

Indiana University
Jacobs School of Music, Music Education
E232 Inclusive Participatory Music Practices (3 cr)
Spring 2019 | TR 01:25 – 02:15 PM (M356) | F 10:10-12:05 PM (M340)

Instructor

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Course Description

An examination of various avenues for learning music in contemporary culture. Includes an overview of informal music making practices such as garage bands and singing circles, learning and engagement with music from diverse places throughout the world, and using technology for creative music making. Contains a service learning component.

Course Objectives

- Practice participatory music-making and reflect on its application in various K12 settings
- Reflect on issues of inclusivity and participatory music practices
- Imagine new possibilities for music education to broaden the reach and influence of positive music education opportunities for K12 students
- Explore culturally relevant teaching pedagogies for teaching music with diverse learners
- Field-test facilitation and leadership through service learning with community partners
- Engage in Project-Based Learning (PBL) to address questions and solve problems that may be unfamiliar to you

Course Materials

- Guitar or ukulele (a guitar can be provided if needed)
- Access to email, Canvas, IU Box, and Google Docs

Course Structure

Four hours a week are dedicated to meet the objectives of this class. In a typical week, those four hours will be divided as follows:

Hour 1: Lecture and Classroom Discussion (Tuesdays)

This hour will be dedicated to activities and discussion related to that week's reading assignment. In general, discussions will surround issues of inclusivity and participatory practices in music education.

Hour 2: Project-Based Learning Project (Thursdays)

Over the course the semester, you will complete six projects: a classroom instrument arrangement, a circle singing lesson, an improv and composition project for large ensembles, a self-guided guitar

or ukulele experience, a “Musics of IU” project, and a cellphone documentary. This hour will be dedicated to working toward each of these projects. As “Project-Based Learning” projects, you will be presented with an essential question(s) guiding each project, and as is commonly the responsibility of teachers, you will be tasked with providing solutions or responses to those essential questions.

Hour 3: Service Learning (Fridays)

For one hour a week, you will have the wonderful opportunity to work with an organization that serves the Bloomington community. These organizations serve vulnerable populations like at-risk youth, folks in nursing homes, people experiencing homelessness, and children in special education. You will be asked to provide musical activities to one of these communities according to your musical strengths and professional interests.

Hour 4: Service Learning Preparation (Fridays)

In preparation for your service learning, we will spend this hour reflecting on the previous week’s experience in the community and develop plans for the following week. This time will also be used to complete in-class service learning log assignments.

Attendance Policy

Due to the nature of this course (including PBL activities, community discussion, and field experience), active participation and regular attendance are required. Students who are unable to attend class for any reason should contact the instructor in advance. A student’s course grade will be lowered three points for any absence not due to documented illness, family emergency, or university-sanctioned event. Any student who misses more than five classes cannot receive credit for the course.

Students must complete all field experience activities in order to receive credit for the M201 co-requisite (this co-requisite is pass/fail only). Students will not be allowed to participate in field experience activities until they have completed a criminal history check. They must keep a copy of this with them and also provide copies to Ms. Bucklin.

Late/Make-Up Work Policy

Students are responsible for contacting the instructor or a classmate for any assignments missed due to absence. No late work will be accepted for students that fail to notify the instructor in advance of an absence or students who do not provide appropriate documentation for the absence.

University Services & Policies

Accommodations for Religious Holidays

Please note the dates recognized by IU at <http://www.iub.edu/~vpfaa> (“Forms”). A student accommodation request form is available at this site. Please fill one out and bring it to class should the need arise.

Academic Misconduct

The definition of academic misconduct and the procedures to be followed at IU in the case that a problem should occur can be found at <http://www.iu.edu/~code/>. See both the Code document itself and the IU Bloomington Procedures.

Counseling and Psychological Services (CAPS)

CAPS is a division of the IU Health Center and offers support for severe mental health crises or will meet with students just to talk. More information at <http://healthcenter.indiana.edu/counseling/index.shtml>

Disability Services for Students

Students requesting accommodations for various types of disabilities are referred to the Office of Disability Services for Students (Wells Library W302, 812-855-7578). Adjustments in course requirements cannot be made until a written evaluation from this office is received. Please see <https://studentaffairs.indiana.edu/disability-services-students/>. You can also locate a variety of campus resources for students and visitors that need assistance at <http://www.iu.edu/~ada/index.shtml>

Writing Tutorial Services (WTS)

WTS provides tutors to improve academic writing for all students at any stage in the writing process. They are located in Wells Library, and additional details can be found at <http://www.indiana.edu/~wts/>

Project-Based Learning Projects / Assignments / Grades

Project / Assignment	Description	Grade
Project #1: Classroom Instrument Arrangement (entire class)	Essential Questions: What can we learn about inclusive participatory music practices through the process of arranging pop songs with classroom instruments? How would I design a lesson for students to engage in participatory practices using the pop arrangement?	5%
Project #2: Circle Singing (five groups)	Essential Question: How do I teach circle singing?	5%
Project #3: Improv & Composition for Large Ensemble (1-4 people)	Essential Question: [Write your own essential question.] How might technology be incorporated into an improv/composition activity for large ensemble?	10%
Project #4: Guitar or Ukulele (1-3 people)	Essential Questions: How do students self-teach themselves to play guitar or ukulele? What is their motivation for doing so? Can I self-teach myself to play guitar or ukulele? How might technology be incorporated?	15%
Project #5: Musics of IU (individual project)	Essential Questions: How do I learn more about a specific culture? How might I teach music from an unfamiliar culture to me to my students?	10%
Project #6: Mini-Documentary (1-4 people)	Essential Question: Could I/we create a cellphone documentary about inclusive/participatory issue in music education for a public/online audience?	20%
Reading Reflections	Every week, you will have the opportunity to respond to a reading or video regarding inclusivity and/or participatory music practices. The purpose of these reflections and discussions are intended to give you a chance to think critically, imagine new possibilities, and respond to your classmates' thinking. You will be expected to post a response to the reading by 11 AM each Tuesday. Your responses will be shared with our class during lecture. A minimum of 12 out of 14 reading reflections are required.	25%
Service Learning Log	You and your colleagues will maintain a log of all your service learning activities. This will include your plan for the semester, reflections of your work in the community, and lesson plans as needed. The purpose of your service learning logs is to ensure we are thinking carefully and planning thoughtfully for the populations we will serve.	10%

Reminder: A C+ or higher for E232 is required in order to receive credit for this course.

100%

Visual Timeline of Project-Based Project Hours

Week	1	2	3	4	5	6	7	8	9	S	10	11	12	13	14	15	F
Classroom Instruments		x															
Circle Singing			x														
Improv & Composition						x											
Musics of IU								x									
Guitar or Ukulele															x		
Mini-Documentary																	x

S = Spring Break; F = Finals Week; x = Tentative Due Date

Course Schedule

Week	Date	Activity	Reading	Due
1	01/08	Introduction, Syllabus, & Service Learning		
	01/10	PBL: Classroom Instruments		
	01/11	PBL: Classroom Instruments		
2	01/15	Reading: Reflection	Reading: Thibeault (2015) - "Music Education for All through Participatory Ensembles" (article)	Reading: Reflection #1 (Due by 11 AM)
	01/17	PBL: Classroom Instruments		PBL: Classroom Instruments Project (Due In Class)
	01/18	PBL: Circle Singing		
3	01/22	Reading: Reflection	Reading: Kratus (2007) - "Music Education at the Tipping Point" (article)	Reading: Reflection #2 (Due by 11 AM) PBL: Classroom Instruments Reflection (Due by 11 AM)

			PBL: Classroom Instruments Project (Backup Date, Due In Class)
	01/24	PBL: Circle Singing	
	01/25	PBL: Circle Singing	PBL: Circle Singing Project (Due In Class) Criminal Background Checks
4	01/29	Reading: Reflection PBL: Circle Singing (if necessary)	Reading (for Instrumental Folks): Randles & Stringham (2013) - Chapter from "Musicianship: Composing in Band and Orchestra" OR Reading (for Choral Folks): Kerchner & Strand (2016) - Chapter from "Musicianship: Composing in Choir"
	01/31	PBL: Improv & Composition	
	02/01	Service Learning: Prep Service Learning: Reflection	Begin Class at 11:15 AM Service Learning: Log #1 (Due In Class)
	02/05	Reading: Reflection	Abril (2006) - "Music That Represents Culture" (article) Reading Reflection #4 (Due by 11 AM)
5	02/07	PBL: Improv & Composition AND Musics of IU	
	02/08	Service Learning: Prep	
	02/12	Reading: Reflection	Reading: Hickey (2014) - "Lessons from Visual Art Education" (video) Reading: Reflection #5 (Due by 11 AM)
6	02/14	PBL: Improv & Composition	PBL: Improv & Composition Project (Due In Class)
	02/15	Service Learning: Prep Service Learning: Reflection	Service Learning: Log #2 (Due In Class)
7	02/19	Reading: Reflection	Reading: Reflection #6 (Due by 11 AM) PBL: Improv & Composition Reflection (Due by 11 AM)
	02/21	PBL: Musics of IU	

	02/22	Service Learning: Prep		
8	02/26	Reading: Reflection	Reading: Clements (2014) - "Popular Music and the Expanding Curriculum" (video)	Reading: Reflection #7 (Due by 11 AM)
	02/28	PBL: Musics of IU		
	03/01	Service Learning: Prep		Service Learning: Log #3 (Due In Class)
9	03/05	Reading: Reflection	Reading: Shaw (2012) - "The Skin that We Sing" (article)	Reading: Reflection #8 (Due by 11 AM)
	03/07	PBL: Guitar/Ukulele		PBL: Musics of IU Project (Due by 11 AM) PBL: Musics of IU Reflection (Due by 11 AM)
	03/08	Service Learning: Prep		
Spring Break				
10	03/19	Reading: Reflection	Reading: McIntosh (1990) - "White Privilege: Unpacking the Invisible Knapsack" (article)	Reading: Reflection #9 (Due by 11 AM)
	03/21	PBL: Mini-Documentary		PBL: Guitar/Ukulele Vlog #1 (Due by 11 AM)
	03/22	Service Learning: Prep Service Learning: Reflection		Service Learning: Log #4 (Due In Class)
11	03/26	Reading: Reflection	Reading: Robinson (2004) - "Who Is 'At Risk' in the Music Classroom?" (article)	Reading: Reflection #10 (Due by 11 AM)
	03/28	PBL: Mini-Documentary		PBL: Guitar/Ukulele Vlog #2 (Due by 11 AM)
	03/29	Service Learning: Prep		
12	04/02	Reading: Reflection	Reading: Pick 1 article from the MEJ Special Focus folder (article)	Reading: Reflection #11 (Due by 11 AM)
	04/04	PBL: Mini-Documentary		PBL: Guitar/Ukulele Vlog #3 (Due by 11 AM)
	04/05	Service Learning: Prep Service Learning: Reflection		Service Learning: Log #5 (Due In Class)
13	04/09	Reading: Reflection	Reading: Pick 1 article from the MEJ Special Focus folder (article)	Reading: Reflection #12 (Due by 11 AM)
	04/11	PBL: Mini-Documentary		PBL: Guitar/Ukulele Vlog #4 (Due by 11 AM)
	04/12	Service Learning: Prep		

14	04/16	Reading: Reflection	Reading: Select Your Own Article (perhaps related to your documentary!)	Reading: Reflection #13 (Due by 11 AM)
	04/18	PBL: Guitar/Ukulele		PBL: Guitar/Ukulele Project (Due In Class) PBL: Guitar/Ukulele Reflection (Due by 11 AM)
	04/19	Service Learning: Prep Service Learning: Reflection		Service Learning: Log #6 (Due In Class)
15	04/23	Reading: Reflection	Reading: Select Your Own Article (perhaps related to your documentary!)	Reading: Reflection #14 (Due by 11 AM)
	04/25	PBL: Mini-Documentary		
	04/26	Service Learning: Reflection PBL: Mini-Documentary		
Finals	04/30	Final @ 5 PM (Location TBD)		PBL: Mini-Documentary (Due by 4:00 PM) PBL: Mini-Documentary Reflection (Due by 4:00 PM)