Curriculum and Pedagogy in Music (Vocal) for the Senior Grades EDUC5237
Thursday: 4:30-6:30 pm
Room 1054

Instructor: Kathy McNaughton
kmcnau@uwo.ca

Course Coordinator: Dr. Patrick Schmidt

Calendar Copy: A critical examination of contemporary learning theories in music education for the senior grades. Emphasis on pedagogy, curriculum design, development and assessment, resources and repertoire in vocal music; and teaching in the diverse classroom.

Course Description: This course is designed to prepare candidates for successful entry into the field of music education. There will be an emphasis on the practical experience of teaching vocal music while linking pedagogy to theoretical concepts. Topics will connect to the Ontario curriculum documents The Arts 1-8, 9-10, and 11-12. Emphasis will be on developing teaching strategies to deliver a vocal music curriculum with an awareness of issues in the current education milieu which include, but are not limited to: literacy, numeracy, differentiated instruction, inclusivity, technology, twenty-first century learners, creativity, critical thinking, and arts advocacy.

Students will regularly deliver in-class presentations to illustrate their understanding of the knowledge and skills inherent in the course content.
**Learning Outcomes:**

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Knowledge Outcome</th>
<th>Performance Outcome</th>
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</thead>
<tbody>
<tr>
<td><strong>During the course, students will:</strong></td>
<td><strong>so that at the end of the course they will <em>know and understand</em></strong></td>
<td><strong>and be <em>able to</em></strong>:</td>
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<tr>
<td>develop several vocal music lesson plans based on a prescribed template;</td>
<td>the components of a lesson plan and how to adapt plans to distinct levels and contexts</td>
<td>plan complete lessons containing all appropriate components and relevant information</td>
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<tr>
<td>design a vocal music learning unit that encompasses a learning cycle;</td>
<td>the components of a learning unit and learning cycle;</td>
<td>design learning units that encompass a complete learning cycle appropriate for particular classes of students;</td>
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<tr>
<td>develop at least one student-centered practical unit that contains an assessment and a Level 4 exemplar;</td>
<td>how to develop a practical unit, how to assess student performance in that unit, and what Level 4 performance looks like;</td>
<td>develop practical units containing appropriate assessments and exemplars; a portion of which will have to be implemented during practicum</td>
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<tr>
<td>Design and implement assessment strategies;</td>
<td>how to produce rubrics and other assessment tools;</td>
<td>produce assessment strategies for, as and of learning based on the developed unit plans;</td>
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By the end of the course, students should be able to demonstrate performance of these outcomes:

**Demonstration of Performance Outcomes**

**Students will demonstrate these outcomes through successful completion of the following activities and assignments:**

- develop several lesson plans based on a prescribed template
- design at least one learning unit that encompasses a learning cycle
- develop a student-centered practical unit that contains an assessment and a Level 4 exemplar
- Produce, demonstrate and implement several assessment tools for, as and of learning strategies based on the unit and lesson plans
Course Content:
Specific vocal music topics include:
- Curriculum planning and implementation
- Course content and program organization
- Instructional strategies and methods
- Assessment and Evaluation Methods – “Growing Successes”
- Vocal Pedagogy and Techniques
- Repertoire
- Supporting English Language Learners in the music classroom
- Teaching as conductor
- Creativity and critical thinking in the music classroom
- The business side of music teaching
- Wellness and healthy teaching/learning
- Developing the singing voice
- Special education in the music classroom
- Supporting Equity in the music classroom
- Standards of practice and professionalism
- Classroom management
- Music education advocacy

Course Materials:
Readings will be provided

Assignments and Other Course Requirements:

1) Participation and engagement in all face-to-face and online course activities (includes attendance) 20%
   This course will function as a lab for students to practice and discuss music teaching techniques. Within this environment, students will be placed in leadership roles that require a professional attitude, including active participation and punctuality. Because class members will serve as both teacher/conductor and student/performer, the punctual attendance of every person is expected.

2) Vocal Pedagogy and Techniques 40%
   Assessment will occur on beginning and advanced vocal activities, conducting facility and demonstration of creative and varied instructional strategies. Due dates will be assigned the first class and throughout the course.

3) Senior Music Core Curriculum: Curriculum, Lesson and Unit Planning 30%
   Curriculum Assignments: Lesson Plan (10%) due October 6
   Unit Plan (20%) due January 26
4) **Own Choice Assignment**
10% due March 2
Students will select a topic and format that they feel will be most relevant in preparing to become a music teacher. Students should consider their own strengths, interests, and areas for improvement. The topic is subject to the approval of the instructor and directly related to music education.

5) **Professional Portfolio and Exit Interview by appointment, week of March 7 (Pass/Fail)**
All students are required to develop a professional portfolio that includes

a) Personal Information i.e. curriculum vitae
b) Philosophy of Education
c) Sample lessons and unit plans
d) Assessment and evaluation methods
e) Related educational experiences – including resources gathered from placements, conferences, and other professional development activities.

Teacher candidates are encouraged to include other pertinent materials in the portfolio for employment purposes. These might include, but are not limited to related teaching, coaching, mentoring and leadership experiences.
**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.westerncalendar.uwo.ca/2016/index.html](http://www.westerncalendar.uwo.ca/2016/index.html)

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: [https://www.edu.uwo.ca/programs/preservice-education/downloads/attendance.pdf](https://www.edu.uwo.ca/programs/preservice-education/downloads/attendance.pdf)

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**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. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**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 Teacher Education Office) 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 in this professional Faculty. You are, after all, going to be a teacher. 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:

**Plagiarism-Checking:**

a. 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. 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 ([http://www.turnitin.com](http://www.turnitin.com)) and [j10] and [j11]

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

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.

B.Ed./Dip.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166
Additional Information:

About the Instructor: Kathy McNaughton has been teaching Music in the school system for twenty-four years. She started her career in Peel teaching high school vocal and instrumental music. After moving to London she taught Elementary Music from Junior Kindergarten to Grade 8. She is currently the Music Department Head at Medway High School. Kathy teaches vocal, instrumental and guitar classes, developmental music education and conducts six choirs. Kathy is also the director of The London and Middlesex Intergenerational Choir. This is a choir for high school students, Alzheimer sufferers and their caregivers. Kathy is the conductor of the Amabile Treble Training Choir. Kathy believes strongly that music and singing is inherent to enhancing cognitive, psychological, physical and emotional development of all students.