

MUS 3502: MAKING MUSIC WITH DIVERSE LEARNERS

Spring Quarter 2022

Monday & Wednesday 1:00 to 2:20pm in Crawford 103

Instructor: Dr. Christopher Hanson, Assistant Professor

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COURSE DESCRIPTION

Designed to explore and promote inclusive instruction in music for diverse learners, this course identifies the needs and explores the accommodations available to support the engagement and learning of all students in a music classroom.

PRIMARY COURSE OBJECTIVES AND LEARNING OUTCOMES

1. Examine various theories underlying the use of music as a learning tool for children and adolescents with developmental and other disabilities.
2. Examine the functions of music and effects of musical experiences in special education settings.
3. Establish familiarity with current literature and research resources in music, education, and music therapy for children and adolescents with disabilities.
4. Develop competence in locating and effectively using research literature to serve target populations.
5. Survey the basic characteristics of children and adolescents with disabilities currently served by special education programs in public schools and protected under IDEA and similar laws and regulations.
6. Define current populations of children and adolescents with disabilities as observed in educational settings.
7. Discuss current legislation and research regarding children and adolescents with disabilities and music, education, and music therapy services.
8. Establish contact with a professional in the field and develop a resource list germane to particular career aspirations.
9. Develop a philosophy of music based on personal and professional experiences which reflects future aspirations in the field.
10. Research, organize, write, and present a professional statement of diversity, equity, and inclusion.

REQUIRED RESOURCES

Hammel, A. M., & Hourigan, R. M. (2017). *Teaching music to students with special needs: A label-free approach*. Oxford University Press.

***Registration** for the ABLE Assembly online conference on **4/9-10 from 9:00am to 2:30pm**. The cost of registration is \$100. The registration deadline is 4/6: <https://college.berklee.edu/berklee-institute-arts-education-and-special-needs/forms/able-assembly-arts-better-lives-everyone>

Recommended Resources

- McPherson, G., & Welch, G. F. (Eds.). (2018). *Special Needs, Community Music, and Adult Learning: An Oxford Handbook of Music Education* (Vol. 4). Oxford University Press.
- Adamek, M., & Darrow, A. A. (2005). *Music in Special Education [with DVD]*. American Music Therapy Association. 8455 Colesville Road Suite 1000, Silver Spring, MD 20910. [3rd Edition published in 2018 ISBN # 978-1-884914-34-8]
- Hammel, A., Hickox, R. Y., & Hourigan, R. M. (Eds.). (2016). *Winding it back: Teaching to individual differences in music classroom and Ensemble settings*. Oxford University Press.
- Notbohm, E., & Zysk, V. (2006). *Ten things your student with autism wishes you knew*. Future Horizons.
- Fowler, C. (2017). *Valuing music in education: A Charles Fowler reader*. Oxford University Press.
- Sobol, E. S. (2017). *An attitude and approach for teaching music to special learners*. Rowman & Littlefield.

ASSESSMENT

Summative assessments (60%)

- “Final project” (30%)
- Annotated resource list (15%)
- Group presentation of assigned reading on DEI (15%)

Formative assessments (40%)

- Reading assignments (25%)
- ABLE Assembly reflection (15%)

COURSE OUTLINE

Below is a schedule of the course sessions. **However**, changes to the schedule, course work, and assignments may be modified over the course of the quarter based on our progress, emergencies, acts of God, etc.

DATE	TOPICS / ASSIGNMENTS / ASSESSMENTS / DUE DATES
Week 1	Exploring Making Music with Diverse Learners <ul style="list-style-type: none"> - Reading Assignment: “Public School Education within a Democracy” (TMSSN - Chapter 1) - Reading Assignment: “Current Profile of Students with Disabilities with Implications for Music Professionals” (MSE - Chapter 1)
Week 2	Understanding the system <ul style="list-style-type: none"> - Reading Assignment: “Current Structure of Spec Ed in our Schools” (TMSSN - Chapter 2) - Reading Assignment: “The Basics” (AATMSL - Chapter 1) <p style="text-align: center;">*ABLE Assembly 4/9-10</p>
Week 3	Understanding others through music <ul style="list-style-type: none"> - NO CLASS on 4/11 - ABLE Assembly Reflection DUE 4/13 - Reading Assignment: “Making In/Visible” (DDME - Chapter 8)
Week 4	Engaging ALL students through music <ul style="list-style-type: none"> - Reading Assignment: Readings to be assigned from <i>Marginalized Voices in Music Education</i>
Week 5	Marginalized voices in music and education <ul style="list-style-type: none"> - Group presentations on assigned readings (Mid-term) - Reading Assignment: “Preparing to Teach” (TMSSN - Chapter 3)
Week 6	Preparing to teach music to students with special needs <ul style="list-style-type: none"> - Reading Assignment: “A Resourceful and Pedagogical Approach” (AATMSL - Chapter 4)
Week 7	“Putting it all together” <ul style="list-style-type: none"> - Reading Assignment: TBD
Week 8	Understanding roles and responsibilities: Music Therapists and Music Educators <ul style="list-style-type: none"> - Reading Assignment: TBD
Week 9	Application and practicum
Week 10	Application and practicum
FINAL EXAM	Wednesday, June 8 12:30pm to 2:30pm in room C103
	- The annotated resource list and “final project” are due at the final exam