Teaching and Learning Music  
Fall 2022  
Don Wright Faculty of Music  
Western University  
Music 1802a  
Course Outline

Professor: Betty Anne Younker  
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Office: TC 119

TA: Seyram Yawo Afealete  
Email: safealet@uwo.ca  
Office hours: by appointment  
Office: TC 124

Day/Time/Place
- Mondays 10:30-11:30 MB 227  
- Wednesdays 10:30-12:30 MB 227

Text and Materials
- There is no required text for this class.  
- Required readings are on OWL in RESOURCES. There may be additional readings for specific classes. Readings are:
  
  
  
  
  
  
  


Resources on OWL:
Indigenous curriculum resources:
https://indigenous.uwo.ca/initiatives/learning/indigenous_learning_bundles.html

Calendar Description
Introduction to music learning theories and how to facilitate musical development. Explores principles of music teaching across the lifespan. Develops awareness of diverse methodological approaches used in studio, classroom, and community settings.

Extra Information: 3 lecture hours
Course Weight: 0.50

Course Description and Rationale
Welcome! This course will provide you with an introduction to key selected questions and issues in teaching and learning music through theory and practice. The aim of this course is to provide an environment in which you are encouraged to examine the nature of teaching and learning music throughout the human life cycle, both within school and in society at large. This course will encourage you to reflectively engage with music teaching and learning practices and encourage you to continuously engage with your learning and teaching practices. Reflection involves a thoughtful and critical examination of personal experiences to arrive at new levels of personal understanding.

This course will provide you with the opportunity to explore key topics in teaching and learning music that impact on the nature and value of music learning and will encourage you to take greater responsibility for your own growth as a music learner and future educator. Accordingly, part of class time is dedicated to examining and discussing major issues, ideas, methodologies, and approaches to music education in schools and also to encouraging self-examination of your own experiences and the values you bring to your studies. As such, while there are formal assignments in this class, a large part of this course is based on your everyday contributions to the class through on-going consideration of and work with major course ideas.

Western Learning Outcomes
By the end of this course, you should be able to:
1. Apply theoretical learning in music and pedagogy to practical real-life situations by planning/assisting/leading music learning situations
2. Demonstrate the ability to reflect critically upon the application of academic learning outside the classroom in written reflections and oral presentations
3. Demonstrate enhanced understanding of diverse cultures and communities in video reflections and oral presentations
4. Evidence effective communication, teambuilding, and problem-solving skills in work with community partners and clients
5. Evidence civic engagement and social responsibility by attending community placements reliably and reflecting thoughtfully upon the process of that engagement and the learning undertaken therein.

Course based Learning Outcomes
1. Understand a variety of facets of music teaching and learning through observation, discussion, reading, and discovery.
2. Identify current and potential assumptions, questions, and ideas of formal and informal music teaching and learning contexts, and the social, political, cultural, and economic issues that impact educating in and through music.
3. Identify, deconstruct, and challenge your own and others’ assumptions regarding the nature of teaching and learning music based on your own experiences.
4. Engage with reflective and reflexive practices.
5. Understand social, political, cultural, and economic issues and how these impact teaching and learning music.
6. Articulate your current personal philosophy of teaching and learning music.
7. Begin curating a digital teaching portfolio, which will contain a variety of objects that reflect your music teaching and learning goals, philosophy, experiences, and personal growth.

Weekly Schedule

<table>
<thead>
<tr>
<th>Day/Date/WK</th>
<th>Reading(s) for class</th>
<th>Content of class</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Mon 9/12/WK 1 | NO READINGS | • Songs  
• Course introduction  
• Syllabus  
• Overview of Music Education  
• Introduction to each of your experiences  
• Interdisciplinary aspects of MusEd | |
| Wed 9/14/WK 1 | • Schutz (2009)  
• Noddings, N. (2005) | Dr. Michael Schutz—Guest  
• Music cognition  
• Songs  
• Creating Communities: Trust, relationships, communities of learning | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 9/19/WK 2</td>
<td>• Benedict (2021), Chapter 1.</td>
<td>• Reflective thinking + Reflexivity + Leading/mentoring/guiding</td>
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<tr>
<td>Wed 9/21/WK 2</td>
<td>• Manning, K., Shifaw, S., Benedict, C (2022)</td>
<td>Dr. Mark Ramsay–Guest • Diversity, Equity, and Inclusion • Choosing repertoire</td>
</tr>
<tr>
<td>Mon 9/26/WK 3</td>
<td>• Benedict, C. (2010)</td>
<td>• Songs • Methodologies and approaches</td>
</tr>
<tr>
<td>Wed 9/28/WK 3</td>
<td>NO READINGS</td>
<td>Ms. Seyram Afealete–TA • Ghanan culture • Reflexive thinking-perception and intent, listening to understand • Vygotsky’s Zone of Proximity • Continue–Methodologies and approaches</td>
</tr>
<tr>
<td>Mon 10/3/WK 4</td>
<td>READING TBD Possibly in TC 307</td>
<td>Guest Dr. Wright • Popular Music</td>
</tr>
<tr>
<td>Wed 10/5 WK 4</td>
<td>Kohn, A. (2001).</td>
<td>• Songs • Activities in class in response to the reading</td>
</tr>
<tr>
<td>Mon 10/10/WK 5</td>
<td>Thanksgiving</td>
<td>No Class</td>
</tr>
<tr>
<td>Wed 10/12/WK 5</td>
<td>Eisner, E. (1998). Chapter two.</td>
<td>• Songs • Share and discuss chosen Youtube and movie clips • Forms of representations –How we represent what we know, understand, and value. • Continued discussion and activities.</td>
</tr>
<tr>
<td>Mon 10/17/WK 6</td>
<td></td>
<td>Guest Prof. Eric Zwicker: • Indigenizing and De-colonizing the curriculum</td>
</tr>
<tr>
<td>Wed 10/19/WK 6</td>
<td>Tobias, E. S. (2013)</td>
<td>• Songs • Reflection on Monday’s class</td>
</tr>
</tbody>
</table>

One question that arose in response to be shared in class.

Sun 9/25 by 11:59: Website created (10%)

Tue 9/27 by 11:59pm: Reflection of the reading and two questions that arose in response to Benedict (2010) (10%)

Tues 10/11 11:59pm: Youtube or movie clip (15%)
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Week</th>
<th>Assignments</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Mon 10/24/WK 7 | Veblen, K.K. (2022) | Guest Dr. Phil Mullen:  
  - Community Music  
  - Accessibility | Ways of knowing and representing  
  - How was technology used in your programs, if at all?  
  - How might technology have been used in your programs?  
  - How was technology used throughout COVID-19? |
| Wed 10/26/WK 7 |  |  | Activities for in-class teaching |
| 10/31 + 11/2 | Reading Week | No Response | |
| Mon 11/7 WK 8 | READING TBD | Guest Adam Bell  
  - Accessibility  
  - Technology | |
| Wed 11/9/WK 8 | NO READING |  | Activities for in-class teaching |
  - Studio Teaching | Sun 11/13 by 11:59pm:  
  Reflection about in-class teaching (15%) |
| Wed 11/16 WK 9 | NO READING |  | Tue 11/15  
  Interview (15%) |
| Mon 11/21/WK 10 | Watson (2014) |  | One question that arose in response to the reading—in class |
| Wed 11/23/WK 10 | NO READING |  | Tue 11/22  
  Personal Teaching and Learning Philosophy Statement (15%) |
| Mon 11/28 WK 11 | NO READING |  | Bring draft of website |
| Wed 11/30 WK 11 | NO READING |  | Bring draft of website |
| Mon 12/5 WK 12 | NO READING |  | Bring draft of website |
**Compulsory First Year Exam Exemption:** The Dean’s office has granted this course an exemption from the Senate policy that requires each first-year course (1000-1999) to administer a common, compulsory, final examination scheduled during the examination period worth not less than 30% of the final grade.

**Course Assignments and Evaluation**

*Please Note: You must achieve a final grade of at least 70% in this course to proceed to the Honours in Music Education program.*

**Course Assignments**

1. **DUE: Sun 9/25 by 11:59 - Website (10%)**
   - Each student is required to set up a YouTube account and a personal website. You should use weebly.com, Google Sites, or wix.com as your platform as they are free and accessible here at school (I recommend Weebly, as it is the most user friendly).
   - Make sure that you use the free version of whichever website platform that you choose to use.
   - This website will be used to post your assignments for this class. You do not have to use any specific layout for this website.
   - Access to your work must be clear and be clearly labelled.
   - The videos must demonstrate safe and ethical use of technologies. The video displays a carefully constructed disclaimer, is mindful of copyright infringement, presents appropriate language and demonstrates respectful usage of available images and ideas produced by others.
   - You will continue to add to this website throughout your music education courses, so do not erase or delete this website after completing this course. When you graduate you will have a professional portfolio you can continue to use.
   - Once you have created your website, please email the link to your website to Ms. Seyram Afealete and Dr. Younker.

   - For the reading you are to write a one-page summary of the reading and prepare two questions that are to be submitted before class. We will use these questions to guide our discussion in response to the readings. Font Times New Roman; Size 12, Single space.

3. **DUE: Tues 10/11 11:59pm: Youtube or Movie clip (15%)**
   - Choose a movie clip or YouTube clip (2 in total) of teaching/learning to be posted on your website and linked to your YouTube channel.
b. Please look for music examples; however, one can be from a non-music context.
c. Along with posting the clips on your website, address the following in an interesting way (upload the document to the website with the links).
   i. Why did you choose these clips? (How do they speak to you, what would you like us to take away from viewing them and thinking about them?)
   ii. What is the context? What did you think of the teaching included in the clip?
   iii. Does this clip offer an example of exceptionally good or problematic teaching? And why?

4. **DUE: Sun 11/13 by 11:59pm: Reflection about in-class teaching (15%)**
   a. Length–two pages. Font Times New Roman; Size 12, Single space.
   b. Question to guide your reflection include:
      i. What went well?
      ii. What was challenging?
      iii. What surprised you?
      iv. What would you do differently if anything at all?

5. **DUE: Tue 11/15 by 11:59pm: Interview (15%)**
   a. The purpose of this is to get an idea of another’s musical world, tastes, aspirations and then eventually align that with your musical world, tastes, and aspirations.
   b. Ask and video one person about their music making habits, which may include but are not limited to listening, the role music plays in their life, etc. Did they study music formally? If so, why? If not, why? The interviewee can be an adult in your life (in the past students have interviewed a former teacher, caregiver, parent, or grandparent) or an undergraduate student who is a non-music major.
   c. Ask for their consent to video or audio record them and explain that you will use the videos for this assignment. If they do not consent, take notes.
   d. Select and organize your videos and interviews and write up a 2-3-page synopsis. Font Times New Roman; Size 12, Single space.
   e. Present in class on either 11/16 or 11/23

6. **DUE: Tue 11/22 11:59pm: Personal Teaching and Learning Philosophy Statement (15%)**
   a. Create a personal Teaching and Learning Philosophy Statement.
   b. The purpose of the teaching philosophy statement is to invite you to consider the beliefs and values that have shaped your life as a music learner and to help you develop your own personal philosophy in relation to music teaching and learning.
   c. Length 1.5-2-page paper in which you express your thinking around teaching and learning. Font Times New Roman; Size 12, Single space.
   d. Each person’s statement will be different.
7. DUE: Fri 12/9 11:59: *Final Website (10%)*

**Breakdown of assignments CHECK with above**

- Participation 10%
- Website 10%
- Reflection 10%
- Youtube/Movie clip 15%
- Reflection: In Class teaching 15%
- Interview 15%
- Philosophy Statement 15%
- Final Website 10%

**Grading scale**

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

**University Policies**

**Academic Consideration for Student Absence & Missing Work (≥10%):**

Students are responsible for making up any missed classes or assignments as soon as possible. The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, 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 their academic responsibilities.

Documentation shall be submitted, as soon as possible, to the Office of the Associate Dean, Undergraduate (TC210), together with a request for relief specifying the nature of the accommodation being requested. Students are directed to read the Senate policy on accommodation for medical illness at the following website for further details regarding requirements and procedures for the supporting documentation:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.
Academic Consideration for Missing Work (<10%):
In cases where students miss work that is worth less than 10% of the total course grade (i.e. two or fewer assignments) due to medical illness or compassionate grounds, if documentation is voluntarily submitted to the Associate Dean’s office and the Associate Dean grants an accommodation, then the missed assignment(s) or quiz(zes) will be discounted in the calculation of the final grade for the course. If documentation is not voluntarily submitted then the missed assignment(s) will receive a grade of zero. Students who have been denied accommodation by an instructor may appeal this decision to the Associate Dean’s office but will be required to present appropriate documentation.

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.

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
**Compulsory First Year Exam Exemption:** The Dean’s office has granted this course an exemption from the Senate policy that requires each first-year course (1000-1999) to administer a common, compulsory, final examination scheduled during the examination period worth not less than 30% of the final grade.

**Gender-Based and Sexual Violence**
Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at [https://www.uwo.ca/health/student_support/survivor_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).
To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca) or call 519 661-3568.