

**Westminster Choir College of Rider University  
Department of Music Education**



***ME 271 and ME 271H- OL:  
Critical Pedagogy II – Praxis  
Fall, 2010***

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# *Course Overview*

Critical Pedagogy for Music Education (CPME) is the synthesis of a particular view of philosophy, psychology and praxis as they apply to music teaching and music learning. As a perspective, it empowers musicianship and seeks music experiences in the classroom and rehearsal that are transformational for both the student and the teacher.

This course is the second of three foundational courses in CPME. It focuses on the tenets of Critical Pedagogy as a paradigm for teaching and on the psychological aspects of delivering instruction. While there are many different psychological perspectives that may be applied to CPME, this course focuses on constructivism, connectivism and experiential learning—all learning theories that are student-centered.

Advocates of Critical Pedagogy for Music Education acknowledge that children come to the music room knowing a large repertoire of literature from “their” world and seek to break down barriers of “my” music versus “their” music. For music education, this Pedagogy questions, challenges and empowers students to experience *our* music, and their teachers to understand *their* music as integral parts of a collective reality.

As part of this course students practice a lesson-planning model that sequences instruction in such a way as to contextualize music learning in both the classroom and the ensemble.

BHP students adding ME 217 OL - H explore primary source readings and complete extensive projects that provide high-level synthesis of the course content.

# *Learning Goals*

1. To know, understand and be able to explain the tenets of Critical Pedagogy for Music Education with fluency and competence.
2. To know, understand and be able to explain the learning theories that inform Critical Pedagogy for Music Education.
3. To know, understand and be able to create learning experiences for children in general music classes that honor the tenets of Critical Pedagogy for Music Education.
4. To write lesson plans using the Critical Pedagogy for Music Education lesson planning model that demonstrate an understanding of sequence.
5. To develop and articulate a personal teaching philosophy.
6. To integrate technology in meaningful and purposeful ways.
7. To be able to defend the Critical Pedagogy for Music Education teaching model as an appropriate one for music teaching and learning.
8. To read, understand, and thoughtfully critique the literature of critical theory, learning theory and Critical Pedagogy for Music Education.
9. To demonstrate the ability to speak and write using proper English that is free from slang, colloquialisms and gender bias.
10. To be an informed and articulate advocate for music education that is empowering and transformational.

# *What to expect*

Since this is a course within a professional sequence of pre -service music education courses, I expect that you will commit to the course expectations and master the course content with a professional attitude. I expect that you will stay on track with assignments and that BHP students will be present during those times when we meet together synchronously using WEBEX. I will lower grades if you do not stay on track and participate as required. I expect that the work you submit will be your very best effort. I expect that you will meet deadlines and that all work will be submitted on time.

I expect that you will have mastered the content of Critical Pedagogy I, as well as the content of the psychology courses that you have already completed. For me, mastery means that you can easily recall the specifics of the content and are able to apply the content when called upon to do so in this course. If you have not, I require that you take responsibility for the immediate remediation of such deficiencies.

You may expect that I will approach the course with the commitment of a professional. In that regard, you may expect that each class will be thoughtfully prepared; that the materials selected for your purchase were chosen carefully and are important to your success in this course and beyond; and that your individual and collective learning needs will be addressed as appropriate. You may also expect that the course content will be thoroughly covered and that your assignments will be assessed fairly.

# *What to buy and what to have*

## **Required texts for all students in ME 271:**

Wink, Joan. *Critical Pedagogy: Notes from the Real World*. (4th ed.). Boston:

Pearson Education, 2011.

McCarthy, Bernice. *About Teaching: 4MAT in the Classroom*.

Wauconda, IL: About Learning, Inc., 2000.

Simpson, Douglas L, Michael J. B. Jackson and Judy C. Aycock. *John Dewey and the Art of Teaching: Toward Reflective and Imaginative Practices*.

Thousand Oaks: CA: SAGE, 2005.

## **Additional texts required for BHP students (note that additional texts for BHP are primary sources) in ME 490-OL -H:**

Dewey, John. *My Pedagogic Creed (1897)* . <http://dewey.pragmatism.org/creed.htm>

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 1970 (reprinted 2000).

## **Required articles for all students:**

Articles from *Visions of Research in Music Education*, January 2005.

found at [www.user.rider.edu/~vrme](http://www.user.rider.edu/~vrme)

Abrahams, Frank. "The Application of Critical Pedagogy to Music Teaching and Learning: A Literature Review." *Update: Applications of Research to Music Teaching*. Music Educators National Conference, Spring/Summer, 2005. found at [www.menc.org](http://www.menc.org)

Abrahams, Frank. "Transforming Classroom Music with Ideas from Critical Pedagogy." *Music Educators Journal*. Music Educators National Conference, September, 2005.

Abrahams, Frank. "The Application of Critical Theory to a Sixth Grade General Music Class." *Visions of Research in Music Education*, 5 (January, 2004).

## **Technology Requirements**

A computer with a dependable Internet connection.

Webcam and mic

SKYPE account

# Prerequisites

*ME 171: Critical Pedagogy I* is a prerequisite for this class. It is recommended that students complete *Introduction to Psychology* before taking this course.

## Grades

### For ME 271 (all students)

Reflections (750 words each)	
Critical Pedagogy: Where Am I Now?	20 points
Videos	
Who Am I? (5 to 10 -minutes)	20 points
My Learning Style (5 to 10 -minutes)	20 points
Dewey Video (must be 10 minutes)	75 points
Critiques	
Article Critique (1000-1500 words)	50 points
Dewey Video Critique (500 words)	25 points
Teaching Philosophy (2000 words)	100 points
Lesson Plans (2 at 30 points each)	60 points
Quality of In-Class Discussion	30 points

### Additional Assignments for ME 271 OL - H (BHP students only)

Reflections (750 words each)	
<i>Pedagogy of the Oppressed</i> (Freire) text	35 points
<i>Pedagogical Creed</i> (Dewey) text	35 points
Quality of Discussion on WEBEX (2 additional sessions at 15 points each)	30 points
Final Assignment (choose one)	100 points
Media Presentation (Options 1 or 2 - 75 points)	
Critique (Options 1 or 2 - 25 points)	
Dewey chapter (Option 3 - 100 points)	

# Other Notes

Assessments are aligned to the Marzano Taxonomy.

This course meets the Standards of the NJ State Licensing Code as follows:

Standard One:	1.1, 1.2, 1.3, 2.1, 2.2, 3.1,	3.2,3.3
Standard Two:	1.1, 1.2, 1.3, 2.1, 2.2, 2.3,	2.4,2.5 3.0
Standard Three:	1.1, 1.2, 2.1, 2.2, 3.1, 3.2,	3.3,3.4
Standard Four:	1.1, 1.2, 1.3, 1.4, 2.0, 3.1,	3.2,3.3, 3.4, 3.5, 3.6, 3.7
Standard Five:	2.0, 3.1, 3.2, 3.3, 3.4	
Standard Six:	1.1, 1.2, 1.3, 2.1, 2.2, 2.3,	3.1,3.2, 3.3, 3.4, 3.5, 3.6
Standard Seven:	2.0, 3.1, 3.3, 3.4, 3.5	
Standard Eight:	1.0, 2.1, 2.2, 3.1, 3.2, 3.3,	3.4
Standard Nine:	1.2,	
Standard Ten:	1.0, 2.2, 2.3, 3.1, 3.2, 3.3	

## Course Calendar

The course calendar for this course may be found in the *Course Information* section on Blackboard.

## Assignments

Assignments for each section of the course are listed in the *Course Information* section on Blackboard.

# *Plagiarism*

As you complete your assignments, take special care to differentiate your original thoughts and ideas from those of others. Cite the work of others properly. As you cut and paste research from the Internet or download excerpts from the library on-line resources, be careful to keep track of what is yours and what is not. In the unfortunate instance of plagiarism, the professor will follow the procedures outlined in *The Source*.



# *Course Expectations*

1. Prompt completion of all readings and reflective papers as they are assigned. All written work must conform to the guidelines for style as articulated in the appropriate style manual. It must be scholarly, well-written, and free of gender bias or jargon. Work that is poorly written will not be accepted and will significantly impact the final grade.
2. Purchase of all required materials.
3. That you will conquer the technology challenges on your own.
4. BHP students must arrange to be present for all synchronous classes on WEBEX. The dates are listed on the course calendar posted on Blackboard.

5. Your video presentations will reflect teaching of the highest quality, creativity, thought and care. Your presentation will be thorough and informative.

## ***BHP Students Connecting Online***

Because the BHP component of this course is online, there are no traditional office hours. Instead, you may contact me during my regular on campus office hours or on SKYPE at anytime you see me on-line. Generally, I am available to you later in the evening. A SKYPE account is available as a free download on the web. If your computer does not have a built in video camera and mic, you should purchase one. Staples, Best Buy, Target and other retailers have a wide range of choices. My SKYPE address is **f\_abrahams**. You need to add me to your contact list and request that I add you to mine.

You may also e-mail me at the Rider account. The address is **abrahams@rider.edu**. When the Rider servers are down, I use **frankabrahams@verizon.net** as my backup. However, I only check it when the Rider servers are down.

Please send me an alternate e-mail address for you as well.

Written work should be deposited into the digital drop box inside Blackboard. Please remember to hit **SUBMIT** and also **OK**. Otherwise, your document is not saved. When sending attachments to the digital drop box, save them as .doc or .docx files. Include your name in the title of the file.

# *Meeting the Challenges of this Course*

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or

reduce your ability to participate fully in this course. Rider University counseling services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the web at [http://www.rider.edu/175\\_555.htm](http://www.rider.edu/175_555.htm).

If you have any learning issues that require an accommodation, you must inform me of these issues no later than the first day of the second week of classes. After that date, I may be unable to make the appropriate adjustments.

# Reference List

- Abrahams, F. (Spring/Summer, 2005 ). The application of critical pedagogy to music teaching and learning: A literature review. *Update: Applications of Research to Music Teaching*. Music Educators National Conference.  
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