

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2008**

**EDUC 478-4
DESIGNS FOR LEARNING: MUSIC
(E100)**

David Erickson

email: daericks@sfu.ca
Office hours: by appointment

THURSDAY 5:30-9:20 EDB 7610 (Music Room)

PREREQUISITE: EDUC 401/402

DESCRIPTION:

Music education is experiencing a dramatic challenge to the historically dominant Western “classical” or “art music” tradition of orchestra, band and choir as the accepted models of instruction. This course is designed for K-12 general music teachers who are not musically literate in the Western tradition of standard musical notation but who still have a desire to learn to play instruments found in most schools. However, a special focus of the course will be upon non-traditional approaches, particularly in the area of popular music, as well as in Latin and World music.

Lessons on performing and arranging popular songs will be given during each class, using class sets of instruments of Orff mallet xylophones, metallophones and glockenspiels. Instruction will also include learning a Ghanaian part-song using various percussion instruments. The final third of the course will employ a class set of guitars and the use of electric instruments, drum set and instruction on sound reinforcement equipment. Attendance of a middle school student pop concert on a Thursday class night in June will be a way for students of the class to see popular music instruction in action.

Due to the necessity of sitting or kneeling on the floor to play Orff mallet instruments, the wearing of casual, comfortable clothing is highly recommended.

Although the second half of each class will be exclusive to performing upon instruments, the first part of each meeting will be spent discussing assigned readings. Due to the necessity for participation in these discussions and the sequential nature of instruction on the various musical instruments, regular attendance is essential to success in this course.

COURSE OBJECTIVES:

By the end of this course, students will:

- Gain a critical understanding about the socio-cultural and historical antecedents for dominant models of music education in schools;
- Perform a minimum of three distinct alternatives to standard Western music models of instruction;
- Discover or reaffirm one’s own philosophy of music education and use it as a strength as a beginning teacher in the classroom;
- Learn essential mallet, percussion and guitar techniques and be able to accurately articulate them to students in schools;

REQUIRED READING:

- Questioning the Music Education Paradigm, Research to Practice; 2nd edition, (2005). Lee R. Bartel, Editor.

Toronto: Canadian Music Educators' Association ISBN: 0-920630-90-1

- Supplemental readings will be distributed in class throughout the term by the instructor

EVALUATION:

1. Final paper (7-8 pages, double spaced, font size 12): 30%

2. Participation in readings and instrument instruction/reading log: 50%

3. Class presentation on one reading: 20%

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:

http://www.educ.sfu.ca/ugradprogs/student_resources/index.html