

Faculty of Music  
*The University of Western Ontario*

Progressive Pedagogies in Popular Music Education  
Winter 2024  
Talbot College (TC) 307

## **COURSE OUTLINE**

---

Instructor: Donna Janowski  
Office: TC 326  
Office Hours by Appointment  
E-mail: [djanowsk@uwo.ca](mailto:djanowsk@uwo.ca)

---

### **Course Description:**

This course will investigate the nature of progressive methods in popular music education in the 21st century. Through reading, research, discussion, and practical music-making, students will explore innovative pedagogies utilizing popular music in the classroom. Key areas for investigation and discussion will be a range of approaches to popular music education in the 21<sup>st</sup> century, skill development in facilitating such pedagogies, and an introduction to technologies such as music apps and Digital Audio Workstations (DAWs). Students will consider their values and philosophies in reference to music education and equity, inclusion, cultural relevance and responsiveness, and the potential of progressive pedagogies and technologies.

**Learning Outcomes:** By the end of this course, you should be able to...

- Demonstrate a range of skills in progressive popular music education pedagogies.
- Demonstrate an understanding of the scholarship around progressive approaches to popular music in music teaching and learning.
- Work effectively individually and collaboratively in musical activities.
- Make an effective contribution to group discussions.
- Exercise initiative, personal responsibility, accountability, and informed decision-making in complex situations.
- Reflect critically on experiences in popular music learning activities.
- Lead other students in critical reflection on assigned readings.

### **Learning Strategies:**

The course will be delivered face-to-face with practical music-making on Tuesdays from 1:30-3:20 and seminar discussions on Thursdays from 1:30-2:20. Students will be

expected to take part in all practical activities and make an effective contribution to their group. Additionally, students will be expected to read the assigned weekly text, reflect thoughtfully upon it, and post a video 3-2-1 assignment by Tuesday at midnight each week on Flip. Join Code: <https://flip.com/ab5f0552>

### Assessment Breakdown:

Assignment	Weighting	Due date
1. Attendance and Participation	10%	Ongoing
2. Seminar Facilitation	20%	As assigned
3. Reflective 3-2-1 Videos	30%	Ongoing
4. Original Song + Reflection	20%	March 7 <sup>th</sup>
5. Project	20%	April 2 <sup>nd</sup>

### Evaluation:

#### 1. Attendance and Participation—10%

Attendance at all classes is required! If you are unable to attend, please let Donna know as soon as possible. Please see the notes at the end of the syllabus for the university's policy on absences and missed work. Students are expected to engage in all practical activities and to read the assigned articles before the seminar class on Thursdays.

#### 2. Seminar Facilitation—20%

In Thursday's class, each student, or a pair of students (depending on class size) will lead one seminar by preparing a 5-minute presentation summarizing and highlighting key areas for discussion from the assigned reading for that class. The student will then lead a 20-minute discussion on the reading. You will be assessed on your ability to: 1. summarize and clearly present key points from the reading, 2. *reflect critically*, and 3. compile and lead suitable discussion activities for the other students. You will make an appointment with Donna to discuss your reading and ideas before your scheduled presentation date.

Criteria for assessment:

Ability to identify key points from the reading	20%
Ability to articulate a clear explanation of these points	20%
Degree of critical reflection on the reading	20%
Ability to devise suitable discussion questions and activities for the class	20%
Effective management of class discussion activity	20%

### 3. Reflective 3-2-1 Videos—30%

Each week you will read the assigned article thoroughly before class on Thursday. By Tuesday at midnight of that week, you will post a 3-2-1 video on Flip. See the “3-2-1 Structure” document on OWL (under Resources) for further guidance. *You are excused from the 3-2-1 video during your seminar facilitation week!*

Criteria for assessment:

Demonstrate understanding of 3 main points from the reading	30%
Ability to create 2 reflective questions	30%
Description of 1 point of confusion or a challenging idea	30%
Submit Flip on time	10%

### 4. Original Song + Reflection—20%

Working individually compose and perform an original song. Both lyrics and melody must be original, and the song should be recorded in a digital audio workstation (DAW) such as BandLab.

The song must consist of **at least five tracks** including a **vocal line**. One of the tracks must **use a beat or loop** from the DAW loops bank. The final song must be mixed and mastered.

Students will work with the online songwriting course from the Inclusive Music Academy to learn to use BandLab as an exemplar DAW.

You will also submit a 1000-word reflection with your song that details the steps of your composition process and reflects on your learning and that of potential future students. This must detail the steps of your composing process, the musical decisions you made, and your use of effects and editors. You will also critically reflect on your learning and the potential of this type of activity in music teaching and learning spaces.

### TBD

Criteria for assessment:

Lyrics: use of hook, repetition, rhyme, form (verse, chorus), expressive, carefully planned, drafted, and edited	20%
Melody: singable, fits the chords, catchy riff, effective contour, sections flow well, rhythm emphasizes important words	25%
Arrangement: loops/harmony parts work together and support main melody. Interesting fills or solos, dynamics, tempo, key changes, FX used effectively	20%
Recording: good alignment between the tracks, clearly organized track window with all tracks labelled as to their role in the song. Well mixed and mastered recording, making appropriate use of the mix controls and effects	10%
Ability to reflect critically upon the composition process and detail the stages and decisions in the composition and the potential for classroom use	25%

### 5. Project—20%

As a class, we will explore project-based learning and collaboratively determine the assessment and presentation process.

### Recommended Reading

- Abramo, J. M. (2011). Gender Differences of Popular Music Production in Secondary Schools. *Journal of Research in Music Education*, 59(1), 21–43. <https://doi.org/10.1177/0022429410396095>
- Abramo, J. M. (2011). Queering informal pedagogy: sexuality and popular music in school. *Music Education Research*, 13(4), 465–477. <https://doi.org/10.1080/14613808.2011.632084>
- Allsup, R. E. (2016). *Remixing the Classroom: Toward an Open Philosophy of Music Education*. Indiana University Press.
- bell, a. p. (2018). *Dawn of the DAW: the studio as musical instrument*. Oxford University Press.
- bell, a. p. (2020). *The Music Technology Cookbook: Ready-Made Recipes for the Classroom*. Oxford University Press. <https://doi.org/10.1093/oso/9780197523889.001.0001>
- Björck, C. (2011). *Claiming space: discourses on gender, popular music, and social change*. Academy of Music and Drama, University of Gothenburg.
- Green, L. (1988). *Music on deaf ears: musical meaning, ideology, education*. Manchester University Press.
- Green, L. (2016). *How popular musicians learn: a way ahead for music education*. Routledge. <https://doi.org/10.4324/9781315253169>
- Green, L. (2016). *Music, informal learning and the school: a new classroom pedagogy*. Routledge. <https://doi.org/10.4324/9781315248523>
- Love, B. L. (2015). What Is Hip-Hop-Based Education Doing in Nice Fields Such as Early Childhood and Elementary Education? *Urban Education (Beverly Hills, Calif.)*, 50(1), 106–131. <https://doi.org/10.1177/0042085914563182>
- Middleton, R. (2002). *Studying popular music*. Open University Press.
- Powell, B., Smith, G. D., & D'Amore, A. (2017). Challenging symbolic violence and hegemony in music education through contemporary pedagogical approaches. *Education 3-13*, 45(6), 734–743. <https://doi.org/10.1080/03004279.2017.1347129>
- Schubert, W. H. (2009). *Love, justice and education: John Dewey and the Utopians*. IAP – Information Age Pub. Inc.

Small, C. (1996). *Music, society, education* (Wesleyan University Press pbk. ed.). University Press of New England.

Wright R. (2015). 'Now We're the Musicians': Using Bourdieu's Concepts of Habitus, Capital and Field to Analyse Informal Learning in. (2015). In *Bourdieu and the Sociology of Music Education* (pp. 99–118). Routledge.  
<https://doi.org/10.4324/9781315569819-11>

Wright, R., & Kanellopoulos, P. (2010). Informal music learning, improvisation and teacher education. *British Journal of Music Education*, 27(1), 71–87.  
<https://doi.org/10.1017/S0265051709990210>

### **Course Prerequisites: Music 1802/A/B/Y**

Unless you have either the prerequisites for this course or special written permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **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](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, if documentation is voluntarily submitted to the Associate Dean's office and the Associate Dean grants an accommodation, then the missed assignment(s) or quiz(zes) will be discounted in the calculation of the final grade for the course. If documentation is not voluntarily submitted, then the missed assignment(s) will receive a grade of zero. 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](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](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](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](mailto:support@uwo.ca) or call 519 661-3568.

**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/>).

### **Important Dates: Winter 2024**

Winter Term Starts: January 8<sup>th</sup>

Spring Reading Week (No UG Classes): February 17<sup>th</sup>-25<sup>th</sup>

Last Day to Drop Courses: March 7<sup>th</sup>

Last Day of Classes: April 8<sup>th</sup>

Study Days: April 9<sup>th</sup>-10<sup>th</sup>

Final Exam Period: April 11<sup>th</sup>-30<sup>th</sup>