



## Dan School of Drama and Music

### Introduction To Teaching Music to Children MUSC 114 Fall 2016

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Classroom: Room 124, Harrison-LeCaine Hall  
Class time: Mondays: 2:30-3:20  
Tuesday: 4:30-5:20  
Thursday: 3:30-4:20

**Eligible Students:** This course is open to all students *outside* of the Bachelor of Music or B.A (Major) plan. This course can be used towards a minor or Medial in music.

**Calendar Description:** This course takes a hands-on approach to learning about engaging children through music. This blended approach to teaching theory and practice where students will be introduced to musical concepts through educational activities that can be applied to children. By the end of the class students will be able to identify and describe musical characteristics heard in a variety of repertoire, and will be able to perform short musical pieces appropriate for novice performers. They will also be able to develop and implement music-based learning activities for elementary students.

## Learning Outcomes:

1. Describe musical characteristics heard in a variety of repertoire.
2. Demonstrate and understanding of fundamental musical concepts (pitch, rhythm) through in-class playing and singing activities.
3. Apply knowledge of musical notation to create and recreate musical pieces.
4. Apply knowledge of musical concepts to describe musical tastes and preferences of a variety of people.
5. Apply knowledge of musical concepts to critique a variety of musical performances.

## Required Materials:

Soprano Ukulele (available in the campus bookstore)

Access to a mobile device to view apps

Video recorder

## Overview of Topics

Week 1	1. Introduction 2. Why teach Music: Listening and exploring music in your life Pt. 1 3. Listening and exploring music in your life. Pt. 2
Week 2	1. What do we teach 2. Who do we teach? 3. How do we teach: Learning in and through the arts.
Week 3	Rhymes, Finger and Singing Games/Music and Literature
Week 4	Linking Music and Literature/Introduction to Bucket Drumming/No Class Thursday October 6 (time in lieu of attending concerts).
Week 5	Teaching Rhythm & Bucket Drumming
Week 6	Teaching Rhythm & Bucket Drumming: Class Assignments
Week 7	Teaching Rhythm & Bucket Drumming: Class Assignment
Week 8	Playing the Ukulele/
Week 9	Playing the Ukulele/ Composition and improvisation
Week 10	Playing the Ukulele/ Exploring music in different contexts
Week 11	Playing the Ukulele/ Exploring music in different contexts
Week 12	Playing the Ukulele, Digital Tools to Support Music Learning, Tying it all together

\*\*Weekly topics are subject to change.

## Assignments

**25% Participation in class activities:** Students will actively participate in in-class music-making sessions and discussions. ***Due Date: Ongoing***

**20% Comparing Musical Experiences:** The purpose of this assignment is to explore the music other people like. Find someone at least 10 years older than yourself (e.g., parent, mentor, grandparent, aunt, uncle) and talk to the person about the types of music that they have listened to over the course of their life. The person you speak to must be an adult.

1. Where did you grow up?
2. Type of music, specific artists and songs their parents listened to when they were growing up?
3. Favorite movie/TV theme song from their childhood/ adolescence?
4. What instruments played during childhood
5. Songs sung during childhood (in home, in the playground, with friends, at events)
6. What types of music/artists do you listen to currently
7. What instruments do you currently play?
8. Song/artist that you never grow tired of hearing
9. Song/artist that you cringe whenever you hear them?
10. If you had to create a 5-song playlist of "Song from Canada" what would you include:
11. What artist/type of music that you'd like to learn more about?

In addition to completing the table, you must also address the following questions:

1. Describe some trends that you see in the answers and explain how the time of the childhood and where they grew up influenced their musical experiences. Similarly, compare and contrast your musical experiences in terms of musical tastes in relation to your geography, relationship, and time period. (1-2 pages, double-spaced)
2. A. Description of the curriculum expectations that this activity addresses.  
2. B. Create a lesson plan around this idea including what students will do once they have these two playlists.

You will be assessed on completion as well as the depth of quality of your response. Assignments are to be submitted to the **onQ Dropbox by Friday September 30, 2016 @ 11.59pm.**

**15% Attending Concerts: The Weird and the Wonderful:** Attend two concerts/events where live music is the main feature. Submit a two-page paper that describes each concert including the following:

1. the name of the artist(s)/group,
2. what type of music do they perform.
3. Why you chose them as Weird/Wonderful
4. Summary of the concert: What songs/pieces were performed, characteristics of the audience, responses of the audience, venue?
5. Choose one piece/song and describe its structure, different instruments, mood, how the various musical components helped to create the mood.
6. After attending the concert, how would you label the concert: weird, wonderful or a different adjective. Justify your answer in 1-2 paragraphs.

\*\* If it is impossible for you to attend two events, you may substitute one of the events and watch 90 minutes of music within a genre and address all the components.

Assignments are to be submitted to the onQ Dropbox by **Friday, November 18<sup>th</sup>@11.59pm**

**20% Bucket Drumming Composition:** You will be required to compose and teach a 4 bar piece for the bucket drum. You will have 10 minutes to teach your piece. You will need to include 2 different drum-timbres (e.g., centre, rim, side, click sticks). You will be required to teach your composition to the class and submit a copy of your composition using a rote method (whole-part-whole). The composition should be at the level of the class (novice players).

You will need to teach a four-measure piece to the class using a rote method (whole-part-whole). You can only repeat one 4-bar pattern, and you can repeat the same rhythm using a different sound source once.

Your teaching outline will be as follows:

1. Whole: Demonstration
2. Measure 1
3. Measure 2
4. Measures 1+2
5. Measure 3
6. Measures 1+2+3
7. Measure 4
8. Measures 1+2+3+4

\*You may have to repeat certain steps or take a step backwards, to ensure that the students master each step).

You will be assessed on the quality of your performance, the accuracy of your composition, and the clarity and sequencing of your teaching and how well the students sound at the end of your lesson. You will submit your composition to the professor at the beginning of your lesson. **You will sign-up for a teaching space during the week of October 17 & 24, 2016.**

**20 % Ukulele Playing Tests:** A portion of the class will be dedicated to learning to play the ukulele and you will be required to submit two videos of yourself

playing assigned pieces. One of these playing test will also require you to sing or hum a familiar song while accompany yourself. Two playlists will be posted on onQ by November 5<sup>th</sup>. You will be required to select one piece from each the playlists to perform. You will record each performance and upload your performances to **onQ by Friday December 2nd, 2016@11.59pm**. You will be assessed on the accuracy and expressiveness of your performance.

## Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

**Queen's Official Grade Conversion Scale.**  
**Grades**

**Numerical Course Average (Range)**

A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

### Late Assignments:

Extensions on in-class assignments **will not** be granted; however you can trade presentation dates with a peer, *if* it is mutually beneficial. Extensions on written assignments *may* be granted in extenuating circumstances. Please ask for permission from the instructor *prior* to the assignment deadline. **One whole grade point will be deducted for each day that an assignment is late (an A+ assignment becomes a B+ assignment when it is 1 day late). No Assignments will be accepted after the marks have been posted on onQ.**

### Statement of Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty,

trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

## **Accommodations for Students with Disabilities**

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 Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

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