M4858a Understanding Progressive Pedagogies in Popular Music Education

Fall 2020

COURSE OUTLINE

Tuesday 1.30-2.30
Instructor: Dr. Ruth Wright
Professor Music Education

Friday 1.30-2.20
Office: Talbot College Rm. 438

Online Synchronous and asynchronous
E-mail: rwrigh6@uwo.ca

TA: Rhiannon Simpson
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, smartphones, tablets, PCs, iPods, apps, Digital Audio Workstations (DAWs) 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

- Demonstrate a range of skills in progressive popular music education
- 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 activities
- Make an effective contribution to group discussions
- Exercise initiative, personal responsibility, accountability and informed decision-making in complex situations;
- Reflect on experiences in popular music learning activities
- Lead other students in critical reflection on assigned readings

Learning Strategies
The course will comprise online face-to-face seminars on Tuesday 1.30-2.30 and Friday 1.30-2.20 throughout the semester. A series of practical tasks will be assigned for students to complete in preparation for online classes and students will be expected to read the assigned weekly text and come to class prepared for discussion. Students will also be required to post reflective responses to activities and readings in FlipGrid.
Assessment breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar leadership on reading with VoiceThread introduction</td>
<td>20%</td>
<td>As assigned</td>
</tr>
<tr>
<td>Flipgrid video responses to weekly readings</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Flipgrid video responses to each practical task</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Songwriting composition and reflection</td>
<td>30%</td>
<td>November 1</td>
</tr>
<tr>
<td>Remix composition and reflection</td>
<td>30%</td>
<td>December 9</td>
</tr>
</tbody>
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Evaluation:

1. Seminar leadership on reading with video introduction
   In Friday’s class, each student will lead one seminar by preparing a 10-minute video presentation summarising the assigned reading for that class. The student will then lead a 20-minute discussion on the reading. You will be assessed on your ability to summarise and clearly present key points from the reading, reflect critically on the reading and to compile and lead suitable discussion activities for other students. You should consult [https://www.cultofpedagogy.com/speaking-listening-techniques/](https://www.cultofpedagogy.com/speaking-listening-techniques/) for ideas on active and inclusive discussion strategies that promote quality discussion. Several of these can be adopted through use of breakout rooms in Zoom. You might also like to use tools like Kahoot and menti.com to promote active engagement in 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. Your video should be sent to Rhiannon at least 24 hours before the class.
   
   Criteria for assessment:
   - Ability to identify key points from the reading
   - Ability to articulate a clear explanation of these points
   - Degree of critical reflection on the reading
   - Quality of presentation materials
   - Ability to devise suitable discussion questions and activities for the class
   - Management of class discussion activity

2. Flipgrid video responses to weekly readings
   Students are required to read all readings assigned for Friday seminars during the course. Each student must post a Flipgrid response video of no more than 60 seconds containing a reflection on the reading and raising an idea, question or example for discussion in the seminar on the reading no later than Thursday 11pm before class. Access FlipGrid at [https://flipgrid.com/wright0406](https://flipgrid.com/wright0406). Your student username is the part of your Western email address before the @ symbol. All lower case.
   This is a pass/fail assignment. Each response video submitted equates to a mark.
3. **Flipgrid video response to each practical task**
Each student must post a Flipgrid response video of no more than 60 seconds containing a reflection on and response to the practical activity assigned for that week. Students might use the format of one thing you enjoyed/liked/thought was useful for teaching and one issue, question or problem that occurred to you in classroom use of this activity.

This is a pass/fail assignment. Each response video submitted equates to a mark.

4. **Songwriting composition and reflection**
Students will work in the digital audio workstation BandLab and with the online songwriting course from the Inclusive Music Academy to produce an individual song composition. The song must consist of an introduction, verse, chorus, break, bridge and instrumental and students must compose and provide lyrics in the Lyrics tab in BandLab. These lyrics may be sung, and audio recorded as a track in the final song and this will secure a higher mark. The final song must be mixed and mastered. You will also submit a 1000 word maximum write up with your song that details the steps of your composition process, the decisions you made, and your use of effects and editors. You will also critically reflect on your learning and the potential of this type of activity in the classroom.

**Criteria for assessment:**
- Ability to compose an effective introduction that builds energy appropriately
- Ability to organise and rename tracks correctly
- Ability to create an 8-bar chorus to a song which seamlessly follows the Introduction and uses an appropriate chord sequence
- Ability to compose a break that contrasts appropriately with the chorus
- Ability to construct an 8-bar Verse that builds to the chorus
- Ability to construct a 4-bar Bridge and to develop skills to create a “crescendo” effect.
- Ability to construct a creative and expressive 16-bar Instrumental that creates a slow build-up
- Ability to compose an effective ending using automation to fade out.
- Quality of mixing and mastering of final track
- Ability to reflect critically upon the composition process and detail the stages and decisions in the composition and the potential for classroom use.

5. **Remix Composition and reflection**
Students will work in the digital audio workstation BandLab to create an individual remix. The remix must consist of an imported or recorded audio vocal track, suitably analysed and labelled, a beat track, and three music tracks of low, medium and high energy. Other tracks such as fx or sounds may be added as desired. Students should use techniques such as addition and subtraction to create different characters for each section of the remix and manage the ‘energy’ transmitted throughout the mix. The final track should be mixed and mastered.

You will submit a 1000 word maximum write up with your remix that details the steps of your remix process, the decisions you made and your use of effects etc. You will also critically reflect on your learning and the potential of this type of activity in music education.

**Criteria for assessment:**
- Ability to import/record an acapella (voice track or top line) to create a musically and stylistically appropriate vocal.
Ability to accurately analyse and label the acapella
Ability to sync vocal to grid and other tracks
Ability to select/compose and add beat track
Ability to manipulate appropriate musical loops to complement vocal
Use of addition and subtraction to create sense of flow of energy throughout remix
Use of effects and sounds for stylistically appropriate ends.
Quality of mixing and mastering of final track
Ability to reflect critically upon the remix process and detail the stages and decisions in composition and potential for classroom use.

Required readings: To be used for seminar discussion on Fridays

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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| Friday Dec 4 | Tobias, E. (2014) Flipping the misogynist script: Gender, agency, hip-hop and music education.  
   *Action, Criticism and Theory for Music Education*. 13: 2, 48-5 |
|            | **Recommended reading**                                                    |
   *Journal of Research in Music Education* 59:1, 21-43.  |
   Bloomington, Indiana: Indiana University Press.  |
   Gothenburg: Gothenburg University Press.  |
   Aldershot: Ashgate Press.  |
   Aldershot: Ashgate Press.  |
   *Education* 3-13. 45:6, 734-743.  |
   *British Journal of Music Education*. 27:1, 71-87 |
Notes:

i) Access to Zoom and online materials
You will only be able to access the online class and supporting materials using your UWO credentials.

ii) Online etiquette
Some components of this course involve synchronous online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

• Use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
• “Arrive” to class on time
• Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
• To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
• Unless invited by your instructor, do not share your screen in the meeting
• Be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

• If you wish to speak, select the blue “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question.
• Kindly remember to unmute your microphone and turn on your video camera before speaking.
• Self-identify when speaking.
• Kindly remember to select the “raise hand” function again to lower your hand, mute your mic and turn off your video camera after speaking (unless directed otherwise).

General considerations of “netiquette”:

• Keep in mind the different cultural and linguistic backgrounds of the students in the course.
• Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
• Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.
iii) Recording of Synchronous Online Lectures/Tutorials/Lessons

All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

iv) There are no prerequisites for this course.

v) 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%.

vi) Academic Consideration for Student Absence: Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student’s final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student’s final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office.
For the Western University policy on Consideration for Student Absence, see:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

and for the Student Medical Certificate (SMC), see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

vii) **Academic Consideration for Missing Work**: In cases where students are unable to submit work due to medical illness or compassionate grounds, if an online self-reported absence is submitted, or if appropriate supporting documentation is submitted to the Associate Dean’s office, and the accommodation is granted, then the missed assessments may be rescheduled or discounted in the calculation of the final grade for the course, at the discretion of the instructor. If neither a self-reported absence nor an appropriate supporting document is submitted to the appropriate office, then the missed assessments will receive a grade of zero.

viii) **Mental Health & Wellness**: Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (https://www.uwo.ca/health/) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in UCC room 76. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in UC11 or to click on the big green “I Need Help Now” button on the Health and Wellness page above.**

ix) **Academic Offences**: Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

x) **Accommodation for Students with Disabilities**: Students work with Accessible Education Western (AEW, formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

xi) **Religious Accommodation**: Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the
Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.


xii) **Important Dates for Fall 2020:**

- Wed Sept 9 – undergraduate classes begin
- Thu Sept 17 – last day to add a first term half-course or full course
- Mon Oct 12 – Thanksgiving Day Holiday (classes excused)
- Mon Nov 2 to Sun Nov 8 – Fall Reading Week (classes excused)
- Thu Nov 12 – last day to drop a first term half-course without academic penalty
- Mon Nov 30 – last day to drop a full course without academic penalty
- Wed Dec 9 – undergraduate classes end
- Thu Dec 10 – Study Day (classes excused)
- Fri Dec 11 to Tues Dec 22 – Examination period