



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1GF012 Musik - för grundlärare inriktning fritidshem, 30 högskolepoäng

1GF012 Music - for Teachers with a Specialisation in Extended School, 30 credits

Main field of study

Music Education

Subject Group

Music

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Arts and Humanities 2022-09-06

The course syllabus is valid from spring semester 2023

Prerequisites

General entry requirements + English 6, Science studies 1b alt. Science studies 1a1+1a2 and Civics 1b alt. Civics 1a1 +1a2. Additional requirements: at least three years' experience of pedagogical work in extended school, on at least half-time basis and at least two years running, and 1GF403: Placement Studies in Extended School Education A, 3 credits, or the equivalent.

Objectives

After completing the course, the student should be able to

- identify and describe the main features of the teaching profession from the point of view of the subject and its didactics
- identify and formulate subject-didactic questions pertaining to the types of work that the course covers and use these in practice.

Module 1: Introduction to music and music education, 25 credits

After completing the course, the student should be able to

- sing and play instruments that are common in music teaching at a basic level

- demonstrate knowledge of voice care and of the importance of aural care
- adapt their vocal and instrumental music making together with others, in different genres
- use music building blocks for making and creating music
- use digital tools for music creation and music learning
- explain how theories on musicality and different approaches to knowledge affect music teaching in practice
- explain central concepts in music education
- describe music learning in the early years of compulsory school based on research on music education and the curriculum for compulsory school as regards music
- exemplify, plan, apply, and explain music didactics and methodology in terms of the curriculum for compulsory school and the preschool class, and critically review, assess, and – when needed – reevaluate their teaching and approach
- describe, explain, and discuss aspects of gender and diversity in music education, based on their own experience and research on music education
- describe, explain, and discuss an inclusive approach based on policy documents and learning in music education
- describe research theory and research methodology in music education and the relation between scientific basis and qualified experience, and its relevance to professional practice
- analyse school policy documents and their knowledge requirements using elaborate and well-founded arguments, with focus on music education in primary school.

Module 2: Grading and assessing, 2.5 credits

After completing the course, the student should be able to

- construct and critically review different learning situations, assessment situations, and examinations, with formative as well as summative aims
- describe, analyse, assess, and grade pupils' learning and development
- critically review and problematise assessment and grading based on different societal factors and aesthetic aspects, such as diversity and gender.

Module 3: Teaching placement, 2.5 credits

After completing the course, the student should be able to

- formulate clear learning objectives that serve their purpose and are adapted and accessible to the pupils
- reflect upon the importance of knowing about the pupils' experiences, knowledge, circumstances, and diverse ways of learning
- adapt their choice of methods, activities, and materials and other resources relative to the learning objectives and the relevant group of pupils
- identify and reflect upon different kinds of assessment that are appropriate considering the pupils and the learning objectives
- observe, document, and analyse pupils' learning and development relative to the learning objectives
- plan, implement, and evaluate teaching in terms of goal attainment
- approach pupils and co-workers in a way that is in line with the basic values in school policy documents
- demonstrate leadership skills and a professional approach.

Content

Module 1: Introduction to music and music education, 25 credits

In this module, the focus lies on developing students' subject-didactic skills and knowledge of the subject to the extent that they will be able to organise and conduct music education in accordance with the policy documents for the preschool class and the early years of compulsory school.

The module includes the following:

- instrument play and singing
- ensemble playing
- music theory
- creating music
- music pedagogy
- music didactics and methodology for teaching in the preschool class and the early years of compulsory school
- ethical, gender, and diversity issues in music education
- field studies

Module 2: Grading and assessing, 2.5 credits

This module includes exercises in reviewing assessment situations based on current objectives and knowledge requirements for assessing and grading in the early years of compulsory school. Assessment situations are also related to research on distinctions between formative and summative assessment, gender, and diversity issues.

The module includes the following:

- theories on assessment and grading, based on summative as well as formative aims
- construction of knowledge and learning matrices
- assessment of pupils' music making
- ethical aspects of assessment and grading, such as diversity and gender.

Module 3: Teaching placement, 2.5 credits

This module includes the following:

- observation of teachers, pupils, and situations at the placement school
- planning, implementation, and follow-up of teaching based on subject-didactic considerations
- participation in work-related activities at the placement school, such as teacher meetings and development talks with pupils and their parents
- seminars on experiences from and reflections on the practice placement
- talks with educators and students.

Professional basis and professional progression

In this course, particular focus lies on teaching the school subject of music, in theory as well as practice. Compulsory school as a workplace and societal institution is introduced, and school policy documents are discussed. The student develops their understanding and professional knowledge, as well as their ability to act. The student practises a critical approach by reflecting on, questioning, and reassessing their own as well as others' ideas, hypotheses and views on music education. The student develops methods for handling things based on qualified experience as well as on scientific approach. The student uses digital tools to explore and document music teaching from a didactic point of view. The course also problematises how this can be used as a basis for written assessments and fair grading.

Scientific approach and scientific progression

Scientific progression includes a successive broadening and deepening of the student's ethical and scientific awareness, which includes assimilation of research, theory, methodological skill, production and analysis of empirical material, and information searching to support scientific work. Scientific progression furthermore includes communicative skills, which means that the student needs to develop operational communicative skills in speech and in writing. The course develops the students' scientific approach and professional practice, focusing on subject-didactic theory as well as theory on leadership. In presentations, the student uses their acquired skills in using and critically reviewing and commenting on academic sources in a way that is objective and for the most part correct. The student is expected to identify problematic areas and areas of development relative to music education and link these to research of relevance to the professional practice of the teaching profession. The meaning of, and relations between, qualified experience and scientific approach is broadened and deepened. The student develops their ability to systematically review teaching in the subject of music, and their own actions based on relevant theoretical concepts. The student conducts a didactic qualitative analysis of a filmed teaching situation, based on theories on leadership with a clear connection to the subject of music. The student furthermore continues to develop their academic writing skills through written reflections on the course reading. The course includes field studies, so as to strengthen the link between theory and practice.

Global values

Global values include the perspectives of learning for sustainable development (including social, economic, and ecological sustainability), equality, and interculturality, relative to music education and childrens' worlds of music. The student applies schools' democracy requirement and basic values, focusing on equality, gender, and diversity in the teaching of music. The course also elaborates on the question of how music education can be designed to incorporate society's democratic values, as expressed in policy documents and in the Convention on the Rights of the Child. The course also problematises assessment and grading from the point of view of various societal factors and ethical aspects such as diversity and gender in the practice of music.

Type of Instruction

The course is a distance course with a limited number of campus meetings, which means that most of the communication is carried out online, via an online learning platform. The purpose of the campus meetings is to give students the best possible conditions for developing knowledge and experiences in areas that are difficult to cover online, such as ensemble playing. Students' active participation, individually as well as in groups, is central. Teaching is delivered in the form of lectures, skills training, practical application, study of the course reading, seminars, and field studies. Sessions marked in the timetable as laboratory sessions are mandatory.

Examination

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

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts. In order to receive the grade of Pass with Distinction for the whole course, the student must have received this grade for at least 22.5 credits. Irrespective of the form of examination, it is the performance of the individual student that is assessed and

graded.

Module 1, Introduction to music and music education

This module is examined through

- singing/instrument play in the form of recordings submitted via the learning platform (7 credits)
- ensemble playing at campus meetings (2 credits)
- hand-in assignments on music theory (annotated in Ladok and assessed holistically, as a whole (2 credits))
- hand-in assignments on digital tools and creation of music (annotated in Ladok and assessed holistically, as a whole (2 credits))
- written hand-in assignments on music pedagogy (5 credits)
- group assignments and written assignments on method and didactics (7 credits).

Module 2, Grading and assessing

This module is examined through

- written assignments on grading and assessing. Examination may also include hand-in assignments via the learning platform. (2.5 credits)

Module 3, Teaching placement

This module is examined through

- observations of the student at the placement school and follow-up talks between the student, their supervisor, and the coordinating teacher at Linnaeus University.

In order to receive the grade of Pass for Module 3, the student must achieve the course objectives. The student's performance must be assessed as adequate in terms of the introductory, basic, developed, in-depth, and applied levels described in the guidelines for practice placements ("Ramverk för verksamhetsförlagd utbildning"). In order to receive the grade of Pass with Distinction, the student's overall performance, as determined by taking all their work into account, must meet the criteria for this grade. If the student fails the course, they have the right to do their practice placement once more.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to adapt the exam or to let the student conduct the exam in an alternative way. Resit examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University.

Course Evaluation

During or shortly after the course, a course evaluation should be conducted. The result and analysis of the course evaluation should be promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time should be informed of the result at the course introduction. The course evaluation is anonymous.

Other

Contact information will be posted on Linnaeus University's website once the course is searchable. Validation is possible for credit transfer. An application for validation is made through the digital validation tool Valda. A link to Valda is found at <https://www.lararlyftet-validering.se>.

Required Reading and Additional Study Material

Angelo, Elin. Musikalitet. In Elin Angelo & Morten Sæther (the latest edition). *Eleven og musikken*. Oslo: Universitetsforlaget. pp. 38–67, (29 pages).

Edberg, Lorenz (the latest edition). *Musikæmnets muligheter*. Lund: Studentlitteratur. (141 pages).

Ericsson, Claes & Lindgren, Monica (eds) (the latest edition). *Perspektiv på populärmusik och skola*. Lund: Studentlitteratur. (284 pages).

Fagius, Gunnel (ed)(the latest edition). *Barn och sång: om rösten, sångerna och vägen dit*. Lund: Studentlitteratur. (175 pages).

Hanken, Ingrid Maria and Johansen, Geir (the latest edition). *Musikkundervisningens didaktikk*. Oslo: Cappelen Akademisk Forlag. (80 pages).

Hellgren, Joakim (2011). "I min familj är vi omusikaliska": en studie av barns musikaliska identitet. Lic. diss. Luleå, Luleå tekniska universitet (122 pages), ISBN 978 9174392791

Jederlund, Ulf (the latest edition). *Musik och språk: ett vidgat perspektiv på barns språkutveckling och lärande*. Stockholm: Liber, (263 pages).

Johansson, Leif (the latest edition). *Ensembleledning, Ledarskap i mindre musikgrupper*. Lund: Studentlitteratur. (90 pages).

Jansson, Roine (the latest edition). *Stora musikguiden. Musikteori för alla*. Danderyd: Notfabriken (108 pages).

Lindgren, Monica (2009). Normalitet och kunskapsideal i skolans estetiska verksamhet. In Fredrik Lindstrand & Staffan Selander (eds). *Estetiska lärprocesser*. (pp 175–192). ISBN 9789144054407

Lindström, Lars. Fyra estetiska lärandeformer: lärande om, i, med och genom. Bilaga IV. In: *Handbok för kulturprojekt i skolan* (pp 34–37). Konst och kulturutveckling Västra Götalandsregionen. (available on the online learning platform)

Sæther, Eva (2016). Musikundervisning för social utveckling och ökad integration. In Hans Lorentz & Bosse Bergstedt (eds). *Interkulturella perspektiv*. Lund: Studentlitteratur. (26 pages) (available on the online learning platform)

Skolverket (the latest edition). *Läroplan för grundskolan, förskoleklassen och fritidshemmet*, (ca 30 pages).

Skolverket (the latest edition). *Bedömningsstöd i musik för årskurs 6: internetresurs*, (60 pages). Available on the online learning platform.

Skolverket (the latest edition). *Kommentarmaterial till kursplanen i musik*, (20 pages).

Varkøy, Øivind & Söderman, Johan (eds) (the latest edition). *Musik för alla. Filosofiska och didaktiska perspektiv på musik, bildning och samhälle*. Lund: Studentlitteratur. (ca 50 pages).

Wallerstedt, Cecilia, Lagerlöf, Pernilla & Pramling, Niklas (the latest edition). *Lärande i musik barn och lärare i tongivande samspel*. Malmö: Gleerups. (ca 100 pages).

White, Paul & Felton, David (the latest edition). *The Producer's Manual. All you need to get pro recordings and mixes in the project studio*. UK: Sample Magic. (175 pages).

Digital material available on the learning platform, sheet music, and current subject-didactic literature chosen by the student in consultation with the teacher (ca 100 pages).

Current Swedish and international academic articles of relevance to the subject area (ca 100 pages), and digital teaching materials, a compendium, and films available on the learning platform.