



## Course syllabus

Board of Education Science  
School of Cultural Sciences

1MUÄ04 Musik II - inriktning mot arbete i gymnasieskolan, 30  
högskolepoäng

Music II - for upper secondary school teachers, 30 credits

### **Main field of study**

Music

### **Subject Group**

Music

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved by the Board of the School of Cultural Sciences 2011-08-19

Revised 2012-10-23. Editorial changes.

The course syllabus is valid from spring semester 2013

### **Prerequisites**

General entry requirements and Civics A and English B (Field-specific entry requirements 6C).

## Objectives

After completing the course, the student should be able to:

- distinguish between and present elementary traits of the teaching profession in relation to subject studies and field didactics
- identify and formulate subject didactic questions in relation to the various professions that the course focuses on

### **Module 1. Elementary Music Course III, 7.5 credits**

After completing the module, the student should be able to:

- individually play piano, guitar, electric bass and percussion in different genres on level 3\*
- individually sing in various genres on level 3\*
- through the use of suitable vocabulary describe and assess instrumental- and vocal music
- adjust one's play through interaction between different instruments and with good timing and suitable characteristics of different genres on level 3\*

- through ensemble play be able to suitably communicate assessments and identify needs for development
- describe and apply musical shapes and structures on various musical contexts on level 3\*
- utilise digital tools on level 2\* for musical arrangements and personally created music

### **Module 2. Elementary Music Education III, 7.5 credits**

After completing the module, the student should be able to:

- assess teaching aids used in education in the years 7-9 in relation to Lgr11 and with special attention to gender and multiplicity
- within the framework of a field study be able to execute and document a music didactic project comprised of several lessons
- describe and analyse the popular music and music life of the late 20th century as well as conduct a small literature study based on a well defined question through the use of appropriate vocabulary and references
- reflect on and discuss ethics, gender and multiplicity in musically related social-, cultural- and historical contexts
- apply a workbook method as a tool on personal artistic- and didactic development

### **Module 3. Elementary Music Course IV, 7.5 credits**

After completing the module, the student should be able to:

- individually play piano, guitar, electric bass and percussion in different genres on level 4\*
- individually sing in various genres on level 4\*
- select suitable format and vocabulary in order to constructively self-assess and assess some other student's music making
- conduct an ensemble on level 1\*
- describe, apply and assess musical shapes and structure in various contexts on level 4\*
- utilise digital tools on level 3\* for musical arrangements and personally created music

### **Module 4. Elementary Music Education IV, 7.5 credits**

After completing the module, the student should be able to:

- conduct and instruct an ensemble on level 2\*
- analyse the knowledge prerequisites for the music subject in Lgr11 as well as set up teaching situations in which the individual achievements of the pupils are assessable and possible to develop based on predetermined demands and levels of skill
- reflect on and discuss theoretically valid ideas about personal learning from an artistic-, music educational- and musicology perspective
- search for and distribute music over the internet
- demonstrate knowledge about laws and legislations pertaining copyright issues as regards music utilisation in teaching situations

*\*Level is defined in an individual study plan that is established for each student at the start of the course*

## **Content**

The course is comprised of four modules.

### **Module 1 Elementary music course III 7.5 credits**

This module includes the following elements:

- piano and guitar on level 3\* (individual music)
- electric bass and percussion on level 3\* (individual music)
- singing and scenic preparedness on level 3\* (individual music)
- ensemble play in different musical genres and forms on level 3\*
- ensemble conducting on level 1\*
- music theory and by-ear-training on level 3\*
- music creation through the use of digital tools on level 2\*

### ***Module 2 Elementary music III 7.5 credits***

This module includes the following elements:

- course syllabi and teaching aids for the music subject in the years 7-9
- project work within the framework of field studies
- describing and assessing one's own and other people's music
- the aspects and values of knowledge requirements in relation to actual music making

### ***Module 3 Elementary didactics IV 7.5 credits***

This module includes the following elements:

- piano and guitar on level 4\* (individual music)
- electric bass and percussion on level 2\* (individual music)
- singing and scenic preparedness on level 4\* (individual music)
- ensemble play in different musical genres and forms on level 4\*
- ensemble conducting on level 2\*
- music theory and by-ear-training on level 4\*
- music creation through the use of digital tools on level 3\*

### ***Module 4 Elementary didactics IV 7.5 credits***

This module includes the following elements:

- contemporary means for distributing music through media
- copyright and music utilisation from a school perspective
- contemporary music- musicology studies
- the popular music and music life of the late 20th century- literature studies
- gender, ethics and multiplicity - various perspectives on music education
- the workbook method in practice II - a tools used for developing knowledge

### ***Professional basis and progression***

This course introduces elementary schools as work places and social institutions alongside with its guiding documents. Through for instance field studies the student will become familiar with the assignments and work conditions of the teacher. Teaching includes elements such as presentations in front of small and large groups of people, which will help the student understand the need for a teacher's communicative skills and the importance of various means of expression.

### ***Scientific approach and progression***

This course introduces observation as a scientific method and through field studies the student is enabled to conduct, process and present observations. Through written assignments the student will acquire academic writing skills with special emphasis on conducting, processing and presenting observations, as well as factually and conceptually accurately be able to present and comment on studies texts. The course

also includes elements of literature search through the use of library computer bases.

### *Field study days*

In order to reinforce the connection with the actual profession, the student will have a number of field study days that focus on educational work. The practical situations are to be documented, processed and presented at seminars.

All teaching elements are obligatory.

### Type of Instruction

Teaching is based on the student's active participation individually and in groups and consists of lectures, practical assessments, practical implementation, literature studies, thematic/project oriented studies, seminars and field studies.

### Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

### Course Evaluation

When the course has finished, an evaluation is compiled. The results are reported back to students and then archived according to the rules of the School.

### Required Reading and Additional Study Material

Franz, David, *Recording and producing in the home studio*, 246 pages, latest edition

Lindkvist, Mikael, *Grundteori för gitarr: skalor, harmonisering, ackord, improvisation*, Notfabriken, Danderyd, latest edition

Wennman, Kent & Boysen, Per, *Musikens levebröd*. Utbildningsradions förlag, latest edition

[www.kollakallan.skolverket.se/upphovsratt/artiklar/pim/](http://www.kollakallan.skolverket.se/upphovsratt/artiklar/pim/)

Notes, phonograms and other musical sources

Bergman, Åsa, *Växa upp med musik - Ungdomars musikanvändande i skolan och på fritiden*, Libris, latest edition

Björkvold, JonRoar, *Sköldpaddans sång*. Runa, Hässelby, 269 pages, latest edition

Ericsson, Claes & Lindgren, Monika, *Perspektiv på populärmusik och skola*, Studentlitteratur, latest edition

Elliot, Ninni, *Röstboken*. Studentlitteratur, Lund, latest edition

Johansson, Leif, *Ensembleledning ledarskap i mindre grupper*, Studentlitteratur, latest edition

*Läroplan Lgr 11 – Den samlade läroplanen för grundskolan*, Skolverket, Stockholm, 16 pages, latest edition

*Läroplan Lgr 11 - Diskussionsunderlag i ämnet musik*, Skolverket, Stockholm, 16 pages, latest edition

*Läroplan Lgr 11 - Kommentarmaterial i ämnet musik*, Skolverket, Stockholm, 26 pages, latest edition

*Läroplan Lgr 11 – Kunskapskrav i ämnet musik*, Skolverket, Stockholm, 7 pages,

latest edition

*Läroplan Lgr 11 – Kursplaner i ämnet musik*, Skolverket, Stockholm, 4 pages, latest edition

Markström Åkerlund, Brita, Sjöbom, Mikael & Bodin, David, *Musikens nycklar*, Almqvist & Wiksell, Stockholm, 160 pages, latest edition

Schött, Kristina, *Studentens skrivhandbok*, 2nd ed. Liber, Stockholm, 176 pages, latest edition

Skolverket. *En samtalsguide om kunskap, arbetssätt och bedömning*, 50 pages, latest edition