



Western Music

Don Wright Faculty of Music

Music Education in Elementary Grades Winter 2024 Music 3852B

Course Description and Rationale

Music Education in Elementary Grades is an opportunity for students to reflect on, experience, find and create their own approaches to teaching music in the elementary school classroom. Through experiential learning, students will explore ways of teaching music with children from Kindergarten through Grade Eight. To achieve this goal, activities, assignments, and class discussions will help students engage in reflexive and critical thinking around existing approaches for music education. These may include, but are not limited to, the approaches of Dalcroze, Kodály, Orff and others. In addition, multiple contemporary approaches to music teaching that include listening encounters, arranging, improvisation and composition will be explored. Due to the focus on practical skills and community building, a high level of participation during class and full attendance is required.

Calendar Description

An introduction to the components of a comprehensive music curriculum for elementary school children. Emphasis is placed on reflective practice and the development of the knowledge, skills, and experiences necessary to plan and implement a music curriculum for a pluralistic society.

Lecture Hours/Week: 3 Course Weight: 0.50

Western Learning Outcomes

1. Students will develop a sense of discovery that drives their ability to ask and frame questions, always seeking to make connections that are not immediately obvious among phenomena and ideas.
2. Students will develop the ability to explore complex problems from a variety of perspectives, recognizing bias, and identifying missing voices.
3. Students will engage in interacting ethically and compassionately with others and with the natural and social world.
4. Students will interact and collaborate mindfully with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures.

Course-Based Learning Outcomes

By the end of this course, you will be able to:

1. Understand a variety of facets of music teaching and learning through observation, reading, and discovery experiences.
2. Consider ethical parameters of teaching and learning music within and outside schools.
3. Interrogate assumptions embedded in “common sense” practices.
4. Understand social, political, cultural, and economic issues and their impact upon educating in and through music.
5. Provoke thoughts leading to the development of a personal philosophy of teaching elementary aged students.

Applied Learning Outcomes

By the end of the course, you will have the experience and ability to:

1. Begin a song collection and other repertoire for use in the elementary music classroom.
2. Demonstrate fluency in specific teaching strategies (rote, canon, ostinato)
3. Teach songs, rhymes, singing games, and other repertoire for use with elementary aged students, with a musical purpose.
4. Arrange and teach an instrumental accompaniment to a pentatonic song using the instruments available in TC307.
5. Choose, read, and respond to an academic elementary music education article.
6. Create a series of lesson plans for use in the primary or junior grades.
7. Articulate issues of teaching music with diverse populations of students
8. Demonstrate growing proficiency with the soprano recorder and soprano ukulele.

Text

There is no required text for the class. Required readings will be posted in OWL in Resources.

Required Materials

- tuning fork: A=440 (Available at Long & McQuade or Amazon)
- laptop computer
- binder with lined 3-hole punched paper
- pencil & eraser
- personal website, such as developed in Teaching and Learning Music (1802)

Optional Materials

- soprano recorder: 3 piece, English/Baroque preferred (Some available for loan)
- soprano ukulele (Some available for loan)
- *both the above are available at Long & McQuade or Amazon)

Resources on OWL:

*additional resources will be added throughout the course

Indigenous Curriculum Resources:

https://wampumlearninglodge.uwo.ca/Learning_Unlearning/learning/indigenous_learning_bundles.html

McDougle, L. (2023) Songs with a Questionable Past.

Sewepagaham, S. (2023). General Guidelines and Information About Indigenous Songs in Canada. *Kodály Society of Ontario workshop handout*.

Useful Websites

The American Folksong Collection, The Kodály Center <https://www.kodalycollection.org>

The Kodály Hub <https://kodalyhub.com>

The Kindergarten Program (2016)

<https://www.dcp.edu.gov.on.ca/en/curriculum/kindergarten>

The Ontario Curriculum, Grades 1-8: The Arts (2009)

<https://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

MusicplayOnline <https://musicplayonline.com>

Weekly Schedule

NB: The schedule is subject to adjustment. Additional readings and/or topics may be added. Ample notice of changes will be provided.

		In-Class Tasks
Week 1: 01/08/24	-introduction to the course and overview of the syllabus -an examination of what elementary music education was, could be, and should be -introducing ourselves -introduction to and the history of the rote process	
Week 1: 01/10/24	-structure of elementary schools in Ontario -common terminology used in education -choosing culturally appropriate and authentic repertoire -creating a song collection	

Week 2: 01/15/24	-music learning in Kindergarten -foundations of music literacy (comparatives)	-teach a chant using the rote process
Week 2: 01/17/24	-The Ontario Curriculum for Grades 1-8: The Arts -Overall Expectations -Specific Expectations	
Week 3: 01/22/24	-fundamental concepts in primary, junior and intermediate grades -singing in canon (resources)	-teach a song using the rote process
Week 3: 01/24/24	-the power of the pentatonic scale -non-pitched percussion -body percussion	
Week 4: 01/29/24	-conceptual learning in primary grades -ostinato	-add a canon to a known song
Week 4: 01/31/24	-movement in the music classroom (Dalcroze) -diverse learners	
Week 5: 02/05/24	-conceptual learning in junior grades -singing games -introduction to 'Orff' instruments	-add a melodic or rhythmic ostinato to a known song
Week 5: 02/07/24	-approaches to using Orff instruments (accompaniment, creating)	
Week 6: 02/12/24	-conceptual learning in intermediate grades -introduction to the recorder	-teach a singing game for primary or junior grades
Week 6: 02/14/24	-approaches to teaching the recorder	-singing games continued
	Reading Week	
Week 7: 02/26/24	-reading and writing in the music classroom -creating in the music classroom -scaffolding learning -integrated arts experiences	
Week 7: 02/28/24	-planning in the music classroom (backwards design)	

Week 8: 03/04/24	-listening in the music classroom	-teach the Orff / non-pitched percussion accompaniment arrangement of a pentatonic song
Week 8: 03/06/24	-songs as storybooks -assessment and evaluation	-arrangement using Orff / non-pitched continued
Week 9: 03/11/24	-introduction to the soprano ukulele -collaborative lesson planning	
Week 9: 03/13/24	-instrumental music in the junior / intermediate classroom	
Week 10: 03/18/24	-recorder in the junior/intermediate classroom (team teaching)	-teach a new song (soprano recorder) [team teaching]
Week 10: 03/20/24	-lesson planning check in	
Week 11: 03/25/24	-ukulele in the junior/intermediate classroom (team teaching)	-teach a new chord (soprano ukulele) [team teaching]
Week 11: 03/27/24	-catch up	
Week 12: 04/01/24	-sharing of song collections	Sharing of Song Collections
Week 12: 04/03/24	-course wrap up	
Week 13: 04/08/24	No scheduled class	

Assignments

*All assignments are due on Mondays by 11:59pm, except for “Introduce Yourself,” which is due on Wednesday, January 17, 2024.

*Any assignment extension is to be negotiated in advance of the due date.

*Assignments not submitted by the due date and for which an extension has not been negotiated in advance will be subject to late penalties (5%/day).

Assignments, Due Dates and Weighting

<u>Task</u>	<u>Due Date</u>
Attendance / Class Engagement (10%)	Ongoing
Personal Website (5%)	January 15, 2024
Introduce Yourself (5%)	January 17, 2024
In-Class Teaching Experiences (30%)	
Chant	January 15, 2024
Rote Song	January 22, 2024
Canon	January 29, 2024
Melodic or Rhythmic Ostinato	February 5, 2024
Singing Game	February 12, 2024
Song with Orff/Non-Pitched Acc.	March 4, 2024

Recorder	March 18, 2024
Ukulele	March 25, 2024
Response to Academic EME Article (10%)	March 4, 2024
Song Collection Check-In (10%)	April 1, 2024
Lesson Plan Sequence (20%)	April 1, 2024
In-Class Teaching Blog (10%)	Ongoing/April 8, 2024

Grading scale

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

Course Assignment Details

1a. Website Set Up

DUE: Monday, January 15, 2024, by 11:59pm (5%)

- All assignments will be uploaded to your personal website, as links to a pdf document or video.
- If you did not create a website as part of the Teaching and Learning Music course (1802), please create one. wix.com is a suggested platform.
- If you did create a website in 1802, please review it.
- Organize categories/tabs at the top of the website to accommodate the course assignments.
- Create a blog for peer teaching experiences, which will be added to throughout the course.
- Once you have created your website, please email the link to your website to the professor and TA. Always use your Western email account for school related email.

1b. Introduce Yourself

DUE: Wednesday, January 17, 2024, by 11:59pm (5%)

- Introduce yourself by creating a video (maximum of 3 minutes) to share your story to this point in your life. If you have not done so already, please create a personal YouTube channel. Consider early music making experiences, school, home, community, Western, experiences outside of music, family, and friends. Include where you currently “see” yourself in the future as related to music education.
- Post the introduction in a prominent spot on your website.

2. In-Class Peer Teaching Experiences (30%)

DUE: Presented on January 15 , 22 & 29, February 5 & 12, March 4, 18 and 25, 2024.

- Each peer teaching topic will be modelled in advance by the professor and/or the TA.
- Some of the peer teaching experiences will be an individual presenting to a small group, some will be an individual presenting to the class, and some will be team-taught and presented to the class. Details will be provided in class.

- c. Everyone will receive feedback from their peers, using a checklist and 'glow' and 'grow' approach. For the large group experiences, you will also receive feedback from your professor and TA.
- d. After each peer teaching experience, reflect on the experience in the blog you have set up on your website. This must be done within a week after the teaching experience.
- e. OPTIONAL: Have a colleague video your teaching experience. After reviewing the video, you may (or may not) choose to post it on your website.
- f.

3. *Response to Academic Elementary Music Education Article*

DUE: Monday, March 4, 2024, 11:59pm: (10%)

- a. Choose an academic article of personal interest to you in elementary music education. Search for an article in OWL, using the Research tab.
- b. Summarize the article and your response to it, in 1-2 pages, 12pt font, double spaced.
- c. Post a pdf link to your summary/response under a separate tab on your website.

4. *Song Collection*

DUE: Monday, April 1, 2024 (10%)

- a. Organize your evolving song collection in a manner that makes sense to you.
- b. With each song, include the title, source, pitch collection, scale, prominent rhythmic and melodic elements, and song type, using the template provided.
- c. Include an alphabetical list of the songs. Consider including a list of categories.
- d. Save as a pdf and upload it to your website or provide a link to a Google drive folder.

5. *Lesson Plan Sequence*

DUE: Monday, April 1, 2024, by 11:59pm (20%)

- a. Create a series of 5 consecutive lesson plans for a primary or junior grade of your choice, using the template provided. Additional details as to content will be provided in class.
- b. As an appendix to the lessons, include the score of any songs used that may not be familiar to the professor or TA.
- c. Post a link to a pdf of the lesson plans to your website.

6. *In-Class Teaching Blog*

DUE: Monday, April 8, by 11:59pm: (10%)

- a. Set up a blog space on your website.
- b. Add a reflection (2-3 paragraphs) of each teaching experience within a week after the teaching has occurred.

- c. Include a concluding summary of your teaching experiences by April 8, 2024. This may include a personal philosophy of music education in elementary grades.

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. Academic Consideration provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program, when they have been unable to complete some component of a course due to short-term extenuating circumstances. Students who have long-term or chronic medical conditions (physical or mental) that may impede their ability to complete academic responsibilities are directed to seek Academic Accommodation through Accessible Education ([Academic Accommodation for Students with Disabilities](#)).

Documentation shall be submitted, as soon as possible and no later than 48 hours after the end of the period of absence covered, to the Academic Counselling unit or Office of the Associate Dean, Undergraduate (TC210), of the student's Home Faculty together with a request for relief specifying the nature of the academic consideration being requested. Students are directed to read the Senate Policy on Academic Consideration for Medical Illness at the following website for further details regarding various requirements and procedures for the supporting documentation:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf

Whenever possible, students who require academic consideration 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 due to medical illness, religious observance or compassionate grounds, consensus will be arrived at to submit the work, work of a similar nature or to waive the assignment. 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 Thames Hall room 2170. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in Thames Hall 2170 or to click on the big green “I Need Help Now” button on the Health and Wellness page above.**

Accommodation for Students with Disabilities: Students work with Accessible Education 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 (other than statutory 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. The Diversity Calendar from the Canadian Centre for Diversity and Inclusion provides information on multifaith, multicultural and diversity related holidays and observances and links to resources for more information. <https://www.edi.uwo.ca/resources/2816-2023-Diversity-Calendar-PDF.pdf>

Contingency Plan: Although the intent is for this course to be delivered in-person, should any university-declared emergency require some or all of the course to be delivered 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 course will adapt accordingly. The grading scheme will **not** change. Any assessments affected will be conducted online as determined by the course instructor.

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. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519 661-3568.

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).

- a. Save as a pdf and upload it to your website.

Electronic Devices in Classrooms: The in-class use of electronic devices (other than for instructor-approved in-class uses) is expressly prohibited. Students found guilty of disrupting the class with electronic devices will be asked to leave the class and may be subject to disciplinary measures under the Code of Student Conduct.

Plagiarism Detection Software Usage: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism, which includes AI writing detection tools. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).