

M4858B

M4858B Understanding Progressive Pedagogies in Popular Music Education

Winter 2022

Don Wright Faculty of Music, The University of Western Ontario

Room: Online Synchronous and Asynchronous

Tuesday: 1:30 - 3:30

Friday: 1:30 - 2:30

Instructor:

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Teaching Assistant:

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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.

Learning will take place in an online space at least for January 2022. A series of practical tasks will be assigned for students to complete each week in preparation for synchronous online classes.

Assessment Table:

Class attendance/participation/contribution to discussion	10%
Seminar leadership on reading with VoiceThread introduction	20%
Flipgrid video responses to weekly readings	10%
Flipgrid video responses to practical tasks	10%
Acapella video assignment	20%
Songwriting composition and reflection	30%

Evaluation of Assessments:**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. Seminar on Reading with VoiceThread Introduction - 20%

Due: Student sign up (each Friday)

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 compile and lead suitable discussion activities for other students. Think about 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. Your video should be sent to Laura 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

3. Flipgrid video responses to weekly readings – 10%

Due: every Thursday by 11 pm

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/36325e3b>

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.

4. Flipgrid video response to each practical task – 10%

Due: every Monday by 11 pm

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.

5. Acapella Video Assignment – 20%

Due: February 11, 2022, 1:30 pm

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

6. Songwriting composition and reflection - 30%

Due: April 8, 2022, 1:30 pm

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 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) **Course Prerequisites:** 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.

x) **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.

xi) **Recording of Online Activities:** 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.

xii) **Online Etiquette:** Some components of this course may involve synchronous online interactions. To ensure the best experience for both you and your classmates, please observe the following 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.

Weekly Schedule

Week	Topic	Reading
Week 1 Tuesday Jan 11, 2022 Friday Jan 14, 2022	Introduction to Progressive Pedagogies	Green, L. (2004) What can music educators learn from popular musicians? In: C. Rodriguez, (Ed.) <i>Bridging the gap: Popular music and music education</i> . (pp. 225-241). Reston, VA.: MENC (National Association for Music Education, US).
Week 2 Tuesday Jan 18, 2022 Friday Jan 21, 2022	Using Online Video Creation as a Pedagogical Tool	Cayari, C. (2014) Using Informal Education Through Music Video Creation. <i>General Music Today</i> 27: 17 DOI: 10.1177/1048371313492537
Week 3 Tuesday Jan 25, 2022 Friday Jan 28, 2022	Collaborating with Others Using Music Technology	Cremata, C & Powell, B. (2017) Online music collaboration project: Digitally mediated, deterritorialized music education. <i>International Journal of Music Education</i> . 35 .2. https://doi-org.proxy1.lib.uwo.ca/10.1177/0255761415620225
Week 4 Tuesday Feb 1, 2022 Friday Feb 4, 2022	The iPad as an Instrument	Williams, D. (2014). Another perspective: The iPad is a REAL musical instrument. <i>Music Educators Journal</i> , 101(1), 93–98. https://doi.org/10.1177/0027432114540476
Week 5 Tuesday Feb 8, 2022 Friday Feb 11, 2022	Musical Futures and Informal Pedagogy	Jeanneret, N. and Wilson, E. (2017) Musical futures and informal music pedagogy: Historical perspectives and factors of success. In R. Wright, C. Beynon and B.A. Younker (eds.) <i>21st century music education: Informal learning and non-formal teaching</i> . (pp.213-226). Toronto: CMEA *Acapella Assignment due Feb 11*
Week 6 Tuesday Feb 15, 2022 Friday Feb 18, 2022	The Teacher as a Facilitator (Authority Vs Authoritarianism)	Cremata, R. (2017) Facilitation in popular music education. <i>Journal of Popular Music Education</i> . 1.1 DOI: http://dx.doi.org.proxy1.lib.uwo.ca/10.1386/jpme.1.1.63_1

<i>READING WEEK</i>		
<p>Week 7 Tuesday Mar 1, 2022</p> <p>Friday Mar 4, 2022</p>	Reintroducing Marginalised Populations into Music Classrooms	Kruse, A.J. (2016) 'They wasn't makin' my kinda music': a hip-hop musician's perspective on school, schooling and school music. <i>Music Education Research</i> . 18, 3. 240-253.
<p>Week 8 Tuesday Mar 8, 2022</p> <p>Friday Mar 11, 2022</p>	Modern Band as a Tool of Equity	Byo, J. L. (2018). "Modern Band" as school music: A case study. <i>International Journal of Music Education</i> , 36(2), 259–269. https://doi.org/10.1177/0255761417729546
<p>Week 9 Tuesday Mar 15, 2022</p> <p>Friday Mar 18, 2022</p>	Employing Hip-Hop to Explore Social Justice	Woods, A. & Burns, L. (2018) Conscious hip hop: Lupe Fiasco's critical teachings on raced and gendered representations. <i>Journal of Popular Music Education</i> 2.1-2 DOI: http://dx.doi.org.proxy1.lib.uwo.ca/10.1386/jpme.2.1-2.29_1 N.B. Read after watching: https://www.youtube.com/watch?v=C3m3t_PxiUI
<p>Week 10 Tuesday Mar 22, 2022</p> <p>Friday Mar 25, 2022</p>	Hip-Hop/Popular Music and Contemporary Indigeneity	Wang, E. (2010). The Beat of Boyle Street. <i>New Directions for Youth Development</i> , 125, 61–70. https://doi.org/10.1002/yd
<p>Week 11 Tuesday Mar 29, 2022</p> <p>Friday April 1, 2022</p>	Gender & Hip Hop	Tobias, E. (2014) Flipping the misogynist script: Gender, agency, hip-hop and music education. <i>Action, Criticism and Theory for Music Education</i> . 13: 2, 48-5
<p>Week 12 Tuesday April 5, 2022</p> <p>Friday April 8, 2022</p>	Future Directions for Progressive Music Education	Wright, R. (2017). The longer revolution: The rise of vernacular musics as 'new channels of general learning'. <i>Journal of Popular Music Education</i> , 1(1), 9-24. *Songwriting Assignment due April 8*