



Faculty of Education 2017-2018

CURR 346 & 366

Music Teaching in Theory and Practice

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Course website: <http://benjaminbolden.ca/teaching/is-music/>

Course Description

CURR 346/366 provides opportunities to explore theoretical and practical aspects of teaching and assessing creativity, performance, music theory and analysis. The course includes a focus on developing instrumental and choral music programs, on the development of a career as a music teacher, and on judging the quality of student's learning. The course also provides an opportunity for self-directed learning in the preparation of a teaching resource.

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Required Reading

Course Text:

Wasiak, Edwin. (2013). *Teaching Instrumental Music in Canadian Schools*. Don Mills, ON: Oxford University Press.

Curriculum documents:

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

<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts.html>

The Ontario Curriculum Grades 9 and 10: The Arts, 2010 (revised).

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

The Ontario Curriculum Grades 11 and 12: The Arts, 2010 (revised).

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

CURR 346 & 366 Assessment Components and Tasks/Assignments

<i>Task</i>	<i>Detailed Description</i>	<i>Weight</i>	<i>Due Date</i>
Homework	--short homework assignments e.g. reading responses, completion of class exercises, etc.	20%	Throughout term
Peer Performance Preparation 2	--alone or in pairs teacher candidates prepare classmates for a short music performance to take place in the spring. Building on the work of the fall term teaching session (PPP1) this term TCs lead a follow-up session (PPP2) that ideally brings the class to performance readiness. This session will be formally assessed.	20%	Teaching sessions: throughout term
Curriculum Unit Design	--in groups of 2-3 teacher candidates will choose a grade level and course from the Ontario Arts Curriculum documents and design learning experiences, resources, and assessment tools that target specific learning expectations	20%	Proposal: Jan. 11 Due: Jan. 25
Choice Assignments <i>(pick 2 out of 3)</i>	<p>Podcast Creation: teacher candidates use audio technology to create podcasts that combine digital audio music files and voice narration to richly describe and analyze meaningful music experiences</p> <p>Composition/Arrangement: teacher candidates compose or arrange a piece of music, making use of notation software</p> <p>Self-Study Part 2: TCs submit a collection of 3-4 descriptive, reflective narratives with analyses and implications for teaching that enable a deeper understanding of self as musician, learner, and teacher (an enhancement of the first term narrative work)</p>	20% + 20%	Choice 1 Proposal: Feb. 1 Due: Apr. 16 Choice 2 Proposal: Feb. 1 Due: April 26

Detailed requirements for each task/assignment will be provided in class.

Course Evaluation/Grading Policy

(At the beginning of each course, instructors will provide a clear statement of the basis on which the final grades will be assigned, the term work expected and the weight, if any, of each assignment that will contribute to the final grade.) The grades for all courses or components of the BEd and DipEd programs are:

<i>Letter Grade</i>	<i>Grade Point</i>	<i>Descriptor</i>	<i>Percentage</i>
A+	4.3	Outstanding	90-100
A	4.0	Excellent	80-89
B	3.0	Very Good	70-79
C	2.0	Adequate	60-69
D	1.0	Marginal	50-59
F	0	Unsatisfactory/Failure	0-49
P		Pass; no grade assigned. Reserved for Practica courses only or as approved by the Dean	

Requirements for Graduation: To be eligible for the Bachelor of Education or Diploma in Education the student must have passing grades in all the required courses or components of the program, and a minimum cumulative GPA of 2.0. This CGPA is calculated using only Faculty of Education courses.

From: (<http://educ.queensu.ca/regulations-policies>)

Overall Expectations

The expectations for this course align with the Ontario College of Teachers Standards of Practice: *“Together, the ethical standards and the standards of practice provide the foundation for pre-service and in-service teacher education. These principles of practice are based on the premise that personal and professional growth is a developmental process. Teacher candidates in a pre-service teacher education program pursue professional learning consistent with the standards at an appropriate level for beginning teachers.”*

OCT Standards	Teacher candidates will...
<p>Commitment to Students and Student Learning <i>Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.</i></p>	<p>Develop an understanding of social justice in the context of music education.</p> <p>Develop strategies for effectively engaging unique individuals in music experiences and learning.</p>
<p>Leadership in Learning Communities <i>Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.</i></p>	<p>Share in the building of a creative, collaborative, participatory, and professional learning community.</p> <p>Lead music making and learning experiences.</p>
<p>Ongoing Professional Learning <i>Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.</i></p>	<p>Engage in self-directed professional learning.</p>
<p>Professional Knowledge <i>Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.</i></p>	<p>Explore contemporary pedagogical issues in music education</p>
<p>Professional Practice <i>Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.</i></p>	<p>Develop an understanding of lesson planning, curriculum design, instructional and assessment/evaluation strategies for music.</p> <p>Use resources and technology in music teaching and learning contexts.</p>

Teacher Candidates' Roles/Responsibilities for the Academic Year 2017-2018

Professionalism

The education provided by teachers is the foundation for the advancement of knowledge, democratic principles, ethical behaviour, and personal fulfillment. Teachers' professional responsibilities require that they are expert in the disciplines in which they teach and accomplished in the field of pedagogy. They are answerable for their competencies in the discharge of these dual responsibilities which, in turn, carry the imperative to ensure the academic achievement, emotional well-being, and personal safety of the pupils in their care. The importance of these responsibilities requires that teachers maintain the highest levels of academic knowledge, teaching skills, and ethical conduct.

Teachers are expected to lead by example by promoting scholarship, maintaining the integrity of the profession, and contributing to the public good. In furtherance of these expectations society has granted teachers the right to professional organization through the Teaching Profession Act and professional self-regulation through the Ontario College of Teachers Act.

As associate members of the Ontario Teachers' Federation, all teacher candidates are bound by the ethical and professional standards of the Teaching Profession Act. Teacher candidates and all practicing professional teachers in Ontario are bound by the Ontario College of Teachers *Foundations of Professional Practice*.

Professional Conduct

All teacher candidates in the Bachelor of Education and Diploma in Education programs are expected to develop and demonstrate the attributes and behaviours of a professional teacher. These attributes and behaviours are expressed in the following documents:

- Foundations of Professional Practice Member's Handbook (Ontario College of Teachers, 2010);
- Education Act (Revised Statutes of Ontario, as amended);
- Regulation 298, Operation of Schools-General (Revised Regulations of Ontario, as amended);
- Regulation Under the Teaching Profession Act, Sections 13 through 18.

In addition, when on campus, teacher candidates are expected to demonstrate respect for others and to abide by the principles and standards set out in Queen's policies such as the *University Student Code of Conduct* and the *Harassment/Discrimination Policy and Procedure*.

Attendance, Course Work and Conduct

(<http://educ.queensu.ca/regulations-policies>)

Students must be registered in a course(s) to be eligible to attend or otherwise participate in lectures, tutorials, assignments, tests, and examinations associated with the course(s). Students are expected to be and, at the discretion of the instructor, may be required to be present at all lectures, tutorials, tests, and examinations in their courses and to submit assignments at the prescribed times. Student conduct in lectures, laboratories, tutorials, tests and examinations must conform to the University's Code of Conduct.

A student who claims illness or compassionate grounds as reason for missing lectures, tutorials, assignments, tests, or examinations is responsible for making alternative arrangements with the instructors concerned. In most cases, this should not require medical or other documentation. If there is a significant effect on attendance or academic performance the student must provide documentation with any request for accommodation and appeal directly to the instructor in a timely manner.

At the discretion of the instructor, an assigned alternate learning activity may be expected to be completed within a mutually convenient time frame if a class is missed.

It is a matter of your professional responsibility to be prepared for class and be on time.

Academic Integrity

All breaches of academic integrity are considered serious offences within the University community and a student who commits such an offence runs the risk of a range of sanctions including a failure in the course or a requirement to withdraw from the University. Departure from academic integrity includes plagiarism which means presenting work done (in whole or in part) by someone else as if it were one's own. For complete details, please see (<http://educ.queensu.ca/regulations-policies>)

Disability Accommodations

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Wellness Services (QSWS) and register as early as possible. For more information, including important deadlines, please visit the QSWS website at: <http://www.queensu.ca/studentwellness/accessibility-services>.

If you have accommodations that have been approved through the QSWS, please advise your instructors as soon as possible so that your accommodations are implemented. It is advised that you also contact the Associate Dean, Undergraduate Studies when you have received your accommodation letter from QSWS.