EDCP 311
Curriculum & Pedagogy in Music: Secondary

Course Description:

EDCP 311 - Curriculum & Pedagogy in Music: Secondary is a course designed to prepare the beginning music teacher to plan and teach music classes for the optimal development of musical skills and understandings in students in secondary schools. Instruction focuses primarily on pedagogical methods and assessment appropriate to performance based music classes (instrumental and vocal) and non-performance based music classes. Additional instruction and assignments address philosophy of music education; lesson, unit, and curriculum planning; and cultural issues. The course includes practicum sessions in which the class serves collectively as a "practice class" taught by individual class members. Prerequisite: a completed concentration in Music or permission of the Head.

This course is predicated on constructivist principles that support inquiry, social justice, and diversity, and it addresses culturally differing worldviews and musical practices.

Course Objectives:

Curriculum & Pedagogy in Instrumental Music Classes

Given readings and a series of lecture/presentations on pedagogical methods, guided practice in objective and lesson plan writing appropriate for a secondary level instrumental music class, and modeling of pedagogical methods appropriate for such classes, each student will prepare an instrumental music lesson plan at a level meeting or exceeding the requirements established on the Teaching Observation Form evaluation sheet distributed and discussed in class.

Curriculum & Pedagogy in Vocal Music Classes

Given readings and a series of lecture/presentations on pedagogical methods, modeling of pedagogical methods appropriate for a secondary level vocal music class, and guided practice in objective and lesson plan writing appropriate for such classes, each student will prepare a vocal music lesson plan at a level meeting or exceeding the requirements established on the Teaching Observation Form evaluation sheet distributed and discussed in class.

Curriculum & Pedagogy in General or Non-Performance Based Music Classes

Given readings and a series of lecture/presentations on pedagogical methods, modeling of pedagogical methods appropriate for a secondary “general music” or non-performance based music class, plus guided practice in objective and lesson plan writing appropriate for such classes, each student will develop a unit plan and prepare a non-performance based music lesson from that plan at a level meeting or exceeding the requirements established on the Teaching Observation Form evaluation sheet distributed and discussed in class.
Preparation of Curriculum Materials for Secondary School Music Classes

Given examples of existing music education curricula (including the British Columbia provincial IRPs), a series of lecture/presentations on music education philosophy statement-, syllabus-, and unit plan-writing, plus guided practice in writing such documents for instrumental and vocal performance plus general or non-performance based music classes, each student will prepare:

- a philosophy statement,
- a course syllabus, and
- a unit plan.

These materials must be suitable for a secondary school music program and at a level of quality meeting or exceeding the requirements established on the *Criteria for Evaluation of Written Assignments* sheet distributed and discussed in class.

Course Outline:

### Unit 1: Curriculum & Pedagogy in Instrumental Music Classes

**Topic**

Developing musical skills and understandings in students who play instruments

**Guiding Questions**

- How can instructors most effectively develop students’ musical skills and musical understandings through playing instruments in a classroom context?
- How can learning to play an instrument *in an ensemble* contribute to the development of students’ musical skills and understandings?

**References**


Cruickshank, D., Jenkins, D. B., & Metcalf, K. K. *The act of teaching.* (6th ed.).


### Unit 2: Curriculum & Pedagogy in Vocal Music Classes

**Topic**

Developing musical skills and understandings in students who sing

**Guiding Questions**

How can instructors most effectively develop students’ musical skills and musical understandings through singing in a classroom context?
How can learning to sing *in an ensemble* contribute to the development of students’ musical skills and understandings?

### References

### Unit 3: Curriculum & Pedagogy in Non-Performance Based “General” Music Classes

#### Topic
Developing musical skills and understandings in students who are non-singers and non-players of instruments

#### Guiding Questions
- How can instructors most effectively develop students’ musical skills and understandings in non-singers and non-instrumentalists in a classroom context?
- How can musical activities and assignments be created that will connect with and support students’ learning in other curricular areas (e.g., social studies, mathematics, languages)?

#### References

### Unit 4: Preparation of Curriculum Materials for Secondary School Music Classes

#### Topic
Preparing curriculum materials for secondary school music classes

#### Guiding Questions
- How is meaning created through performance in different cultural/musical traditions?
- What is/are the role(s) of music education in a secondary school in culturally pluralistic, democratically governed nations and in Canada in particular?
- How can courses be best designed (and described in course syllabi) and units and lessons be best created to support this/these role(s)?

#### References
- Goble, J. S. (2010). *Not just a matter of style: Addressing culturally different musics as social praxes in secondary school music classes.*
- Goble, J. S. (2010). *What’s so important about music education?*
Assignments:

Lesson Plans and Unit Plan:
A short Lesson/Rehearsal Plan outlining the procedure to be followed during an In-Class Practicum session is due no later than two class sessions prior to each Practicum session in which the first class member is scheduled to present. All Lesson Plan / Unit Plan assignments are listed in the course Topic and Assignment Calendar.

In-Class Practicum Sessions:
Practicum sessions are "in-class micro-teaching sessions" that provide students with opportunities to practice their teaching and rehearsal techniques relative to each broad topic of study. Each student will be given the opportunity to present at least one of the lessons he or she has prepared in writing in an in-class practicum. After each practicum session, each student is asked to view the videorecording of her/his practicum session and complete a self-evaluation. All Practicum session assignments are listed in the course Topic and Assignment Calendar.

Written Assignments:
Written assignments involve reading and writing projects in which each student studies, researches, reflects on, and/or otherwise prepares material in a paper for an in-class discussion and/or project. (Most written assignments serve as preparations for the end-of-term "Curriculum Project" assignment.)

End-of-term “Curriculum Project” Notebook
The end-of-term “Curriculum Project” consists of a notebook assembled by the student containing two sections:

Section 1. All three Lesson Plans written for this class over the course of the term (with instructor-evaluations and self-evaluations from the In-Class Practicum sessions), assembled in chronological order.

Section 2. "Curriculum Project” Assignment:
A written Curriculum Document for a secondary school music program. This document must include:
(1) A personal Philosophy Statement that sets forth the student’s bases for her/his curricular priorities (1-2 pages, double spaced);
(2) A sample Course Syllabus (for an instrumental, vocal, or general/non-performance based music class), which includes a course description (briefly relating the goals and the content of the course), specific instructional objectives, assignment and grading criteria, and any additional course information; and
(3) A sample Unit Plan suitable for guiding instruction for a two-week period (or more) in a secondary school music class (instrumental, vocal, or general).
References:


