The development of teaching strategies for contemporary instrumental techniques and curriculum, with appropriate resources with an emphasis on competent, reflective practice. Theories of learning, teaching, and integration are linked with music making in classroom settings.

This course is designed to prepare candidates for entry into the field of secondary school music education. There will be an emphasis on the practical experience of teaching instrumental 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 an instrumental music curriculum with an awareness of issues in Ontario classrooms. Students will regularly demonstrate their growing competency through classroom facilitation and participation in discussions.

By the end of the course, candidates will be able to:

- Plan music lessons and units of study based on the Ontario curriculum.
- Plan and apply assessment “for”, “as”, and “of” learning strategies based on these units and lessons.
- Apply instructional strategies that engage secondary school students and enhance their achievement.
- Deliver classroom instruction that combines all of the above.
**Course Content:**
Specific topics to be included:
- Curriculum planning and implementation
- Instrumental music instructional strategies and methods
- Student observation, assessment, and evaluation
- Repertoire selection & rehearsal preparation
- Teacher as classroom manager and conductor in the classroom
- Creativity and critical thinking in the music classroom
- Supporting English Language Learners in the music classroom
- Management of Music Resources
- Maintaining wellness and life balance as a Music Educator
- Instrument repair and maintenance
- Special Education in the music classroom
- Student well-being and maintaining a positive school climate
- Supporting equity in the music classroom
- Standards of practice and professionalism
- Parent engagement and communication
- Music Education advocacy

**Course Materials:**
Suggested text – *Teaching Band With Excellence*, Pearson and Nowlin – Kjos Music, 
Or, other pedagogical resources for instrumental music instruction. 
Students should provide their own band instrument, reeds, neck straps, etc, if available. 
Other materials and readings will be provided in class.

**Assignments and Other Course Requirements:**

1. Participation and engagement in all face-to-face and online course activities (includes attendance) 
   20%. All students are expected to monitor and regularly post reflections and feedback on Sakai. These 
   submissions will count toward your Participation grade. Additionally, this course will function as a lab for 
   students to practice and discuss teaching techniques. Within this environment, students will be placed in 
   leadership roles that require a professional attitude, including participation and punctuality. Because class 
   members will serve as both teacher/conductor and student/performer, the punctual attendance of every 
   person is expected. 
2. Pedagogy and Techniques 40% 
   Assessed through in-class activities and reflective assignments throughout the year, assessments will occur 
   on instrumental and vocal activities, conducting facility and demonstration of creative and varied 
   instructional strategies. 
3. Music Core Curriculum: 
   Curriculum Lesson and Unit Planning, 30% 
   Curriculum Assignments: 
   Lesson Plan (10%) due October 20th, 2016 
   Unit Plan (20%) due January 26th, 2017 
4. Own Choice Assignment 10%, Due March 2nd, 2017
Students will select a topic and format that they feel will be most relevant in preparing to become a music teacher of adolescent students. 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 mock interview by appointment, week of March 6th, 2017 (Pass/Fail)
All students are required to develop a professional portfolio that includes
a) Resume
b) Philosophy of Education
c) Sample Lessons & Unit Plans
d) Assessment and evaluation methods
e) Related educational experiences, including resources gathered from placements, conferences and other professional development activities. Include other pertinent materials in the portfolio for employment purposes that may include but 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 program 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:](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Plagiarism-Checking:**

1. 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 [j11]

2. 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: Gregg Bereznick is an experienced Music Educator, Arts, Consultant, School Administrator, and Supervisory Officer as well as past-President of the Ontario Music Educators’ Association and the Canadian Music Educators’ Association. This course will expand on his understanding of how this specialized educational discipline serves the broad spectrum of public education by enhancing cognitive, psychological, physical, and emotional development of all students.