

**Teaching and Learning Music  
Fall 2018**

Don Wright Faculty of Music  
Western University  
**Music 1802a**

***Course Outline***

Mondays 10:30-11:20 Room TC307

Wednesdays 10:30-12:20 Room TC307

Sound Music Lab with Professor Moir: 11:30-12:20 TC 307

Professor: Cathy Benedict

email: cbenedi3@uwo.ca

Office Hours: by appointment

Office: TC 325

TA: Laura Benjamins

email: laura.benjamins@uwo.ca

*“Unless you have either the requisites for this course or written special permission from your Dean to enrol 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.”*

**Course Description and Rationale**

Welcome! 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 is to provide a stimulating and challenging environment in which you are encouraged to think about the nature and role of teaching and learning music in schools and society at large. Thoughtful teachers are *reflective practitioners*. That is, they are continuously learning from their experiences because they have developed a disposition toward ongoing inquiry and reflection. Reflection is often defined as meditation, thoughtfulness, or careful consideration of some subject matter, idea or purpose. It involves a critical examination of one’s experiences in order to derive new levels of understanding and determine possible courses of action.

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 encouraging 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.

**Learning Outcomes**

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

- Understand a variety of facets of music teaching and learning through observation, reading, and discovery experiences.
- Consider ethical parameters of teaching and learning music within and outside schools.
- Interrogate assumptions embedded in “common sense” practices.
- Understand social, political, cultural and economic issues and their impact upon educating in and through music.
- Initiate the assembly of a professional portfolio.
- Provoke thoughts leading to the development of a personal philosophy of teaching and learning music.

## **Western Learning Outcomes**

- 1) Students/teachers will continually move toward developing a sense of discovery that drives their ability to ask and frame questions, always seeking to make connections that are not immediately obvious among phenomena and ideas.
- 2) Students/teachers will continually move toward developing exploring complex problems from a variety of perspectives, recognizing bias, and identifying missing voices.
- 3) Students/teachers will continually move toward and engage in interacting ethically and compassionately with others and with the natural and social world.
- 5) Students/teachers will continually move toward and interacting and collaborating mindfully with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures.

## **• 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.***

## **• Texts and Materials**

There are no required texts for this class. All readings will be found through the Library and under resources in our class OWL site

Each student is required to set up a YouTube account and a personal website before the second Monday class meeting. You should use weebly.com as your platform. It is free and accessible here at school. You will continue to add to this website throughout your music education courses. When you graduate you will have a professional portfolio you can continue to use.

**Note:** You will also need to create or link to your lab class: Sound Music Lab. On this website you will be posting weekly videos for that lab. Prof Moir will have more information on that assignment.

**NOTE:** Sound Music Lab will constitute 25% of your overall course grade in this class

**1) Attendance Peer teaching / facilitation** to be done in class throughout the semester) **(15%)**

**2) Brief reflection of “Music in My Life” (10%)**

Make a **3-minute** video in which you address and articulate the significance music played in your childhood and at the present. Take this opportunity to play around with creativity. You can include clips from other videos, text, images – do not simply have your head floating around the screen talking. You must upload this to your YouTube account and link to your website.

**3) Workshop reflections: (5%)** We welcome guests both from our faculty and from outside this semester. These are a valuable part of the seminar experience. You must attend all guest visits and write a summary of their talks with your own reflections and questions that will be posted on your website.

We will also have visits from our own faculty. You do not have to write these up unless instructed to do so.

**4) Movie clips:** 2 movie clips or YouTube clips of teaching/learning to be posted on your website and linked to your YouTube channel. **(5%)**

Please look for music examples; however, one can be from a non- music context.

Along with posting the clips on your website, address the following in an interesting way:

-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?)

-What is the context?

-Does this clip offer an example of exceptionally good or problematic teaching? And why?

Do *not* choose: Mr. Holland's Opus or Drum Roll.

**5) Influential Teacher Project (10%)**

Who is an important mentor and teacher in your life? Do you have several? This project prompts you to interview your influential teacher. We will generate possible questions to ask him or her. You may wish to take opportunity to visit your old school if it is possible and experience a class to see what you notice as an observer. You also may skype, phone, or visit your teacher. Take detailed notes and/or record their thoughts to write up into a **2-3 page synopsis** that must be posted under a link on your website. You may want to video this as you can use clips of this for the #7 Student/Teacher perspectives assignment.

**6) Student interviews – NOT another music major (10%)**

Purpose of this is to get an idea of another's musical world, tastes, aspirations and then eventually align that with what you discovered from your influential teacher interview. Ask 3-5 students about their music making habits - listening, the role music plays in their life, etc. Did they study music formally? If so, why? If not, why?

Take detailed notes and/or record their thoughts so that you can write up a 2-3 page synopsis that must be posted under a link on your website. Use the video clips to help with the #7 Student/Teacher perspectives assignment.

**7) Student/Teacher Perspectives (10%)**

Address the gap or intersection between the student interview and teacher interview. What are significant points of agreement or departure. What did you discover, etc. **This will be presented in class in a no longer than 5 minute video or powerpoint.**

**8) Annotated bibliography posted articles (20%)**

For each reading you will write **500** words due 7 pm on Sunday night previous to Monday class Posted on your website and under assignments in OWL.

-Annotated bibliography must be posted in full – We do not want to download these as pdfs!

**• What is an annotated bibliography?**

You first must CITE the reading. Use APA style

[\(https://owl.english.purdue.edu/owl/resource/560/01/\)](https://owl.english.purdue.edu/owl/resource/560/01/)

For instance:

Rose, L. S., & Countryman, J. (2013). Repositioning 'the elements': How students talk about music. *Action, Criticism, and Theory for Music Education* 12(3): 45– 64.

(Hint: The readings are done in APA format on your syllabus . . . )

For every reading, you must address the following in your *narrative*, not a bullet point list!

- What was of interest to you?
- What surprised you?
- What frustrated you?
- What would you like to say to the author and why?

These will be posted on your public website – Be sure to spell check!

We are NOT interested in a book report. We are really not interested in the perfectly formed five-paragraph essay. We want to know what you are thinking here.

### **9) Final video (Combined with Exit interview both together 15%)**

The Final Video Theme is “Teaching and Learning In and Through Music: My Philosophy.”

The following elements are necessary:

- A vision for what it means to engage with others in a music teaching/learning context;
- Images, videos and text from a variety of sources, including some discussed in class;
- Original text/idea that structures the podcast;
- Elements of your own ‘philosophy’ of music teaching;
- Interviews;
- **Reference list for all information used. This is a must!**

Videos are **between 4 and 5 minutes** (NO longer than 5 minutes) and should make full use of current technology. The videos must demonstrate safe and ethical usage 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.

#### **Technical issues you MUST incorporate:**

- Leave quotes on the screen long enough to read!
- Sound **must** be balanced. ie your speaking voice, or interviews with others can NOT be covered up by background music
- Any clip you use from another video file must be shorter than 30 seconds
- Your video will **NOT** be accepted if all you include is yourself speaking!

### **10) Exit Interview (Combined with Exit interview both together 15%)**

You will meet with your professor at the end of the term to discuss the course and to co-evaluate your professional website. Meetings may be done in groups of three or individually, as you prefer. Here are the components to be on your professional website:

- Who am I video?
- Annotated bibliography
- If you have permission, the teacher interview
- General “About Me” link: musical background (performances, etc.) may include clips of performances, mp3s, and CV (resume), etc.
- Final video
- YouTube Channel connected to the website – but the videos you make for class are also expected to be there

**NOTE:** Sound Music Lab will constitute 25% of your overall course grade in this class

Attendance / Peer teaching / facilitation	(15%)	<b>ATTENDANCE IS EXPECTED.</b>
Brief reflection of “Music in my Life?”	(10%)	
Workshop Reflections	(5%)	
Movie Clips	(5%)	
Influential teacher interview	(10%)	
Student Interview	(10%)	
Student/Teacher Perspective	(10%)	
Annotated bibliography articles	(20%)	
Final podcast and <u>Exit Interview</u>	(15%)	
<b>Total:</b>		<b>100%</b>

### 1800 Fall 2018 Weekly Schedule

(Subject to changes!)

Week	Topic	Readings/Assignments	Assignment Due
<b>1</b>	<b>Introduction</b>		
M Sept 10	Syllabus, Expectations	Welcome to Introduction to Music Education Seminar!	
W Sept 12	Joint Class Meets in <b>TC307</b>	<b>EACH SECTION MEETS IN OWN ROOM AT 11:20 MB227 moves to TC 307</b> Guest Dr. Patrick Schmidt Both sections meet together at 11:30 <b>In room TC307</b>	Music is My Life video posted on YouTube & your website – URL sent to Laura by Sun Sept 16, 7:00 pm
<b>2</b>	<b>Research Projects</b>		
M Sept 17	What is basic?	Music is My Life Videos in class	
W Sept 19		<b>CLASSES MEET TOGETHER: MB 227</b> <b>CLASSES MEET TOGETHER: MB 227</b> Reading for Discussion Today: Shelemay, K. K. (2017). Sound: The materials of music. In K.K. Shelemay (Au.). Soundscapes: Exploring Music in a Changing World. Ch.1. Pp. 26-76. New York: W. W. Norton & Company Inc. ISBN- -10: 0393918289 ISBN-13: 978-0393918281	1. Post links of movie clips, send Link to Laura by Sun 23rd, 7:00pm 2. Post response to Shelemay reading Sun 23rd, 7:00 pm.
<b>3</b>			
M Sept 24		Discuss movie clips due next week	
W Sept 26		<b>Professor Torin Chiles</b> <b>Dr. Kevin Mooney</b>	Veblen response due. September 30 7:00pm
<b>4</b>	<b>Formal, Informal, Nonformal Contexts</b>		
M Oct 1		Discuss Teacher Student Project	
W Oct 3		<b>CLASSES MEET TOGETHER: MB 227</b> <b>Readings for Discussion Today:</b> Veblen, K. K. (2018). Adult music learning in formal, nonformal and informal contexts. In G. McPherson	<b>Influential teacher assignment due</b>

		& G. Welsh (Eds.). <i>Special Needs, Community Music, and Adult Learning: An Oxford Handbook of Music Education, Vol 4.</i> Pp. 243-256. London: Oxford University Press. ISBN-10: 019067444X/ ISBN-13: 978-0190674441.	<b>Sun OCT 14 7:00pm</b>
<b>5</b>	<b>READING WEEK</b>		
M Oct 8		No class	<b>You might use this week to interview your teacher &amp; student</b>
W Oct 10		No class	
<b>6</b>	<b>What Constitutes Real?</b>		
M Oct 15		<b>Reading for Discussion today: WE WILL READ THIS IN CLASS</b> Williams, D. A. (2014). Another Perspective The iPad Is a REAL Musical Instrument. <i>Music Educators Journal</i> , 101(1), 93-98.  USE THIS VIDEO QUINCY SENT: <a href="https://www.youtube.com/watch?v=8Dt6zW2K8i4&amp;feature=youtu.be">https://www.youtube.com/watch?v=8Dt6zW2K8i4&amp;feature=youtu.be</a>	
W Oct 17		<b>CLASSES MEET TOGETHER: MB 227 Elizabeth Kinghorn Psychology of teaching &amp; learning</b>	<b>Student Interview due October 21</b>
<b>7</b>	<b>Studio Teaching</b>		
M Oct 22		<b>Reading for Discussion today:</b> Burwell, K., Carey, G., & Bennett, D. (2017). Isolation in studio music teaching: The secret garden. <i>Arts and Humanities in Higher Education</i> , 1474022217736581. <b>RESPONSE OF THIS READING IS DUE SUNDAY OCT 28th!</b>	
W Oct 24		<b>BOTH sections visit St George Catholic School (We will get rides set up for this trip – and there will be plenty of time for you to get to your next class)</b>	

<b>8</b>	<b>Student's Voices: Whose Voice Counts?</b>		
M Oct 29		<b>Student interviews presented in class</b>	
W Oct 31		<b>CLASSES MEET TOGETHER: TC 307</b> Kelly Bylica: Soundscapes Halloween	
<b>9</b>	<b>Participatory Culture Popular Music</b>		
M Nov 5	Technology in the class room	<b>Finish up Student Interviews</b>  <b>Reading for Discussion today:</b> Tobias, E. S. (2013). Toward Convergence Adapting Music Education to Contemporary Society and Participatory Culture. <i>Music Educators Journal</i> , 99 (4), 29-36.	

W Nov 7		<b>CLASSES MEET TOGETHER: TC 307 Dr. Ruth Wright</b>	
<b>10</b>	<b>Popular Music</b>		
M Nov 12		<b>Reading for Discussion today</b> (Gareth Dylan Smith presentation) Powell, B. & Berstein, S. (2017). Popular Music and Modern Band Principles. <i>Routledge Research Companion to Popular Music Education</i> (2017).	Annotated reading due Sun Nov 11, 7pm. This will be provided to you.
W Nov 14		<b>NO CLASS- there is a required workshop on Saturday Nov 17th. Mark your calendars now</b>	<b>NOTE: Final Video DUE Sun Dec 31<sup>st</sup> 7 pm</b>
SAT Nov 17		<b>Required workshop:</b> Gareth Dylan Smith and Bryan Powell <a href="https://garethdylansmith.com/">https://garethdylansmith.com/</a> They will be talking about Little Kids Rock <a href="https://www.littlekidsrock.org/about/team/bryan-powell/">https://www.littlekidsrock.org/about/team/bryan-powell/</a>	Write up and post Details AND Reflection of this workshop Sun Nov 18 – 7:00 pm
<b>11</b>	<b>What Is Creativity?</b>		
M Nov 19		Discuss Idea of Creativity	
W Nov 21		<b>CLASSES MEET TOGETHER: TC 307 Improvisation – Jashen Edwards</b>	Student/Teacher Perspectives due Nov Sun 25th 7pm
<b>12</b>			
M Nov 26		<b>Student/Teachers Perspectives PRESENTATIONS</b>	
Wed Nov 28		<b>Student/Teachers Perspectives PRESENTATIONS CLASSES MEET IN OWN ROOMS</b>	<b>FINAL VIDEO DUE Sun Nov 31st 8 pm</b>
<b>13</b>			
M Dec 3		<b>FINAL VIDEOS</b>	
W Dec 5		<b>FINAL VIDEOS  Begin: Individual Interviews</b>	

• **Policy on attendance and late assignments:**

**If you are unable to attend a class, please make every effort to let the instructor know in advance by email** (preferably). If you miss a class, be sure to check your email for any

instructions/reading which you will need to complete prior to the following class. Full attendance at all classes is expected and medical documentation is required unless you have the instructor's permission to be absent. An unexcused absence will result in a loss of 2 marks from the attendance component of your overall evaluation (i.e., one unexcused absence equals 2 out of 10). Students with 4 or more unexcused absences will be referred to the Chair of the Department and will be in jeopardy of *failing* the course. Absences will be excused only if: 1) Student is involved in official UWO business that has been approved by the chair or the instructor; 2) Documented Family issue; 3) Documented family or personal illness. Late written assignments will only be accepted and graded if permission has been granted in advance of the deadline.

**University Policy on Plagiarism:**

Plagiarism is a major academic offence (see Scholastic Office Policy in the Western Academic Calendar). "Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Western University uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking."

**University Policy on Accommodation for Medical Illness:**

University Policy on Accommodation for Medical Illness, states that "in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean's office." Students with special learning needs or circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be made. This policy can be found at

<https://studentservices.uwo.ca/secure/index.cfm>

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwo.com/mentalhealth/> for a complete list of options

**Statement on Use of Electronic Devices**

Cell phones are NOT permitted at any time

Computers will be allowed when it is appropriate

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies](http://www.uwo.ca/univsec/pdf/academic_policies)

[/appeals/scholastic\\_discipline\\_undergrad.pdf](/appeals/scholastic_discipline_undergrad.pdf)

**Support Services**

"Students that are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwo.com/mentalhealth/> for a complete list of options about how to obtain help. "

Western has a Wellness Education Centre located in the UCC, room 76, to which students in distress may be directed. <http://wec.uwo.ca/>

Registrar Services (<http://www.registrar.uwo.ca>)

Student Support Services <http://westernusc.ca/services>