Faculty of Music

*The University of Western Ontario*

Summer 2020

**9782L – Special Topics in Music Education: Understanding Progressive Methods in Music Education**

COURSE OUTLINE

| | |
|---|---|
| Monday-Thurs, 9.30am-12pm, July 20th-31st | Instructor: Dr. Ruth Wright |
| Online | E-mail: rwrigh6@uwo.ca |

Course Description

This course will focus on investigating the nature of progressive methods in popular music education in the 21st century. Through reading, research, discussion and practical music making, students will explore the current field of music education and create their own version of a 21st century music curriculum unit. 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 such as jam hubs, virtual ensembles, smart phones, tablets, PCs, iPods, apps and other music software to counter issues of injustice and exclusion.

Technology Requirements:

In this course we will be experimenting with some music technology related to progressive methods of music making. Students will require access to the browser Google Chrome and the app Acappella available from the App store for Apple or from the link below for Android/ PC
https://www.techforpc.com/acapella-maker-video-collage-pc-windows-7810-mac-free-download/

Learning Outcomes: by the end of this course you should be able to

- Demonstrate a systematic understanding of the scholarship in the area of progressive approaches to popular music in music education
- Demonstrate conceptual and methodological understanding that allows critical evaluation of current research in the field
- Develop a range of skills in leading and planning for progressive popular music education in the classroom
- Reflect on scholarship and practice in progressive methods in popular music education in relation to your own curriculum and practice
- Develop and support a sustained argument in oral and written form
- Show competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue
- Exercise initiative, creativity, personal responsibility, accountability and informed decision-making in complex situations;
- Demonstrate cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

Learning Strategies

The course will follow a flipped classroom model: materials and activities will be provided for students to engage with in study time. You will be expected to prepare for classes by undertaking all assigned readings. Most readings may be found under the Course Readings tab in OWL. A few readings will be added in the Resource tab on OWL. You will also be expected to undertake all designated activities prior to the specified class. Everyone should make notes on the reading for each seminar. The zoom class time (Monday to Thursday 10am-12pm each week) will focus on critical reflection and discussion of tasks and materials.

Assessment breakdown:

| Assessment | Weighting | Due date |
| --- | --- | --- |
| Submission of all BandLab/practical activities | 20% | July 20-31 |
| Seminar leadership on an assigned reading | 30% | As advised by instructor |
| Critical reflection on a designated class task | 10% | As advised by instructor |
| Curriculum Unit | 40% | August 7 |

Assessment detail

1. Submission of all BandLab/practical activities.
   A series of tasks will be given to students as practical workshopping activities based in virtual spaces such as BandLab and Acappella/Acapella maker. Students will work

through activities between classes and submit their work to the instructor. BandLab does this directly. In Acappella/Acapella Maker files may be emailed. Students will be graded on the number of tasks *attempted* and submitted.

Criteria for assessment:
- Number of activities *attempted* and submitted

2. Seminar leadership on an assigned reading
   Each student will be assigned the task of leading a 3o-minute seminar discussion on a designated reading advised by the instructor. The student will post a five-minute summary of the reading in VoiceThread which the class will watch together and then use as a stimulus for discussion in the Zoom classroom. VoiceThread allows you to combine PowerPoint slides with other media and record a narration in one place. An introduction can be found here [https://voicethread.com/howto/creating-a-new-voicethread-2/](https://voicethread.com/howto/creating-a-new-voicethread-2/). [https://voicethread.com/howto/sakai-2/#create](https://voicethread.com/howto/sakai-2/#create)
   You will create your VoiceThreads within our OWL site for the course. There are two lesson buttons named Seminar VT and Unit VT for the VoiceThread assignments. Focussed, active discussion strategies should be planned for students for the remainder of the session. This document might help with some ideas you can adapt to virtual settings. [https://www.cultofpedagogy.com/speaking-listening-techniques/](https://www.cultofpedagogy.com/speaking-listening-techniques/)
   Group activities may be facilitated in Zoom breakout rooms. You will be assessed on the depth of engagement with and understanding of the reading demonstrated and your management of class discussion to promote insightful and thoughtful discussion.

   Criteria for assessment:
   - Evidence of understanding of topics addressed in readings
   - Ability to reflect critically upon readings
   - Management of class discussion-(inclusive, collaborative, focussed.)

3. Critical reflection on a designated class practical task.
   For each of the six practical tasks to be undertaken in the course, the Zoom class following the designated activity will include reflection and discussion on the activity. To prompt discussion, designated students will be assigned to each post a 30 second maximum Flipgrid video reflection on the task to be shared in class. In the video, students might comment on one aspect of the task they enjoyed and then raise a practical issue for problem-solving/discussion or raise a question related to pedagogical use of this activity. Students should particularly consider issues of equity and inclusion and the affordances of the activity in encouraging under-represented learners in the traditional music classroom to engage with music.

   Criteria for assessment:
   - Completion of a Flipgrid video post for the relevant class

- Ability to reflect critically upon the activity and your experience as a student
- Identification of strengths, areas for improvement and extension or development of the activity.
- Ability to communicate ideas, issues and conclusions clearly in verbal form

4. Curriculum Unit

Develop a curriculum unit demonstrating a *progressive approach to popular music* education for *a specified group of students*. You will present your unit via VoiceThread in a 20 -minute presentation to be completed in VoiceThread in OWL. (Imagine presenting a new curriculum approach to the school management) Your presentation should include a rationale for the unit development in terms of inclusion and engagement of under-represented students in music, an overview of the unit's topic, learning outcomes, learning activities, exemplar resources and/or technologies (e.g. DAWs, apps etc. ) and assessment strategies.  Some exemplar planning documents are included at the end of this course outline. They may be useful to scaffold your thinking as you devise your unit.

Criteria for assessment:
- Creativity and inventiveness
- Ability to select engaging material appropriate to the students identified
- Ability to devise appropriate learning outcomes
- Ability to devise appropriate and engaging learning and teaching strategies
- Ability to identify appropriate and engaging resources and technologies
- Ability to identify appropriate assessment strategies
- Ability to express ideas and concepts in written and aural forms

Required reading:

Course readings are on OWL under Course Readings tab.

Recommended reading

Allsup,R.E. (2016) *Remixing the music classroom: Toward an open philosophy of music education.* Bloomington, Indiana: Indiana University Press.

Bjorck,C. (2010*) Claiming space: Discourses on gender, popular music, and social change*. Gothenburg: Gothenburg University Press.

Green, L. (1990) *Music on deaf ears: Musical meaning, ideology, education* Manchester, UK; New York, NY: Manchester University Press ; New York, NY : St. Martin's Press

_____ (2001).  *How popular musicians learn: A way ahead for music education*. Aldershot: Ashgate Press.

_____ (2008).  *Music, informal learning and the school: A new classroom pedagogy.* Aldershot: Ashgate Press.

Middleton, R. (2002, 1990) *Studying popular music* Buckingham: OUP

Small, C. (1977) *Music, society, education.* New England: Wesleyan University Press.

**Important Information**

Accommodation for Medical Illness
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 office of the Associate Dean (Graduate Studies). Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered.

Note that documentation should not be submitted directly to course instructors.

The Policy on Accommodation for Illness, can be found at
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.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, as found at
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Statement on Health and Wellness
As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a
program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

Unit planning template

| | |
|---|---|
| **Year Level and Unit Title** | |
| **Duration** | |
| **Focus** | |
| **Description** | |
| **Overall Learning Outcomes**<br><br>• | |

| **FINAL TASK & ASSESSMENT** | |
|---|---|
| Key assessment /culminating task | |
| Culminating Event | |
| Other | |

| **Knowledge Focus** | |
|---|---|
| **Declarative Knowledge**<br><br>(What do I want my learners to know?) | **Procedural Knowledge**<br><br>(What do I want my learners to be able to do?) |
| | |
| | |
| | |

Key Resources for Unit

| Lesson Sequence Focus | Learning Experiences | Main Resources | Check for learning/ Assessment |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Lesson plan template

| 1. Lesson Plan Information |
|---|
| **Grade Level:** |
| |
| **Topic:** |

| 2. Expectation(s) |
|---|
| **Expectation(s) (*Directly from The Ontario Curriculum):*** |
| |

| 3. Learning outcomes |
|---|
| ***What do I want the learners to know and/or be able to do? (By the end of this lesson, students will be able to…)*** |
| |

**4. Teaching/Learning Strategies**

**INTRODUCTION**

*How will I engage the learners?* (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

**MIDDLE:**

<u>Teaching</u>:  *How does the lesson develop?*

**CONCLUSION:** *How will I conclude the lesson?*

 

## 5. Assessment

*How will I assess students' learning during the lesson? (Observation, questioning, self-assessment, peer-assessment)*