

M4858a Understanding Progressive Pedagogies in Popular Music Education - Fall 2021
Don Wright Faculty of Music, The University of Western Ontario

Room:	TC307	Instructor:	Teaching Assistant:
Tuesday:	1:30 - 3:30	Rhiannon Simpson	Laura Benjamins
Friday:	1:30 - 2:30	rsimps49@uwo.ca	laura.benjamins@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, 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 reading

Learning Strategies

The course will comprise of instructor-led theoretical and practical activities, along with student led-seminars, workshops and presentations. Students will be expected to read the assigned weekly text and come to class prepared for discussion.

In the event that learning must be transitioned to an online space a series of practical tasks will be assigned for students to complete in preparation for synchronous online classes.

Assessment Table:

Class attendance/participation/contribution to discussion	10%
Lightning talk and seminar	20%
Critical reflection on teaching	10%
Teaching module - warm up activity	10%
Music video creation	20%
Songwriting assignment	30%

Evaluation of Assessments:**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

Lightning talk and seminar - 20%

Due: Student sign up

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 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 make an appointment to meet with Laura to discuss your reading and ideas for your presentation and discussion activities before your scheduled presentation date.

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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 activities

Critical reflection on teaching

Due: By the next class session post presentation/seminar

After leading your seminar 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

Teaching module - Warm Up Activity - 10%

Due: Student sign up

You will find, prepare and lead the class in a warm-up 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

Music Video creation - 20%

Due: October 6th, 1:30pm, 2021

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 Laura.

Criteria for assessment

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

Songwriting composition and reflection - 30%

Due: December 3rd. 1:30pm, 2021

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 section. 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 organise and rename tracks correctly
- Ability to create a chorus, verse, bridge/break and rap section with different levels of energy/contrast
- Ability to compose an effective ending (using automation to fade out or other creative ending techniques)
- 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.

Notes

i) There are no prerequisites for this course.

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

iii) **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.

iv) **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.

v) **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

vi) **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.**

vii) **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

viii) **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>

ix) **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.