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## **Summer Syllabus**

### **Music for the World: Developing an Inclusive World**

### **Music Curriculum for Elementary Students**

Created by Marc Evan Diaz

*Vandercook College*

*Course Code:*

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Office Hours by appointment only

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### **Course Description**

This course is designed to help teachers develop a well-rounded, world music curriculum for elementary music students. Teaching world music to children at an early age can cultivate and introduce your students to a new and diverse pallet of sounds, scales, instruments, time-signatures, vocal styles, dances, cultures, and musical taste; while simultaneously teaching your students to respect, appreciate, and value different cultures. Marc Evan Diaz has produced 16 world music children's albums for Fiddlefox music, and has been a featured guest artist, clinician, and teacher nationally. Course participants will diversify their repertoire and elementary methods through research and observation to develop, and demonstrate best practices for implementing international songs and pedagogical techniques.

### **Philosophy Statement**

This class is intended to help teachers develop an inclusive world music elementary curriculum by providing resources, requiring research, and implementing and reviewing lesson and unit plans. Teachers will review their personal educational philosophy while expanding their pedagogical options.

## **Course Weekly Requirements**

Each class week will go live on schoology on Monday and is due on Friday. Each week will contain three types of homework:

**Listening and Learning** - I will provide listening examples for each culture. You can use the reference for lesson planning. Which song is your favorite and why. If you would like to identify a different song or video, please include a link.

**Research and Resources**- Find a supporting video, article, or resource you can use to teach this culture. Explain how you will use this in your lesson plan. Engage with other classmates. While creating your lesson plan, you can feel free to use your

**Lesson and Unit Planning**- Creating a Lesson and Unit Plan for the Culture. Each lesson/ unit plan should include:

- 1 or 2 songs from each country- provide an example recording or sheet music
- Instrument Overview -What instruments are predominant in this culture?
- A brief history overview portion- support with an article or document
- Map- Where is this country in the world?
- A Game or Dancing Portion- support by researching finding a game or dance of each culture
- Art/ Fashion/ and Artist- Find a video or pictures of popular artist you can show your students.
- A Theory Portion- (if applicable)- how can you teach and explain about the theory of this country?
- Language (If Applicable)- Have students learn a few key phrases from the original language, or a whole song.
- Assessment- How will you assess your students at the end of the unit?

## **Instructional Materials**

In order to decentralize an emphasis on Eurocentric methods (which is largely based on written tradition) and emphasize Afro-centric methods (which is largely based on an oral tradition), no books are required for this class. However, students will observe, reflect, and discuss a wide variety of articles, documentaries, and listening materials throughout the class which are listed below in the course bibliography.

# Outcomes and Assessment

Student Learning Outcomes	Outcomes Assessment
<ul style="list-style-type: none"> <li>● Students will be able to plan and incorporate pedagogical techniques representing countries from around the world.</li> <li>● Students will be able to demonstrate effective lesson and unit plans that are centered around ethnomusicology.</li> <li>● Students will show the ability to research and implement music and culture from around the world.</li> <li>● Students will increase repertoire through listening, research, and practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will create lesson and unit plans that demonstrate a variety of pedagogical learning techniques from different cultures.</li> <li>● Students will demonstrate a variety of lesson and unit plans representing cultures from around the world.</li> <li>● Students will regularly research and implement new songs, techniques, and learning criteria through diversified planning.</li> <li>● Students will listen, and respond to preselected songs from a variety of cultures while simultaneously researching and implementing songs into planning.</li> </ul>

## Course Map

### Week 1- World Music and Inclusivity

**Premiering June 6; Due June 10**

**Welcome Video-** Welcome and class overview!

**Listening-** Jamaica Heritage Songbook

**Research and Resource-** Video Resource- Music Theory and White Supremacy

<https://www.youtube.com/watch?v=Kr3quGh7pJA>

What points do you agree with?

What points do you disagree with?

What would you like to incorporate into your class?

How can teaching world music help your class become more inclusive and equitable?

**Lesson and Unit Planning-** Create a unit plan featuring the music of Jamaica.

## **Week 2 - Music of The United Kingdom and Australia**

**Premiering June 13; Due June 17**

**Listening-** United Kingdom and Australia Heritage Songbook

**Research and Resource-** Find a supporting document or video that you can use to teach the music of England and/or Australia. This could be a historical article, a documentary, or a performance video you would like to reference. Explain how you would use this in your lesson/ unit plan.

**Lesson and Unit Planning-** Create a unit plan featuring the music of The United Kingdom or Australia.

## **Week 3 - Music of Africa**

**Premiering June 20; Due June 24**

**Listening-** Ghana and South Africa Heritage Songbook

**Research and Resource-** Find a supporting document or video that you can use to teach the music from one or more countries in Africa. This could be a historical article, a documentary, or a performance video you would like to reference. Explain how you would use this in your lesson/ unit plan.

**Lesson and Unit Planning-** Create a Unit plan featuring the music of one of the countries in Africa.

## **Week 4 - Music of South America**

**Premiering June 27; Due July 2**

**Listening-** Brazil and Peru Heritage Songbooks

**Research and Resource-** Find a supporting document or video that you can use to teach the music from one or more countries in South America. This could be a historical article, a documentary, or a performance video you would like to reference. Explain how you would use this in your lesson/ unit plan.

**Lesson and Unit Planning-** Create a Unit plan featuring the music of Brazil or Peru.

## **Week 5 -The Music of Europe**

**Premiering July 4; Due July 9**

**Listening-** France and Russia Heritage Songbooks

**Research and Resource-** Find a supporting document or video that you can use to teach the music from one or more countries in Europe. This could be a historical article, a documentary, or

a performance video you would like to reference. Explain how you would use this in your lesson/unit plan.

**Lesson and Unit Planning-** Create a Unit plan featuring the music of France or Russia.

### **Week 6 - Music of the Middle East**

**Premiering July 11; Due July 16**

**Listening-** Israel and Turkish and India Heritage Songbooks

**Research and Resource-** Find a supporting document or video that you can use to teach the music from one or more countries in Europe. This could be a historical article, a documentary, or a performance video you would like to reference. Explain how you would use this in your lesson/unit plan.

**Lesson and Unit Planning-** Create a Unit plan featuring the music of Israel, Turkey, or India.

### **Week 7 -Music of Asia**

**Premiering July 18; Due July 22**

**Listening-** South Korea, Japan, and China Heritage Songbooks

**Research and Resource-** Find a supporting document or video that you can use to teach the music from one or more countries in Europe. This could be a historical article, a documentary, or a performance video you would like to reference. Explain how you would use this in your lesson/unit plan.

**Lesson and Unit Planning-** Create a Unit plan featuring the music of South Korea, Japan, or China.

### **Week 8 -Final Project**

**Premiering July 25; Due July 30**

**Listening-** The Music of Mexico

**Lesson Planning** -Develop a world music curriculum map for your classroom. What order will you teach the countries? What are the overarching objectives from each country? Provide a link to a unit or lesson plan from each country. Provide a link to the songs you will teach in each unit plan.

**Research and Resource-** Your administration and parents (and a few of your students) want to know why you want to teach a world music curriculum instead of a “normal music class” this year. Advocate for your curriculum by writing a one page paper giving 3 reasons why world music is important for children to study. Support your reasons by researching an article or document.

## **Grading**

Listening and Learning- 20%  
Research and Resources -30%  
Lesson and Unit Planning -50%

## **Grading Scale**

A =90-100  
B =80-90  
C= 70-80  
D= 65-70  
F= 0-65

## **Course Bibliography**

Heritage Songbook Collection by Fiddlefox Music  
Produced by Marc Evan Diaz

Music Theory and White Supremacy

<https://www.youtube.com/watch?v=Kr3quGh7pJA>

## **Attendance Policy**

This class will largely be independent work. Students will respond to required assignments for their grade.

## **Student Engagement Statement**

Each class week will consist of a 90 minute discussion and presentation zoom call, plus an additional 2-3 hours of independent student work, research, and discussion. Students are required to prepare for the first day of class by observing and reflecting upon the pre-course class work which is emailed to students 48 hours before.

## **Program-Level Outcomes Addressed:**

**Professionalism in Teaching**

Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth.

Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

### **Excellence in Music**

Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time.

Students will demonstrate the ability to:

1. Recognize style traits of various composers, genres, and periods
2. Identify major and transitional composers in a variety of styles, genres, and periods
3. Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

### **Strength in Character**

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research.

Students will demonstrate the ability to:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

## **Health and Safety**

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

## **Candidate Conduct**

An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational

environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

## **Academic Honesty**

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include: Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.

Communicating or receiving answers or information to/from another in a testing situation. Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access. Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor. Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor. Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

## **Disability Statement**

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.

## **Plagiarism**

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work. All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties. Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that

reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.