

Value: 15%

3. Develop a *Database of Resources* for teaching music and teaching with music. The database should include songs, musical games & activities. You can work with a partner if you wish. Follow the guidelines to make sure that all the required components are present. Every item that you include has to be referenced. Complete the database with three LES, one for each cycle, teaching music and/or teaching with music.

Value 20% Due: November 9th.

4. Final Exam

An *exam* focusing on musical concepts, vocabulary, teaching approaches (make conscious) and concepts to be taught at the different grades (K to 6) will be held November 30th.

Value: 15%

5. Attendance

Class Attendance, Participation & Preparation

Students are expected to be prepared for and to attend all classes in order to further understand and contribute to group and class activities. To encourage this aspect, beginning September 9th, students must answer simple questions focusing on material seen in class, at the end of each class (ticket exit). These are intended to ensure students understanding and provide information about future guidance.

Value: 10% Due: *Ticket exit every class*

6. Teach (solo) two “make conscious” (a rhythmic element and a melodic element) to the class. The teaching should be about 5 minutes long. The specifics will be discussed in class.

Value: 10% Due: throughout term

7. Solfa Exam: from a selection of songs, rhythmic and melodic solfa with rhythm syllables, solfa syllables, moveable “do” and hand signs.

Value: 10% Due:

Resources

Music materials are in two locations: in the Education Library and in the Duchow Library, Schulich School of Music, 555 Sherbrooke St. W. Recordings and music books are also available for browsing in the music room (B148).

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity> for more information).

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded

“Given the growing concern among professors and students over significant lapses in classroom etiquette (e.g. incessant chatting, recurring lateness, repeatedly walking in and out of class, use of technology in disruptive ways), it is important to remind students that the Faculty of Education is committed to 1) the development of responsible professional behaviour (MELS, competency no. 12), and 2) a classroom environment conducive to learning. As stated in the McGill Student Rights and Responsibilities Handbook (2006), “disruption which occurs during the teaching of a course may be treated as an academic offence under the provisions of Article 19.”

Core Professional Competencies for the Teaching Profession

Foundations

1. To act as professional inheritor, critic and interpreter of knowledge or culture when teaching students.

Features: Casts a critical look at his or her own origins, cultural practices and social role.

Establishes links between the secondary culture set out in the program and the secondary culture of the students.

The development of this competency is encouraged by the use of Canadian folksongs and traditional children's songs, in order to provide specific material to use in the elementary classroom as a mean for teaching the basic musical concepts and competencies. This allows students to establish links between their own musical cultures as children and those of their students, to situate their teaching and to look critically at their musical exposure. This competency is being assessed through the weekly ticket exit, the class participation, the use of those songs in their peer teaching and in their database of resources.

Teaching Act

3. To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

Features: Bases the selection and content of teaching sequences on data drawn from recent didactical and pedagogical research.

Plans teaching and evaluation sequences taking into account the logic of the content to be taught and the development of learning.

To help the achievement of this competency, students are presented with a variety of diverse teaching/learning situations which follow a child development sequence for learning music. They will plan and implement a LES as a teacher that includes the competencies and knowledges targeted by the QEP and follows the sequence outlined in class.

4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

Features: Guides students in selecting, interpreting and understanding the information provided in the various resources and in understanding the elements of a problem situation or the requirements of a task or project.

Supports student learning by asking questions and providing frequent and relevant feedback to promote the integration and transfer of learning.

The development of this competency is done through modeling, using an open and warm classroom environment in which students are welcome to experience teaching, make mistakes and have successful peer-teaching. The approach used in this course is based on analysis and experience of teaching procedures and immediate peer/teacher feedback. A variety of songs and musical games are learned, providing material to be used in the classroom. The students are also guided in the creation of a database of resources including songs, games, teaching processes, LES and references.

Social and Educational Context

10. To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

Features: Develops and organizes a project appropriate to the objectives to be attained by the teaching team.

Helps build consensus, when required, among members of the teaching team.

To foster this competency, diverse group activities focusing on the musical competencies are used. Students have to interpret music collectively, to create their musical works in teams, and to assess the creations of their peers. They will also design and teach an LES as a team in order to prepare them for the reality of the field.

References – Resources

Kodaly Approach

Choksy, Lois (1998). *The Kodaly Method I: Comprehensive Music Education* (3rd edition). On reserve.

Choksy, Lois (1998). *The Kodaly Method II: Comprehensive Music Education* (3rd edition).

Folksongs

Wilkie, Robert (1998). *Discovering Folksongs*. Waterloo: Waterloo Music.

An Orff Mosaic from Canada, Orff au Canada une mosaïque (1996) edited by Lois Birkenshaw-Fleming. New York: Schott Music Corporation.

Music Series

Gagné, Denise (2003). *Musicplay* (kindergarten to middle school). Red Deer: Themes & Variations. On reserve.

Dances and Games

Choksy, Lois and David Brummitt (1987). *120 Singing Games and Dances for Elementary Schools*. Upper Saddle River: Prentice-Hall.

Gagné, Denise (1997, 2006). *Singing Games Children Love*. Red Deer: Themes & Variations.

Gagné, Denise (2000, 2006). *Movement Songs Children Love*. Red Deer: Themes & Variations.

Gagné, Denise (2000). *Action Songs Children Love*. Red Deer: Themes & Variations.

French Resources

Séries scolaires

Potvin, Thérèse. (1985-2010). *Mes chansons, ma musique*. Volume A à F. Série Viva Musica.

***Touzin, Christine, La Belle, Sylvie, Patenaude, Sylvie & Pilotte, Isabelle. (2002). *Clac-sons. Volume 1 à 3*. Montréal : Guérin. On reserve.**

*Reconnu par le ministère de l'éducation du Québec.

Touzin, Christine, La Belle, Sylvie, Patenaude, Sylvie & Pilotte, Isabelle. (2003). *Jeux d'eau*. Montréal : Guérin.

Danses et jeux

Collection Viens jouer : *Fichier jeux et activités musical*. Éditions Les Francas.

Collection Viens jouer : *Fichier jeux dansés et rythmés du folklore*. Éditions Les Francas.

Collection Viens jouer : *Fichier jeux et activités avec les sons*. Éditions Les Francas.

Decitre, Monique (1997). *Dancez l'Europe*. Courlay: Éditions Fuzeau.

Storms, Ger (1979, 1984). *100 jeux musicaux*. Paris : Hachette.

Chansons

Folie, S., Jacquet, Y. and Michel, A. (1994) *Tempi-Tempo, 10 pièces pour percussions*. Courlay : Fuzeau.

Bélanger, Jean-Claude (1994) *2 voix, 1 mesure, introduction à la polyphonie*. Montréal : Éditions consonance.

Laberge, Jocelyne (1982) *J'apprends la musique, Et ça m'amuse...* Montréal : Editions Héritage.