



Faculty of Education 2018-2019

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See: <http://www.queensu.ca/encyclopedia/t/traditional-territories>

Faculty of Education 2017-2018

CURR 345 & 365

Introduction to Teaching Instrumental & Choral Music

Instructor: Dr. Benjamin Bolden **Office:** A215 **Phone:** 613-533-6000 x 77762 **e-mail:** ben.bolden@queensu.ca

Office Hours: flexible—please contact me to make an appointment that fits your schedule

Course website: benjaminbolden.ca/teaching/is-music/

Course Description

CURR 345/365 provides an initial orientation to music teaching at the secondary level with emphasis on both choral and instrumental music. Lesson and unit planning are practiced in the context of exploring teaching and authentic assessment strategies that meet Ontario curriculum requirements.

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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>

Assessment Components and Tasks/Assignments

Task	Description	%	Due Date
Homework	-- short homework tasks e.g. reading responses, PT reflections, assignment proposals, music exercises, etc.	20%	Assigned in class throughout term
Peer Teaching – Rehearsal/ Lesson Plan	<ul style="list-style-type: none"> In pairs you will plan and deliver a 25-minute music lesson or rehearsal. The teaching session will NOT be formally assessed, but the <i>planning</i> for that teaching session <i>will</i> be assessed. (Submit plan <i>before</i> the rehearsal session.) In the class <i>following</i> the rehearsal session, as part of your homework mark, submit a 1-2-page reflection describing what you learned from your experience: <i>What went well, what didn't, what you would do differently next time.</i> 	20%	Proposal: Sep. 18 Rehearsal: <i>what piece, what instrumentation (ideally, show me the score)</i> Lesson: <i>a paragraph description</i> Rehearsal plan and teaching sessions: throughout term
Personal Learning Project	-- identify an individualized learning goal within the domain of music education (<i>e.g. learn to... play an unfamiliar instrument, use a piece of music software, conduct 3 identified pieces, etc.</i>) -- devise and carry out a detailed plan for achieving the learning, refining the plan as you progress -- document your learning process, monitoring and assessing as you go (<i>e.g. journal, videos, blog, podcast</i>) -- analyze the entire learning experience and identify implications for your teaching -- (<i>optional</i>) share a highlight of your learning with the class (<i>e.g. play a melody on your new instrument</i>)	40%	Proposal: Sep. 25 (<i>see planning templates in text p. 73, and on my website</i>) Due: Dec. 11
Narrative	-- write a narrative describing a personal experience with music -- analyze the narrative to gain understanding of self as musician, learner, and teacher -- identify the implications of the experience—and your analysis of it—for your teaching	20%	Due: Nov. 29

Detailed requirements for each task/assignment will be provided on the class website.

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:

Letter Grade	Grade Point	Descriptor	Percentage
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 music-making and 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 the design and implementation of 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

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 regulations for teachers:

- 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>)

Content Advisory

In view of the intensity of situations encountered in the teaching profession, be advised that any course in your initial teacher education will include a broad spectrum of descriptive and analytical references to the characteristics of situations that a teacher will encounter within the field of education. Lectures, guest speaker presentations, instructional videos, case studies, readings, and classroom discussions will, from time to time, include references to difficult content including, but not limited to such topics as child abuse, physical, sexual and domestic violence, suicide and self-harm, assault and injury, discrimination, bullying, inappropriate language, social inequity, and poverty.

Members of the teaching profession must address the needs of students and those needs may arise in complex, intense, and unanticipated circumstances; a teacher's responsibility to resolve or report highly charged situations may result in emotionally demanding experiences. The knowledge, abilities and dispositions that a candidate in a program of teacher education must bring to any classroom situation (on campus or on placement) are substantial and must be aligned with the far-reaching responsibilities assigned to teachers.

We recognize that these topics can be sensitive subject matter for some individuals. As knowledge and awareness of these topics are essential to those entering the teaching profession, it is your responsibility to prepare yourself to

hear difficult content and to develop the skills to respond appropriately in a classroom setting. If you anticipate experiencing anxiety or sensitivity when certain topics or images are introduced in a class, please seek personal or professional supports to prepare yourself for that experience. You may also choose to notify your instructor so that they can assist you in working to address related responsibilities in practicum settings or in on-campus settings. Further support may be obtained through Queen's Student Wellness Services.

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.