Music 3858B  Creating Music in the Classroom  Winter 2017
Faculty of Music
The University of Western Ontario

Winter 2017
COURSE OUTLINE

Tuesdays 1:30pm-3.30pm  TC307  Instructor: Dr. Ruth Wright
Fridays  1:30pm-2:30pm  TC307  Office: Talbot College Rm.122
                                               E-mail: rwrigh6@uwo.ca

Unless you have either the requisites for this course or written special permission from your
Dean to enroll in it, you will 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
In this course, you will learn how to plan for creative music making in the classroom and other
educational contexts. The course will involve exploring ways to introduce and develop the skills
of improvising and composing with learners. We will look at some of the literature that has
been produced discussing the role of creative music making in education and participate in a
series of workshops where we try out a range of creative musical activities ourselves. The
emphasis will be on exploring and experimenting and on reflecting on the learning process itself
not on the polished quality of the final products of our music making. A safe space will be
created in which you can experiment with and enjoy creativity in a music education context
without fear of judgment or failure.

Learning Outcomes
By the end of this course, you should be able to:
➢ Create and develop musical ideas within set parameters or in response to a given stimulus
➢ Work effectively with others to create, revise and refine music
➢ Comment thoughtfully upon musical products, identify strengths and weaknesses and make
   suggestions for improvement
➢ Plan a series of creative activities for a designated group of students
➢ Demonstrate appropriate application of a range of learning and teaching strategies for
   improvising and composing in music education
➢ Reflect critically upon materials for creative music making available on the Internet
➢ Reflect critically upon literature related to creative music making in education
➢ Identify barriers or obstacles to the introduction of improvising and composing in school
   music and offer suggestions to mitigate their effects

Course Content
➢ Beginning with rhythm, echo clapping, questions and answers
➢ Improvising and composing with rhythm
➢ The creative process and the Ontario Arts Curriculum-why creativity?
➢ Introducing melody, pentatonic improvisation, developing the inner ear, pitched
   echoing, extending from questions and answers,
➢ Moving from pentatonic improvising to composing, introducing foundations and skills
Key Transferable Skills
Transferable skills is a label used to describe attributes that are acquired during a course that are not specific to the subject studied but are skills that can be used in a wider range of education and employment activities. By the end of this course, you will have developed and enhanced the following:

- **Creativity skills** through classwork, assignments and group work, responding to given compositional and improvisation briefs, initiating and developing original ideas
- **Communication skills** through assignments and group work (presenting written and oral arguments in a clear and cogent manner, responding to questions and situations appropriately);
- **Problem solving skills** through assignments and course work (identifying issues, assimilating, evaluating and analyzing information, finding practical solutions that make effective use of available time and resources);
- **Personal skills** through class and volunteer activities (increasing self awareness, exploring and creating opportunities for self, planning actions, decision-making, coping with uncertainty, ambiguity and complexity; providing and accepting constructive feedback, reflection, assessment and learning from one’s own actions);
- **Teamwork** through group activities (establishing working relations with others, defining, sharing and negotiating responsibilities within the group; interacting effectively in social groups, promoting productive cooperation);
- **Intellectual skills** through assignments and class activities (analyzing, evaluating and synthesizing information, thinking critically, increasing awareness of political and social justice issues).

Instructional Methods
Tuesday classes will be in the form of practical workshop sessions in which the instructor and students will explore together activities and strategies for introducing and developing improvising and composing skills in the classroom.

Friday classes will take the form of seminars in which instructors and students will either discuss readings or explore the relationship of creative music making to the Ontario Arts curriculum and strategies for planning, teaching and assessing creativity.

Email Correspondence and Office Hours
You can always send me an email if you have any questions or would like to communicate with me during the course. I try to respond to all my emails promptly. You can also email me to arrange a time to meet with me at my office. I am also available after classes for consultation.
Required Materials
There is one required textbook for the class which is available as an e-book through the course readings section of our OWL course site. Other readings and materials will also be posted in course readings on OWL.

Required text

Course readings
Please read the assigned chapter or article before the designated class and bring two discussion questions to class.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Due date</th>
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<tbody>
<tr>
<td>1. Pamela Burnard Rethinking musical creativity and the notion of multiple creativities in music</td>
<td>Jan 20</td>
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<td>2. Oscar Odena and Graham Welch Teachers’ perceptions of creativity</td>
<td>Jan 27</td>
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<tr>
<td>3. Margaret S. Barrett Preparing the mind for musical creativity: early music learning and engagement</td>
<td>Feb 3</td>
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<td>4. Ana Luisa Veloso and Sara Carvalho Music composition as a way of learning: emotions and the situated self</td>
<td>Feb 10</td>
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<tr>
<td>5. Peter R. Webster Towards pedagogies of revision: guiding a student’s music composition</td>
<td>Feb 17</td>
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<tr>
<td>8. Su-Ching Hsieh Cognition and musical improvisation in individual and group contexts</td>
<td>Mar 3</td>
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Other readings

Course Assignments and Evaluation

<table>
<thead>
<tr>
<th>Class attendance and participation</th>
<th>20%</th>
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<tbody>
<tr>
<td>Internet resource pack</td>
<td>30%</td>
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<tr>
<td>Creative unit of work</td>
<td>50%</td>
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<tr>
<td>Total: 100%</td>
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This course has 3 assessed elements. You are required to complete assignments by the required deadlines. Assignments should be submitted in OWL on or before the date of the assignment. Late assignments will not be accepted and will be marked at zero unless accompanied by medical evidence or evidence of a compelling personal crisis. A summary of each assignment is provided below (detailed information for each assignment will be provided during class).
Assessment 1:
Class attendance and participation 20% (ongoing)
You are expected to attend all classes and to play an active role in them. This involves preparing readings and thoughtful discussion questions before Friday seminar classes and taking part in all discussions and practical activities. An attendance register will be kept and unexplained or repeated absences will negatively affect your mark.

Criteria for assessment:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attends class on a regular basis</td>
<td>10%</td>
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<td>Contributes meaningful discussion questions and comments to class discussions</td>
<td>25%</td>
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<tr>
<td>Offers and accepts positive and constructive comments and critiques in the effort to improve pedagogical practices and musical work.</td>
<td>15%</td>
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<tr>
<td>Participates willingly and with enthusiasm in class activities</td>
<td>30%</td>
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<tr>
<td>Demonstrates initiative to originate, develop, revise and refine musical ideas.</td>
<td>20%</td>
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Assignment 2 Internet resource pack 30% due February 28
In this assignment you will compile a resource file consisting of 10 websites you have found that contain useful resources for leading improvising/composing/creative music making in the classroom. Your assignment should be uploaded to OWL assignments area as a Word document and be in the following format:
Title of each website with web linked URL
For each website chosen provide the following (250 words maximum):
Description of website
Why did you choose this website?
How could a music teacher use the site for creative activity with students of varying ages and/or abilities?
Criteria for assessment:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quality of websites chosen</td>
<td>40%</td>
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<tr>
<td>Accuracy and clarity of description</td>
<td>10%</td>
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<tr>
<td>Ability to identify appropriate applications for website</td>
<td>50%</td>
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Assignment 3

You will use three copies of the template lesson plan provided below to plan three consecutive lessons forming a creative music unit of work that engages students with the creative process and the critical analysis process as outlined in the Ontario Curriculum: The Arts 2009. Your unit should be based around a theme (eg. Music and mood, the Blues, Programme Music, The Seasons etc.) and have a blend of listening, composing/improvising and performing activities. It should provide students with opportunities to originate, develop, revise and refine musical ideas over the period of the three lessons and should culminate in a final performing opportunity. You should provide your assessment rubric for this final composition/improvisation performance on a separate sheet.

Assessment criteria

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Ability to devise suitable and engaging creative musical activities for students</td>
<td>30%</td>
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<tr>
<td>Ability to plan learning and teaching strategies</td>
<td>30%</td>
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<tr>
<td>Attention to differentiation</td>
<td>20%</td>
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<tr>
<td>Appropriate assessment strategies identified and final rubric created</td>
<td>20%</td>
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</table>
1. Lesson Plan Information

Grade Level: 

Topic: 

2. Expectation(s)

Expectation(s) *(Directly from The Ontario Curriculum)*: 

3. Learning outcomes

*What do I want the learners to know and/or be able to do? (By the end of this lesson, students will be able to...)* 

4. Teaching/Learning Strategies

**INTRODUCTION**

*How will I engage the learners?* (e.g., motivational strategy, hook, activation of learners’ prior knowledge, activities, procedures, compelling problem)

**MIDDLE:**

**Teaching:** *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

**Whole Group**

**Application:** *What will learners do to demonstrate their learning?* (Moving from guided, scaffolded
Group or Individual

**Consolidation and/or Recapitulation Process:** How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?

Whole Group or Group

**CONCLUSION:** How will I conclude the lesson?

**Differentiation**

*How will I differentiate the material to support learners of differing abilities?*

**6. Assessment**

*How will I assess students’ learning during the lesson? (Observation, questioning, self-assessment, peer-assessment)*
Student Evaluations and Comments/Suggestions
You will have the opportunity to evaluate the course formally at the end of the term. However, if at any time during the course you have any comments or suggestions, please feel free to discuss them with me so that we can try to find a mutually beneficial solution. Please do not hesitate to see me if you are having any problems with the course material or assignments.

Policy Statements:
ACCESSIBILITY: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website:
http://www.edu.uwo.ca/programs/preserviceeducation/documents/policies/Accessibility_Western.pdf

ATTENDANCE: You are expected to attend all classes and workshops. The university’s policy on attendance may be found at
http://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation.

Accommodation for illness of work worth less than 10% of the total course grade will be made by the instructor in discussion with the student.

LANGUAGE PROFICIENCY: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

LATE PENALTIES: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Office of the Associate Dean Undergraduate) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 7 days after the due date unless prior arrangements have been made with the instructor.

ACADEMIC OFFENCES: Scholastic offences are taken very seriously. Read about what constitutes a Scholastic Offence at the following Web site:

PLAGIARISM: Plagiarism means presenting someone else’s words or ideas as your own. The
concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf

SUPPORT SERVICES
A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help. Western has a new Wellness Education Centre located in the UCC, room 76, which students in distress are encouraged to access. http://westernusc.ca/blog/2016/02/25/wellness-centre-and-mental-health-guide-created-work-to-promote-better-student-holistic-health/