school. Others, such as weebly.com and Google sites,

- may also be considered. Be sure that the platform you use will allow the posting of videos and photos.
- 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. Written work must be posted as a link to a pdf document.
 - f. 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.
 - g. 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.
 - h. Once you have created your website, please email the link to your website to the professor and TA. Always use your Western email account for school related email.

1b. Introduce Yourself

DUE: Monday, January 22, 2024, by 11:59pm (5%)

Introduce yourself by creating a video (maximum of 3 minutes) to share your story to this point in your life. Consider early music making experiences, school, home, community, Western, experiences outside of music, family, and friends. These introductions will be shared with a small group of peers in class.

2. Reflection of the Benedict, C. (2010) Reading

DUE: Monday, February 5, 2024, by 11:59pm: (10%)

- a. Read the entire Benedict article before class on Monday, January 15, 2024.
- b. In class on Wednesday, January 17, you will be assigned (in a small group) one of the approaches detailed in the Benedict article to read and create a summary by the end of the class. One group member should email the summary to the professor and TA who will share them with all class members.
- c. All 5 summaries should appear at the beginning of your reflection.
- d. Choose two of the approaches studied and compare them in a reflection of approximately one page (not including the summaries), 12pt font, double spaced. Post as a pdf to your website by the evening of Monday, February 5, 2024.

3. Interview and Synopsis: Music in Everyday Life

DUE: Monday, February 26, 2024, 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 everyday 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 or graduate student who is a non-music major. The entire interview should not be any longer than 10 minutes.
- 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 video and interview and write up a 1 to 2-page synopsis, 12pt font, double space.
- e. Present a brief clip of the interview, along with commentary about the interview in class on either Mon. Feb. 12, Mon. Feb. 26, Wed. Mar. 6, Mon. Mar. 11, Mon. Mar. 18, 2024 (Maximum of 8 minutes)

4. Teaching Video and Analysis

DUE: Monday, March 4, 2024 (10%)

- 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 may be from a non- music context.
- c. Along with posting the clips on your website, address the following in an interesting way. Upload the analysis to your website as a link to a pdf. The analysis should be approximately one page, 12pt font, double spaced.
 - 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?

5. In-Class Teaching Reflection

DUE: Monday, March 11, 2024, by 11:59pm: (10%)

- a. In class teaching Feb. 5, Feb. 14, Mar. 4, Mar. 6, 2024
- b. Questions 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?
- c. One to two pages in length, 12pt font, double spaced.

6. Guest Presenter Reflection

DUE: Monday, March 18, 2024, by 11:59pm (10%)

- a. Engage with the guest presenters. Take notes regarding the content, but also any thoughts and questions you might have. Consider the presentation style of the guest and what you might learn from them to incorporate into your own teaching practice. Choose one guest / presentation to reflect upon.
- b. One to two pages in length, 12pt font, double spaced.

7. Philosophical Statement

DUE: Monday, April 8, 2024, by 11:59pm: (15%)

- a. Create a personal Teaching and Learning Philosophical 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. space. 12pt font, double spaced.
- d. Each person's statement will be different.

8. Final Website

DUE: Monday, April 8, 2024, by 11:59pm (10%)

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, religious observance 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/>).