

MUS ED IN ELEMENTARY GRADES
MUSIC 3852B

Don Wright Faculty of Music

Western University

Course Outline – Winter 2022

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Office Hours: by appointment Office: TC 325

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Office hours: virtual by appointment

Virtual and then TC 307 (ZOOM links are on the OWL site)

Mondays 1:30-3:20

Wednesdays 2:30-3:20

Welcome! Music Education in Elementary Grades is an opportunity for students to reflect on, experience, find and create their own approaches to teaching music in the elementary school classroom. Through experiential learning, students will explore ways of teaching music with children at the primary level. To achieve this goal, activities, assignments, and class discussions will help students engage in reflexive and critical thinking around existing approaches for music education. These may include but are not limited to Orff, Kodály, Dalcroze, and others. In addition, multiple contemporary approaches to music teaching that include listening encounters, arranging, improvisation and composition will be explored. Due to the focus on practical skills and community building, a high level of participation during class and full attendance is required.

Objectives:

By the end of the course, students will have done ample critical and reflexive thinking on the concepts of teaching, learning, and engaging with young learners. All of which will allow you to:

Practically:

1. Begin a song collection and repertoire for use with children in the classroom
2. Teach singing games, clapping songs, rhymes, and songs with a musical purpose
3. Arrange and teach a short vocal piece
4. Arrange and teach a short instrumental piece using instruments available in TC 307
5. Arrange and teach an improvisation/composition activity.
6. Plan a series of lessons that include musical engagements and reflections and mindful listening encounters
7. Learn to play and sing along with simple chord progressions on the Ukulele
8. Continually be mindful of inclusion writ large

Learning Outcomes

- Understand a variety of facets of music teaching and learning through observation, reading, and discovery experiences.

- Consider ethical parameters of teaching and learning music within and outside schools.
- Interrogate assumptions embedded in “common sense” practices.
- Understand social, political, cultural, and economic issues and their impact upon educating in and through music.
- Provoke thoughts leading to the development of a personal philosophy of teaching primary aged students.

Practical outcomes include:

- Begin a song collection and repertoire (including listening lessons) for use with children in the classroom
- Teach singing games, clapping songs, rhymes, songs with a musical purpose
- Arrange and teach a short instrumental piece using instruments available in TC 307
- Arrange and teach an improvisation/composition activity.
- Create a series of lesson plans that can be used at the elementary level
- Articulate issues of teaching music with diverse populations of children
- Ukulele chops

Western Learning Outcomes

1. Students/teachers will continually move toward developing a sense of discovery that drives their ability to ask and frame questions, always seeking to make connections that are not immediately obvious among phenomena and ideas.
2. Students/teachers will continually move toward developing exploring complex problems from a variety of perspectives, recognizing bias, and identifying missing voices.
3. Students/teachers will continually move toward and engage in interacting ethically and compassionately with others and with the natural and social world.
4. Students/teachers will continually move toward and interacting and collaborating mindfully with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures.

• Texts and Materials

- Benedict. (2021). *Music and social justice: A guide for elementary educators*. Oxford University Press. (In the bookstore)
- Other readings will be found through the library data base
- Tuning fork (A440)
- Soprano Ukulele (this can be found online or in person at Long & McQuade)
- **Dedicated notebook you must have at each class**

Each student is required to set up a **personal website** before the second Monday class meeting. If you took Intro to Music Education, you should already have one. If you don't, use weebly.com or wix.com as your platform as they are both free and accessible here at school.

ZOOM and VIRTUAL requirements:

ZOOM link is on our OWL website. **You must be in a space where you feel comfortable moving and singing. This is an absolute requirement.**

List of Possible Assignments (these may change):

1. Create a website if you have not already done so
2. Teaching Practice One: Teach a song, clapping game, singing game, rhyme or lullaby to someone over ZOOM and record (and place on your website) and write a reflection with your thoughts after teaching.
3. Teaching Practice Two and Three: Teach a song, clapping game, singing game, rhyme, or lullaby to your peers (I will choose which these shall be.)
4. Teaching Practice Four: Teach a part song to your peers.
5. Teaching Practice Five: Arrange and teach an Orff based instrumental piece to your peers
6. Teaching Practice Six: Arrange and teach an improvisation and composition activity to your peers.
7. Teaching Practice Seven: Teach a song with your Ukulele
8. Reading responses
8. Set of Lesson plans. You will need to write a series of five consecutive lesson plans for your grade of choice – 1st- 5th
9. Outline for one Month-Long Unit suitable for grades 6th-8th

NOTE: The expectation is that you will post all these assignments (that can be posted) on your website

Teaching:

The expectation is that you will have whatever it is you are teaching memorized and clearly ready to present. *No exceptions.* If you begin and I have a sense you are not prepared you will not be able to teach, nor will you be allowed to make up the lesson.

Anything that you arrange and teach you will need to write up and share with your colleagues. This will be due at the time of your teaching - the goal is for you to all have something tangible when you begin teaching.

Lesson plans:

The expectation is that you will share these with your colleagues – again, the goal is for you to all have something tangible when you begin teaching.

Assessment and Continuous Reflexive Practice:

Assessment in this class happens throughout the course in the completion of assignments, as well as in class as you, sing, listen, engage in dialogue, respond, react, question, and share your thinking. Active participation is a must.

Any assignments will be submitted by email to Laura (laura.curtis@uwo.ca) no later than **Sunday at 5:00 pm.**

You are responsible for attending class every week and keeping track of your assignments. You must be independent when you notice you are missing work, attend to it, and submit it.

Teaching 30%

Reading Responses 15%
Ukulele 15%
Lesson Plans and Curriculum 20%
Class Participation 20%

Grading scale: A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

FURTHER NOTES

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

Special Note for Covid-19-related Situations:

As a guideline, if a student has been contacted by the Middlesex-London Health Unit (MLHU) to self-quarantine due to a Covid-19-related situation, then the Self-Reported Absence system is not to be used to report this absence or to request an academic accommodation. The student should contact the Academic Counselling office as soon as they are notified.

In general, students are advised to not self-determine when to self-isolate. Unless directed by the MLHU students should go about their business as usual. But if a student chooses to self-isolate due to a suspected Covid-19-related situation while waiting to receive direction from the MLHU

then the student is directed to contact the Academic Counselling office as soon as possible for further direction on receiving accommodation consideration.

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 assignments will receive a grade of zero.

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

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 green "I Need Help Now" button on the Health and Wellness page above.**

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

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.

<http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

Contingency Plan: In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online at the discretion of the course instructor.

• **Policy on attendance and late assignments:**

Examinations & Attendance: Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Electronic Devices in Classrooms: The in-class use of electronic devices (other than for instructor-approved in-class uses) is expressly prohibited. Students found guilty of disrupting the class with electronic devices will be asked to leave the class and may be subject to disciplinary measures under the Code of Student Conduct.

Plagiarism Detection Software Usage: 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 (<https://www.turnitin.com/>).