M4858a Progressive Pedagogies in Popular Music Education

Winter 2020

COURSE OUTLINE

Tuesday 1.30-3.20

Instructor: Dr. Ruth Wright
Professor Music Education

Friday 1.30-2.20

Office: Talbot College Rm. 438
Tel: 519 670 6294
Office hours: By appointment

Room: TC307

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Office: Talbot College Rm.
Email: rsimps49@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 will be the purpose of music education in 21st century education, a formulation of participants’ values and philosophies in reference to music education, consideration of who is included and who excluded by current dominant models, issues of equity, cultural relevance and responsiveness and the potential of progressive pedagogies and technologies. Affordances of technologies such as jam hubs, smart phones, tablets, PCs, iPods, apps and other music software will be explored alongside their potential to counter issues of injustice and exclusion in music education.

Learning Outcomes: by the end of this course you should be able to

- Develop a range of skills in leading and planning for progressive popular music education in the classroom
- Demonstrate an understanding of the scholarship in the area of progressive approaches to popular music in music education
• Work effectively individually and collaboratively in musical and discussion activities
• Make an effective contribution to group discussions
• Exercise initiative, personal responsibility, accountability and informed decision-making in complex situations;
• Select motivating and engaging learning and teaching strategies for popular music activities
• Reflect on teaching of popular music learning activities

Learning Strategies

The course will comprise student-led seminars and workshops.

Assessment breakdown:

Class Attendance/Participation/ Contribution to Discussion 10%

Lightning talk and seminar 20%

Teaching module 10%

Critical reflection on teaching 10%

Music Video creation 20%

Song writing project 30%

Evaluation:

1. Class Attendance/Participation/ Contribution to Discussion 10%
   You will be expected to be ready for classes by preparing assigned readings. You should make notes on the reading for each seminar and come to class prepared to make an informed contribution to the discussion. You will be assessed on your contribution to discussions. You will also be assessed on your reflection on your own and other students’ teaching, and your engagement and contribution to music making not the quality of your performance.

   Criteria for assessment:
   • Evidence of understanding of topics addressed in readings
   • Ability to reflect critically upon readings
   • Participation and contribution to class discussion
   • Participation in and contribution to music making
   • Ability to reflect critically upon music making and teaching

2. Lightning talk and seminar 20%: Individual sign up Fridays
In Friday’s class, each student will lead one seminar by preparing a three-minute lightning talk accompanied by a Keynote/PowerPoint/Prezi presentation on an assigned reading and devising active discussion activities for the rest of the class. You will be assessed on your ability to summarise and clearly present key points from the reading and to compile an engaging and stimulating presentation and discussion activities for other students. You should consult https://www.cultofpedagogy.com/speaking-listening-techniques/ for ideas on active and inclusive discussion strategies that promote quality discussion. You should make an appointment to meet with Rhiannon to discuss your reading and ideas for your presentation and discussion activities before your scheduled presentation date.

Criteria for assessment:
- Ability to identify key points from the reading
- Ability to articulate a clear explanation of these points
- Quality of presentation materials
- Ability to devise suitable discussion questions and activities for the class
- Management of class discussion activity

3. Teaching module 10% Due: individual sign up Tuesdays

You will find, prepare and lead the class in a popular music warmup activity-no longer than 5 minutes- that assists the development of either/and aural learning, group interaction, partner work, improvisation, composition or creativity with sound, instrumental/vocal skill development geared towards a popular music medium. See for examples https://www.musicalfutures.org/resources or http://www.littlekidsrock.org/Lesson/LessonPlans-BestPractices.pdf. You are welcome to develop or find and use other resources too.

You will have the opportunity to lead once during the course.

Criteria for Assessment
- Quality of preparation of activity
- Musical Leadership (ability to establish relationship with students, clarity of instructions and expectations, delivery, communication)
- Fitness of activity to the brief

3. Critical reflection on teaching
After leading your warmup activity, you will complete a 500-750-word critical reflection. You should reflect upon the quality of your leadership, the engagement and learning of the students and areas you identify as strengths or opportunities for improvement. You may also suggest extension or development work for the activity. You should post this to the OWL assignment area within 48 hours of your activity.

Criteria for assessment:
• Ability to reflect critically upon the leadership of the activity and the experiences of students
• Identification of strengths, areas for improvement and extension or development work.
• Ability to communicate ideas, issues and conclusions clearly in written and verbal form

3. Music Video creation

20% Due: February 14

For this assignment you will need to download the free App Acapella. If you do not have an Apple device, you may arrange to borrow one of the Department’s iPads for the project. Create a collaborative music video lasting 1 minute using the app Acapella. You can choose any popular song and any combination of voices or instrument/s. You may use someone else’s arrangement or make your own although the arrangement will not be assessed. The piece must contain at least 3 parts. All the performers may be you or you may work with a fellow student or someone else. Email to Rhiannon.

Criteria for assessment
• Ability to use the app Acapella to engage and communicate with the audience musically
• Complexity and challenge of the recording task
• Creative use of the video technology to engage and communicate with the audience visually
• Musicality and effectiveness of final recording

Songwriting project

40% Due: March 27

1. Working individually, in a pair or in a group, compose and perform an original song. Both lyrics and melody must be original and the song should be recorded in a video. Videos will be shared in class on Tuesday March 31 for group reflection and peer-assessment.

2. Your song video and a written reflection on the composing/writing process must be submitted through OWL on Friday March 27 by each person involved. This must detail your role in the composing process, an analysis of the song (i.e. chords, metre, tempo, mood, genre, structure, influences), what you found challenging about the musical process, and ways in which you grew or developed through the process. Ca 1000 words.
Assessment criteria

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<tr>
<th>Criteria</th>
<th>Percentage</th>
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<td><strong>Lyrics</strong> use of hook, repetition, rhyme, form (verse, chorus), expressive, carefully planned drafted and edited.</td>
<td>20%</td>
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<td><strong>Melody</strong> singable, fits the chords, catchy riff, effective contour, sections flow well, rhythm emphasises important words</td>
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<td><strong>Arrangement</strong> harmony parts work together, support main melody. Interesting fills or solos, dynamics, tempo, key changes used effectively.</td>
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<td><strong>Performance</strong> Fluent, organized, with all musicians into the groove of the song. All parts well played, in time and well balanced. A fluent, organized and effective performance.</td>
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<td><strong>Reflection</strong> detailed, analytical, thoughtful, evaluative.</td>
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Required resources

The app Acapella.

Important Dates

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<tr>
<th><strong>Second Term</strong></th>
<th><strong>Mon. Jan. 6- Fri. Apr. 3</strong></th>
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<tr>
<td>Family Day (Stat Holiday)</td>
<td>Feb. 17</td>
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<td><strong>Reading Week (no UG Classes)</strong></td>
<td><strong>Feb. 15-23</strong></td>
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<td>Last day to drop second term half courses</td>
<td>Mar. 7</td>
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<td>Last day of second term classes</td>
<td>Apr. 3</td>
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<td>Study Days</td>
<td>Apr. 4-5</td>
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<td>Good Friday (Stat Holiday)</td>
<td>Apr. 10</td>
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<td>Final Exam Period</td>
<td>Apr. 6-26</td>
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<td>June Convocation</td>
<td>June 8-12 and 15-19</td>
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Required readings: To be used for lightning talks and seminar discussion on Fridays

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<thead>
<tr>
<th>Date</th>
<th>Title</th>
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<tbody>
<tr>
<td>Friday January 17</td>
<td>Green, Lucy; (2004) What can music educators learn from popular musicians? In: C. Rodriguez,</td>
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<td></td>
<td>(Ed.) <em>Bridging the gap: popular music and music education</em>. (pp. 225-241). Reston, VA.: MENC*</td>
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<td></td>
<td>(National Association for Music Education, US).</td>
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<td>Friday January 24</td>
<td>Jeanneret, N. and Wilson, E. (2017) Musical futures and informal music pedagogy: Historical</td>
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<td></td>
<td>perspectives and factors of success. In R. Wright, C. Beynon and B.A. Younker (eds.) *21st</td>
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<td>century music education: Informal learning and non-formal teaching*. (pp.213-226). Toronto:</td>
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<td></td>
<td>CMEA</td>
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<tr>
<td></td>
<td>17 originally published online 11 July 2013 DOI: 10.1177/1048371313492537</td>
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<td></td>
<td>music learners. In R. Wright, C. Beynon and B.A. Younker (eds.) *21st century music education:</td>
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<td></td>
<td>Informal learning and non-formal teaching*. (pp.201-212). Toronto: CMEA</td>
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<td>Friday February 14</td>
<td>Lorway, V. (2017) Cats n tea and ridiculousness. Deploying musicking insights by youth as an</td>
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<td>inclusion tool. In R. Wright, C. Beynon and B.A. Younker (eds.) *21st century music education:</td>
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<td></td>
<td>Informal learning and non-formal teaching*. (pp.70-81). Toronto: CMEA</td>
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<td>15-23</td>
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<td>Friday February 28</td>
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<td>Friday March 6</td>
<td>Williams, D.A. (2014) Another perspective: The iPad is a real musical instrument. <em>Music Educators Journal</em> September 2014</td>
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**Recommended reading**


**Notes:**

i) There are no prerequisites for this course.
ii) Grading scale for all aspects of the course is A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

iii) Students are responsible for making up any missed classes or assignments as soon as possible. In order to ensure fairness and consistency for all students, academic accommodation for work representing more than 30% of the student’s overall grade in the course shall be granted only in those cases where there is documentation in the form of a completed and appropriately signed Student Medical Certificate (SMC) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities, or the equivalent documentation for non-medical or compassionate grounds.

Students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence, to clarify how they will be expected to fulfill the academic expectations they may have missed during the absence. Documentation, if required, shall be submitted to the Office of the Associate Dean, Undergraduate (TC210).

Note that the new Self-Reporting Absence Portal may not be used for requesting academic relief for work worth more than 30%. Students are directed to read the full Senate policy on accommodation for medical illness at the following website:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

A pdf copy of a Senate approved Student Medical Certificate (SMC) may be downloaded here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

v) In cases where students miss work that is worth 30% or less of the total course grade due to medical illness or compassionate grounds, if an online absence report is submitted using the new Self-Reporting Absence Portal, or if documentation is voluntarily submitted to the Associate Dean’s office and the Associate Dean deems that accommodation is warranted, then the missed assignment(s) may be discounted in the calculation of the final grade for the course. If documentation is not submitted voluntarily then the missed assignment(s) will receive a grade of zero.

vi) Students who are in emotional/mental distress should refer to Mental Health@Western at the following website https://www.uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

vii) Students may be excused to observe a religious holy day of their faith without penalty provided they notify the instructor in advance. Students are responsible for material covered in their absence and each student shall be permitted a reasonable amount of time to make up missed work.

viii) If you require academic accommodations because of a disability, please let the instructor know during the first week of classes, and, if you have not done so already, register soon as possible with Accessible Education (formerly known as Services for Students with Disabilities). You can learn more about the Student Success Centre’s services for accessible education at http://success.uwo.ca/academics/sas/index.html.