

**UMBC UGC New Course Request: MUSC 143 Popular Music Pedagogy**

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Proposed Effective Date:

Fall 2021

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**COURSE INFORMATION:**

Course Number(s)	MUSC 143
Formal Title	Popular Music Pedagogy
Transcript Title (≤30c)	Popular Music Pedagogy
Recommended Course Preparation	MUSC 125 Music Theory 1
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	You must be admitted into the following Music Milestone: Choral Music Education or Instrumental Music Education
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	1 credit
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	1.0 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences.):

This course introduces the methods of popular music pedagogy through experiential learning with modern band instruments, including guitar, electric bass, keyboard, drums, and vocals. Students explore learner-centered approaches in which the teacher works as facilitator to support K-12 students' agency and autonomy in shaping their own learning. Students learn how to integrate culturally relevant pedagogical approaches with social-emotional learning goals.

**RATIONALE FOR NEW COURSE:**

**a) Why is there a need for this course at this time?**

There is an increasing focus on popular music within the field of music education; music education students are now expected to be able to teach popular music. Instead of MUSC 189 (Guitar Methods), which focuses on classical guitar, students will instead take Popular Music Pedagogy. Additionally, students will explore learner-centered approaches and facilitation strategies.

**b) How often is the course likely to be taught?**

This course will be offered every other year.

**c) How does this course fit into your department's curriculum?**

This course will be taken in students' freshman or sophomore year and will introduce students to popular music pedagogy and facilitation strategies for informal learning.

**d) What primary student population will the course serve?**

The course will serve undergraduate students majoring in instrumental and choral music education.

**e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?**

This course will be at the 100 level due to being a 1-credit introductory course.

**f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).**

Students need to be accepted as an Instrumental or Choral Music Education major, which requires an audition, to ensure they have sufficient background knowledge for the course. It is recommended that students complete MUSC 125 (Music Theory 1) so that they have a basic knowledge of fundamental musical concepts that will be applied in the course.

**g) Explain the reasoning behind the P/F or regular grading method.**

Since this course will be required for our music education majors, students have to achieve a "C" or above to fulfill their degree requirements. Therefore, the regular grading method is needed.

**h) Provide a justification for the repeatability of the course.**

This course is not repeatable for credit as the material will remain the same from year to year.

**ATTACH COURSE SYLLABUS (mandatory):**

## **Popular Music Pedagogy MUSC 143**

### **COURSE DESCRIPTION:**

This course introduces the methods of popular music pedagogy through experiential learning with modern band instruments, including guitar, electric bass, keyboard, drums, and vocals. Students explore learner-centered approaches in which the teacher works as facilitator to support K-12 students' agency and autonomy in shaping their own learning. Students learn how to integrate culturally relevant pedagogical approaches with social-emotional learning goals.

### **STUDENT LEARNING OUTCOMES:**

As a result of this course, students will be able to:

- Demonstrate through written reflections a foundational understanding of how to facilitate student learning and implement informal learning strategies in K-12 popular music ensemble classes relevant to the National Standards framework—Create, Perform, Respond, and Connect
- Build skills in performing and teaching guitar, keyboard, bass guitar, drum set, and vocals in the context of popular music
- Reflect on integrated musical, social-emotional, and social justice learning goals in developmentally appropriate lessons in K-12 popular music ensemble classes
- Demonstrate foundational techniques of popular musicianship, playing both by “ear” and by using notational tools such as lead sheets, chord charts, and tablature.
- Recognize basic components of popular music compositions and arrangements, including song structure, chord progressions, melodic and rhythmic patterns, playing the “groove,” and arrangement techniques.
- Demonstrate basic skills in utilizing music technology, including microphone technique, tone control, and amplified instruments

### **MATERIALS:**

Musical charts will be distributed by instructor or can be obtained online. Drums, bass guitar, keyboards, and amplifiers will be supplied by UMBC. Students will need to buy their own electric or acoustic guitar. It is recommended that students utilize the recording function on their phones or other devices to record portions of the class for home review.

### **COURSE TEXT:**

Sarah Gulish. *The Comprehensive Beginning Guitar Curriculum* (2019)

Raiber & Teachout--*The Journey from Music Student to Teacher* (2014)

**RECOMMENDED RESOURCES:**

Larry Baione and the Berklee Faculty. Berklee Practice Method: Get Your Band Together! Boston: Berklee Press, 2001. (Books are available for bass, drum set, keyboard, voice, vibraphone, alto sax, tenor sax, trombone, trumpet, and violin.)

Modern Band Charts for Modern Band Ensemble- Available for free download at - <http://www.littlekidsrock.org/Songchart/LKR-ModernBandCharts.pdf>

**GRADE BREAKDOWN**

Participation: 15% (attendance, preparation for rehearsals/performance; 1 point per class)

Readings & reading reflections: 10%

Video Assignments: 15%

Class rehearsal reflections: 20%

Final performance reflection: 10%

PRAC 096 Participation & Final Reflection: 30%

- K-12 class & reflection discussion participation- 15%
- final written reflection- 15%

**COURSE REQUIREMENTS:**

Students are expected to practice the material during the week. The course will include midterm and final musical evaluations based on rehearsals, concert performances, and recordings. Each student is expected to improve his or her musicianship and improvisational skills throughout the semester. In addition, students will be evaluated by the following:

- Attendance / Class Participation: To get full credit for Attendance / Participation you should come to all classes, complete all listening and writing assignments and pay special attention to the “ensemble etiquette guidelines.” Since absence or tardiness disrupts the entire ensemble, unexcused absences or tardiness will not be tolerated and will result in a lower grade as well as being barred from performing in the concert. All students are expected to assist with equipment setup and testing. Students will be assigned these tasks on a rotation basis.
- Campus Performances/ Final: In the final week of the semester, the class will put on a final concert. Friends and family are invited to this event. Participation in this event is mandatory. You are expected to be present for the entire event.

**SCHEDULE OVERVIEW**

<b>Week 1</b>	<p>Course Introduction Overview of syllabus</p> <ul style="list-style-type: none"> <li>- Guitar basics—set-up, posture, etc</li> <li>- Introduce Guitar Left &amp; Right Hand Technique</li> </ul> <p>DUE: Read pp. 1–16 and respond to prompts on Blackboard; come ready to discuss</p>
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<p><b>Week 2</b></p>	<p>Introduction to Guitar Skills:</p> <ul style="list-style-type: none"> <li>- Open Chords</li> <li>- Strumming Patterns</li> </ul> <p>DUE NEXT WEEK: Record and submit on Blackboard video performing open chords and strumming patterns</p> <p>Read pp. 17–26 and respond to prompts on Blackboard; come ready to discuss</p>
<p><b>Week 3</b></p>	<p>Beginning Guitar Pedagogy</p> <ul style="list-style-type: none"> <li>- Breaking up the changes</li> <li>- Three string chords</li> </ul> <p>DUE NEXT WEEK: Record and submit on Blackboard video performing three string chords</p> <p>Read pp. 27–29; pp. 35–38; respond to prompts on Blackboard; come ready to discuss</p>
<p><b>Week 4</b></p>	<p>Guitar Concepts for Intermediate Students 1</p> <ul style="list-style-type: none"> <li>- Power Chords</li> <li>- Tablature</li> </ul> <p>DUE NEXT WEEK: Record and submit on Blackboard video performing power chords</p> <p>Read pp. 30–34; pp. 39–47; respond to prompts on Blackboard; come ready to discuss</p>
<p><b>Week 5</b></p>	<p>Guitar Concepts for Intermediate Students 2</p> <ul style="list-style-type: none"> <li>- Styles—Blues, Funk, and Shuffle</li> <li>- Scales</li> <li>- Articulation – ligados, slides, etc.</li> </ul> <p>DUE NEXT WEEK: Record and submit on Blackboard video performing two scales that were discussed in class in any key OR a simple accompaniment in one style of your choice</p>
<p><b>Week 6</b></p>	<p>Bass Skills</p> <ul style="list-style-type: none"> <li>- Bass vs. Guitar</li> <li>- Rhythm Grooves</li> </ul> <p>DUE NEXT WEEK: Record and submit on Blackboard video performing two different rhythm grooves from class for a standard chord progression</p>
<p><b>Week 7</b></p>	<p>Drum Skills</p> <ul style="list-style-type: none"> <li>- Chair Drumming</li> <li>- Basic Backbeat</li> <li>- Drum Notation</li> </ul> <p>DUE NEXT WEEK:</p>

	Record and submit on Blackboard video performing two different rhythm patterns from class for a standard chord progression
<b>Week 8</b>	<p>Vocals</p> <ul style="list-style-type: none"> <li>- Introduction to vocals in popular music</li> <li>- Vocal health</li> <li>- Using a microphone</li> </ul> <p>DUE NEXT WEEK: Read: Journey from Music Student to Teacher—<i>Chapter 6: How will you design instruction?</i> (will discuss Week 10)</p>
<b>Week 9</b>	<p>Keyboard Skills</p> <ul style="list-style-type: none"> <li>- Comping, rhythm Patterns</li> </ul> <p>DUE NEXT WEEK: Record and submit on Blackboard video performing two different rhythm patterns from class for a standard chord progression</p>
<b>Week 10</b>	<p>Facilitation and Informal Learning Design &amp; Strategies (discuss Chapter 6)</p> <ul style="list-style-type: none"> <li>- Teacher vs. student role</li> </ul> <p>Formation of Small Group Popular Music Groups</p> <ul style="list-style-type: none"> <li>- How to set-up ensemble and tech equipment</li> <li>- Sound check</li> </ul>
<b>Week 11</b>	<p>Creativity in Modern Band—developing student agency</p> <ul style="list-style-type: none"> <li>- Exploring the creative process</li> <li>- Developing original level-appropriate parts</li> <li>- Interpretation and making musical choices</li> </ul>
<b>Week 12</b>	<p>Small Ensemble Music Groups Rehearsals</p> <ul style="list-style-type: none"> <li>- Student driven with teacher facilitation</li> </ul> <p>DUE NEXT WEEK: Journal log addressing your experience and implications for teaching due on Blackboard by 11:59pm before next class (250+ words)</p>
<b>Week 13</b>	<p>Small Ensemble Music Groups Rehearsals</p> <ul style="list-style-type: none"> <li>- Student driven with teacher facilitation</li> </ul> <p>DUE NEXT WEEK: Journal log addressing your experience and implications for teaching due on Blackboard by 11:59pm before next class (250+ words)</p>
<b>Week 14</b>	<p>Small Ensemble Music Groups Rehearsals</p> <ul style="list-style-type: none"> <li>- Student driven with teacher facilitation</li> </ul> <p>DUE NEXT WEEK:</p>

	Journal log addressing your experience and implications for teaching due on Blackboard by 11:59pm before next class (250+ words)
<b>Week 15 (Final)</b>	<p>Sound check Final Small Group Rock Band Performance</p> <p><b>DUE WITHIN 48 HOURS:</b> Submit Final Semester reflection highlighting key skills and practices learned during the semester as well as implications for future teaching (1000+ words)</p>

## **COURSE POLICIES:**

### **Academic Integrity**

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

### **Undergraduate Honor Statement**

I hereby assume the responsibilities of an engaged member in a scholarly and civic community in which academic work and behavior are held to the highest standards of honesty. It is my active participation that affirms these principles and gives them true meaning as well as value in my education. I realize that by committing acts of dishonesty I hurt myself and place an indelible mark on the reputation of UMBC. Therefore, I will not cheat, fabricate materials, plagiarize, or help another to undertake such acts of academic dishonesty, nor will I protect those who engage in acts of academic dishonesty.

### **Student Disability Services**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations, please refer to the SDS website at [sds.umbc.edu](http://sds.umbc.edu) for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at [disAbility@umbc.edu](mailto:disAbility@umbc.edu) or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

**Attendance Policy**

Regular attendance is a requirement of the course. If missing a class is absolutely unavoidable, please email or text me in advance to make arrangements.

**Late Work Policy**

With the exception of emergency situations that will be handled on a case-by-case basis, the late work policy is as follows:

- Assignments are due by 11:59 pm on the day before the class in which the assignment is due.
- You have until 7:00 am the morning after an assignment is due to submit for full credit.
- For the next 24 hours, you may still turn in the assignment, but at a 10% penalty.
- Once the grace period for full credit and the grace period for reduced credit have both passed, the assignment will incur a 50% penalty. If you have an extenuating circumstance, please let me know.

**Sexual Violence and Discrimination**

I, along with the rest of the UMBC Community, reject sexual violence and discrimination in all of its forms. There is no place for inappropriate behavior in this class, and violators will be held accountable to the fullest extent of the university's policies and regulations.

If you feel that that you have been a victim of sexual violence and/or discrimination, my door is always open to listen. I am here to be a bridge to resources that can help you. Please know, however, that as a "responsible employee" of the university, I am required to report any instances of sexual violence and/or discrimination to the Title IX office.

*The instructor reserves the right to modify and/or change this syllabus as needed during the course.*



## **UMBC Methods Course PRAC 096 Music Education Service-Learning Practicum**

The Music Education Service Learning Practicum, which operates in conjunction with UMBC's Shriver Center, gives UMBC music education students a service learning opportunity while providing them vital experience working with students in a wide range of musical settings. The goal is for UMBC music education students to develop fundamental teaching skills, gain insight into realities of K-12 teaching, make connections with UMBC coursework, promote reflective teaching skills, foster a value for service and volunteerism, engage with social justice issues, and acquire classroom experience that will make students more competitive in the job market.

### **Schedule:**

Students will visit a music education site with the class 8 times for sessions that are approximately 2 hours. Students will participate in one period of a K-12 class, and then meet afterwards with their UMBC classmates and a UMBC faculty member for a reflection discussion session. A twelve-person passenger van is typically provided by the Shriver Center for transportation to and from the site. Students are also required to attend one professional development event led by the Maryland Music Educators Association.

### **Components:**

- side by side with students in ensembles
- one-on-one instruction
- co-teaching small groups
- possible full group teaching experience for second year students
- MMEA professional development event
- final written reflection

### **Oversight:**

A UMBC faculty member will be on site each week to help facilitate student learning and oversight of the program. Logistical and administrative elements of the program will also be coordinated by the Shriver Center.

### **Grading:**

The service-learning component will be worth 30% of your overall methods course grade. Grading will be based on:

- K-12 class & reflection discussion participation- 15%
- final written reflection- 15%