



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1GN021 Musik - för grundlärare med inriktning mot arbete i årskurs 4-6 och grundlärare med inriktning mot arbete i fritidshem, 30 högskolepoäng

Music - for Teachers in Primary School, Year 4-6, or Teachers in Extended School Education, 30 credits

### Main field of study

Music

### Subject Group

Music

### Level of classification

First Level

### Progression

G1F

### Date of Ratification

Approved 2012-02-15

Revised 2018-03-13 by Faculty of Arts and Humanities. Revised Prerequisites.

The course syllabus is valid from autumn semester 2018

### Prerequisites

1GN200 UVK course: Perspectives on the Teacher Assignment and the School and Society for Teachers in Leisure Time Centers, 7.5 credits, or 1GN202 UVK course: Perspectives on the teacher assignment and the school and society for teachers in the compulsory school Year 4-6, 7.5 credits, and 1GN204 UVK course: Didactics and Curriculum Theory, for teachers in leisure time centers, 7.5 credits, or 1GN219 UVK course: Didactics and Curriculum Theory, Primary Teacher Programme with a Specialisation in Pre-School and Years 1-6, 7.5 credits, or the equivalent.

## Objectives

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

- distinguish and account for basic characteristics of the teaching profession in relation to the subject and its didactics,
- identify and formulate subject-didactic problems in relation to the areas covered by the programme.

### Module 1. Introduction to music I, 7.5 credits

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

- apply basic musical knowledge and basic skills in terms of voice, instruments, rhythm and tones,
- play music by pitch in groups using melody, bass, percussion and chord

- explain the form and structure of music at a basic level,
- imitate and improvise using their voice, instruments, rhythms and tones.

### **Module 2. Introduction to didactics I, 7.5 credits**

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

- describe teachers' commissions in primary school from a didactic perspective,
- reflect on and analyse Lgr11 and the relevant syllabi in music,
- apply and evaluate didactic teaching methods for learning in accordance with the view of knowledge, norms and values in the curriculum,
- distinguish aesthetic and communicative dimensions concerning today's use of music and discuss its influence on individuals and society.

### **Module 3. Introduction to music II, 7.5 credits**

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

- sing individually and accompany with chord instruments in various genres,
- play music in groups on the basis of music symbols, using melody, bass, percussion and chord instruments in various genres,
- create music on the basis of musical patterns and forms,
- use digital tools in musical arrangements and pupils' music-making,
- apply the form and structure of music at a basic level,
- account for how knowledge and skills in music can be applied in various teaching situations from a didactic perspective.

### **Module 4. Introduction to didactics II, 7.5 credits**

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

- account for the knowledge requirements in the subject of music in Lgr11,
- account for how educational planning as a method can be used to guarantee quality in their own teaching on the basis of Lgr11,
- apply and evaluate methods for the assessment of pupils' knowledge on the basis of objectives and knowledge criteria in the subject of music,
- plan, conduct and evaluate a music project in school,
- identify and exemplify music in some social, cultural and historical contexts,
- reflect on and discuss learning from artistic, academic and didactic perspectives.

## **Content**

The course consists of four modules of 7.5 credits each.

### **Introduction to music I**

This module has a practical approach and includes music-making on instruments such as piano, guitar and singing. This includes, for example, accompaniment, playing melodies and playing in ensembles. The module also discusses music theory and pitch, as well as digital tools. The various parts of the course are related to didactic approaches to school teaching.

### **Introduction to didactics I**

This module includes studies of and reflections on the structure and policy documents of the subject of music, as well as the role of the teacher in the early years of primary school. The module also includes basic studies of instruments, studies of children's musical development and studies of the aesthetic and communicative dimensions of music. The module also discusses the development of musical, thematic and/or interdisciplinary work and activities. Central themes in the course are the role of the teacher in primary school, Lgr11 (the common curriculum including the relevant syllabi in music), and didactically and academically established methods for teaching music.

## **Introduction to music II**

This module is a continuation of Introduction to music I. It covers various skills necessary for a teacher to be able to organise, plan and conduct music teaching in accordance with Lgr11. The module includes studies of melody, bass, percussion and chord instruments, with a focus on individual, genre-specific music-making. The module also discusses the form and structure of music, and music symbols such as notes, graphic notation and chord terms. The students work with music-making in different forms and use various digital tools.

## **Introduction to didactics II**

The fourth module has a didactic approach, focusing on different forms of quality assurance of teaching, such as pedagogical planning and assessment methods used in the subject of music. The module also discusses the content, structure and construction of the knowledge requirements supplementing the syllabi in Lgr11, with a focus on the meaning of concepts such as equal assessment and exercise of legal authority for teachers. The students also develop knowledge of musical expressions in various social, cultural and historical contexts. In groups, the students plan, conduct and evaluate a music project in a school environment.

### *Professional basis and professional progression*

This course includes an introduction to primary schools as workplaces and societal institutions, as well as their policy documents. On the basis of four forms of knowledge – facts, proficiency, understanding and familiarity – the student is given the opportunity to develop subject-didactic thinking applicable to policy documents in the teaching profession. The students develop knowledge of the commissions and conditions of the teaching profession, for example through field studies. The teaching also includes presentations for small and large groups, which aim to develop the students' understanding of teachers' communicative competence as well as the importance of various forms of expression.

### *Scientific approach and scientific progression*

This course introduces observation as a research method and the students practise conducting, processing and presenting their observations in field studies. In connection to written assignments, the students develop their abilities to write academic texts, focusing on factual and conceptual accuracy and commenting on others' texts. The students also retrieve information from the databases available at the university library.

### *Field-study days*

In order to strengthen the connection to the practical elements of the programme, the students conduct field studies, focusing on observing educational work. The observations are documented, processed and presented in seminars.

The teacher will inform the students about compulsory parts of the course.

## **Type of Instruction**

Teaching is based on the students' active participation, individually and in groups. Teaching is delivered in the form of lectures, proficiency studies, practical applications, studies of literature, thematic studies/projects, seminars and field studies.

## **Examination**

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

The course is examined through a number of different forms of examination in which each student's performance is assessed individually. The objectives specified with 'level 1' or 'level 2' are assessed on the basis of an individual study plan established for each student at the start of the course. The following forms of examination occur in the course: performances (individually, in ensembles and in the form of concerts), a digital assignment in the form of e.g. .mp3, .wav or .aif, written and oral examinations and seminars.

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 when the course starts. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction in at least three of the four modules. For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

### Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

### Other

The course is included in the programme for primary school teachers.

### Required Reading and Additional Study Material

#### **Modules 1 and 3 Introduction to music I and II**

Falk, Jörgen & Bergman, Percy *Att kompa på gitarr* Compendium (33 p).

Johansson, Leif. *Ensembleledning ledarskap i mindre grupper*. Lund: Studentlitteratur (pp. 47–76 + 117–134, ca 50 p), the latest edition.

Naeshund, Kella. *Pianokomp. Ackordspel för piano/keyboard*. Danderyd, Notfabriken (112 p), the latest edition.

Åshund, Bengt *Spela ackord – del 2. Gitarrskola i ackordspel* (64 p), the latest edition.

Sheets of printed music chosen in consultation with the teacher, ca 100 pages.

#### **Modules 2 and 4 Introduction to didactics I and II**

Davis, Sharon G., Instrumental Ensemble Learning and Performance in Primary and Elementary Schools. In McPherson, Gary & Welch, Graham F. (eds.), *The Oxford Handbook of Music Education, vol. 1*. Oxford: Oxford University Press (18 p), the latest edition.

Edberg, Lorentz. (2011) *Musikämnets möjligheter. Kreativ musikundervisning i praktiken*. Lund: Studentlitteratur (141 p).

Fagius, Gunnel (ed.). *Barn och sång: om rösten, sångerna och vägen dit*. Lund, Studentlitteratur. (ca 100 p.), the latest edition.

Hanken, Ingrid Maria & Johansen, Geir. *Musikundervisningens Didaktikk*, Oslo, Cappelen akademisk forlag (ca 50 p), the latest edition.

Hellgren, Joakim, *"I min familj är vi omusikaliska": en studie av barns musikaliska identitet*. Licentiate thesis. Luleå, Luleå University of Technology (122 p), the latest edition.

Holmberg, Ylva, *Musikskap: musikstunders didaktik i förskolepraktiker*, thesis. Malmö, Malmö University (ca 50 p), the latest edition.

Newton, Paul E. (2007) Clarifying the purposes of educational assessment. *Assessment in Education; Principles, Policy & Practice*: vol. 14 nr 2, 149–170 (21 p). ISSN 1465 329X (online).

Skolverket (2015). *LGR11: Läroplan för grundskolan, förskoleklassen och fritidshemmet*. Stockholm, Skolverket.

Skolverket (2011) *Bedömningsstöd i musik för åk 9*. Online resource.

Skolverket (2013) *Bedömningsstöd i musik för åk 6*. Online resource.

Wallerstedt, Cecilia, Lagerlöf, Pernilla & Pramling, Niklas (2014). *Lärande i musik. Barn och lärare i tongivande samspel*. Malmö: Gleerups Utbildning AB (113 p), the latest edition.

Wiklund, Ulla, *Den lydiga kreativiteten*. UR (112 p), the latest edition.

Additional current research literature (ca 100 p. in accordance with instructions by the teacher)