

MU 3861b
CURRICULUM AND POLICY IN MUSIC AND EDUCATION
Classroom TC 307
Wednesdays 6:00 to 8:50PM

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COURSE DESCRIPTION

This course examines the relationship between curricular and policy practices within various arenas of Music and Music Education and how they impact the professional lives of artist educators. Through the study of traditional and contemporary models, practices and theories, students will gain an understanding of how best to understand and construct curricular and policy practice and thinking. Students will also understand how such practices and theories can directly impact learning, program development, and innovative enterprises developed by artists and educators.

This course will also and particularly focus on challenges placed on music and arts organization and practitioners by calls for decolonization, indigenization and anti-racist efforts in music and music education. This means an exploration of the manner in which curricular and policy thinking, research and activism have an impact on everyday education and production in the arts—from schools to arts organizations to Non-Governmental Organizations. As a result of experience with this course—designed to be dynamic, hands on, collaborative, and conceptually challenging—students will be able to better evaluate their own professional engagements with music, as well as image ways in which their own future curricular and policy practices can be transformative and empowering.

LEARNING OUTCOMES

- Identify strategies for planning and program development;
- Recognize central theories and curriculum development models, and how they may be applied to the development of thoughtful and challenging music and arts programs;
- Classify policy-driven issues regarding schooling and they impact curriculum when it is situated in the community, the school and at the individual levels.
- Evaluate how cultural and educational policy is developed and can be critiqued, as well as the ways in which curriculum policy development impacts the professional lives of musicians and arts educators;

ASSIGNMENTS

Each week you will be asked to read, watch, write, or be engaged in producing some material for the class. Beyond these weekly and elements, specific assignments throughout the term will also take place, as outlined below and in the class schedule.

Note: As we aim to adapt learning opportunities depending on class developments, all these—except the final project—are subject to change.

Lightning Talks

In pairs, students will present two - *8-minute talks* to the class throughout the term. Lightning Talks will be supported by a Prezi presentation developed by each pair and will focus on a curriculum or policy model or idea addressed in class. Students will choose the topic or be assigned one. Parameters for a good Lightning Talk are:

1. This is **NOT** a summation of the article
2. Present a clear entry point to the issue(s)
 - Why is this of interest to you?
 - In what ways is your thinking being engaged and/or challenged?
3. There must be cohesion between the presenters, with clear evidence that dialogue has occurred.
4. Lingering issues or questions

Critical Essay

You are to write 2 scholarly reflections one focusing on policy (due February 9th) and the other on curriculum (due March 2nd). Each will address ideas encountered in class discussions and readings. Both involve intellectual honesty, clarity of thought and expression, and evidence of reading academic literature that informs your argument. Critical essays are between 1500 (undergraduate) and 2000 words (graduate) in length (no more, no less). This word count does *not* include references. Just as with the final project, you should use APA formatting style.

Poster Presentation

This is a physical representation of your final Curriculum Policy Brief. Posters will take place at the end of the term and will be public. You are expected to present it visually (as you would at a conference) and you will have 3 minutes to make a presentation on central elements of your project.

Curriculum Policy Brief

The goal for this project is to present a strong, clear, and yet complex argumentation. This involves having a purpose, developing a rationale that will convince key players of the significance and value of the new strategy or project, establishing data points and language appropriate to support your decisions (texts, video, image and sound), outlining specifics and general aims and of course talking about the implications of said plan (how it will impact participants/community).

Format:

All this is to be put in a package in *two segments*: A *document* (the policy brief) that can be consumed by the interested parties (visually and textually) and a *short video or web-based* presentation that would provide an *experience* of the project.

You can start conceiving your assignment by looking at the materials in the course. They present models or examples of possible parts of your final document and will provide ideas for your own work.

Successful policy briefs will:

- 1) Address all the points outlined above (goals, rationale, data collection, specific and general aims with examples, implications);
- 2) Be scholarly and professionally presented
- 3) Have a clear focus and present personal insight

Successful videos/web-based will:

- 1) Provide a dynamic and convincing rationale for the program/project/course of action. Contrary to the brief the aim here is to appeal on an academic and emotional levels. The video/web resource is about a testimonial, a more *personal* explanation of why the curriculum will be impactful.
- 3) Use image, sound, text and video in an integrated manner. This is not a lecture, nor a power point done via video. This requires a different ‘language’ which provides a truly multimedia experience.
- 4) Less is more. The video/web-resource should be a ‘point of entry’ to the brief. It should capture ones’ attention and interest. Therefore, it should be fast paced, draw from multiple sources, mix your voice and those of others, have a clear AND LIMITED set of goals (I suggest that you arrive at 3 ESSENTIAL CONCEPTS you want to communicate and focus on those).

READINGS

Readings for each week will be provided as PDFs and available in a dropbox file.

One book is a required purchase. You can do that online, here (other sources are also available):

[Schmidt, P. \(2020\). Policy as practice: A guide for music educators. Oxford University Press.](#)

GRADING

COURSE REQUIREMENTS	WEIGHT
Lightning Talks	25%
Discussion / Participation	15%
Critical Essays	25%
Curriculum Policy Brief	35%
Total	100%

SCHEDULE

Weekly Schedule (*subject to change*)

Week	Topic	Readings/Assignments	Assignment Due
1			
W Jan 12	Curriculum & Policy	Introduction Rethinking Policy & Curriculum Challenges Today - Decolonization in Practice	
2			
W Jan 19	Policy	Policy as Practice and Theory The educator/cultural worker at center of policy praxis Activism and Leadership Chapter 1 & 3 - Schmidt	
3			
W Jan 26	Curriculum	Curriculum theory – Hidden Curriculum	
4			
W Feb 2	Policy	Working as a Policy Analyst Think Tanks and the role of Organizations Institutions, Equity, and Diversity Chapter 2 - Schmidt	Lightning Talks

Week	Topic	Readings/Assignments	Assignment Due
5			
W Feb 9	Curriculum	Inclusion, disability studies Universal Design for Learning (UDL)	Critical Essay Due (policy) Lightning Talks
6			
W Feb 16		Dr. Benedict and Schmidt in Victoria, BC Small Group Work	
7			
WINTER BREAK			
W Feb 23		NO CLASSES	

Week	Topic	Readings/Assignments	Assignment Due
8			
W Mar 2	Curriculum	Indigenous ways of knowing / curriculum Posthumanisms	Critical Essay Due (curriculum)

9			
W Mar 9	Policy	Becoming part of the Policy Process New Professionalism and new practice Institutionalizing change Chapter 5 & 6 - Schmidt	Lightning Talks
10			
W Mar 16	Curriculum	Democratic ends – Band / Choral	Outline and Draft of Final Project Due Lightning Talks
11			
W Mar 23	Policy	Policy as Form of Entrepreneurship Innovation and change Disrupting assumptions Chapter 4 - Schmidt	

Week	Topic	Readings/Assignments	Assignment Due
12			
W Mar 30	Curriculum	“Methods” Orff, Kodály, Suzuki, Musical Futures	
13			
	Curriculum & Policy	Last Class and Presentations	

COURSE POLICIES:

Attendance Policy

Your punctual attendance and in-class participation are expected and vital to the academic success of all learners. We expect that you will notify me in advance should you need to miss a class. Given the seminar (low numbers) nature of this class, absence create significant disruption to the class structure. Please plan ahead so that absences are avoided.

STUDENT SUPPORT SERVICES:

The following websites may be useful to you in obtaining support during your studies:

Office of the Registrar

This site provides you with information on things like course enrollment, student finances, and student records, as well as the latest updates from Student Central:
<http://www.registrar.uwo.ca/>.

Services for Students with Disabilities

“Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

“Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.”

Support Services

“Students that are in emotional/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.”

Any student looking to book an appointment with a physician, a counsellor, psychologist, psychiatrist, in search of group care options, or any other service provided through Student Health Services and Psychological Services must book an initial appointment in Student Health Services, UCC 11 (Lower Level of the University Community Centre).

Crisis supports will continue to be offered in both Student Health Services (UCC 11) and Psychological Services (WSSB 4100) during [operating hours](#). Please call 911 if your safety, or the safety of others is a concern. Additional crisis supports can be found [here](#).

Students can book an appointment with Student Health Services or Psychological Services in-person in UCC 11 (Monday-Friday 9:00a.m.-4:00p.m.), or by telephone at 519-661-3030. If you require any further clarification, please email health@uwo.ca.

ACCOMMODATION FOR MEDICAL ILLNESS

The Policy on Accommodation for Medical Illness can be found at www.studentservices.uwo.ca/secure/index.cfm. The University has a new policy on

Accommodation for Medical Illness, www.uwo.ca/univsec/handbook/appeals/medical.pdf, which states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office.”

UNIVERSITY POLICY ON PLAGIARISM

Plagiarism: Complete assignments independently. Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism. Plagiarism is 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, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

STATEMENT ON ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf