



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1MG011 Musik I - inriktning mot arbete i årskurs F-9, 30 högskolepoäng

Music I - for School Teachers in Years F-9, 30 credits

### Main field of study

Music

### Subject Group

Educational Sciences/Practical Subjects

### Level of classification

First Level

### Progression

G1N

### Date of Ratification

Approved 2020-06-10

Revised 2021-03-10 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2021

### Prerequisites

General entry requirements and Civics 1b / 1a1 +1a2 or Civics A, English B (Field-specific entry requirements 6C/A6c).

## Objectives

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

- identify 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,
- identify and describe qualities in their own and others' music, using terminology relevant for the subject,
- practically apply and demonstrate basic theoretical knowledge of instruments used in classroom teaching,
- apply and account for basic knowledge of music theory.

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

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

- individually play the keyboard and the guitar and sing at level 1\*,
- adapt their vocal and instrumental music making together with others, in terms of timing and appropriate character,
- read, copy and write notes to tunes, rhythms and chords at level 1\*,
- apply and account for basic recording technology in a Digital Audio Workstation

at level 1\*.

- apply and account for basic microphone and music technology for stage performances.

***Module 2. Introduction to music education I, 7.5 credits***

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

- in general terms describe teachers' duties in primary school from a didactic perspective,
- discuss conditions for music education from a teacher perspective, in terms of didactic factors, music philosophical considerations and view of knowledge, based on research and experience,
- account for the structure of policy documents, focusing in particular on the subject of music and issues to do with basic values,
- exemplify, apply and account for didactic methods and ways of working with music in pre-school and the early years of primary school (F–3)
- account for music learning at a young age, based on music pedagogical research,
- observe and document teaching or learning situations in primary school and relate these to music didactic theory,
- continuously document and reflect upon their own musical learning from academic, artistic and didactic perspectives,
- apply the conventions of academic writing in written assignments.

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

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

- individually sing and play the keyboard, the guitar, the bass and drums at level 1\*.
- adapt their music making together with others in different genres, vocally as well as on instruments used in classroom teaching,
- account for and explain basic structures in traditional music theory and apply this knowledge in notation, singing and playing at level 1\*.
- use digital tools at level 1\* in musical arrangements and their own music,
- lead ensembles at level 1\*

***Module 4. Introduction to music education II, 7.5 credits***

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

- analyse the policy documents focusing on the subject of music up to year 6, using elaborate and well supported arguments
- exemplify the Lgr 11 knowledge requirements for the subject of music in their own music and in discussions, on the basis of the aims and long-term objectives of the subject,
- describe and discuss assessment, feedback and grading in the subject of music, in terms of aims, methods, effects and music-aesthetic values, on the basis of research and their own experiences,
- account for how educational planning as a method can be used to guarantee quality in their own teaching on the basis of Lgr 11,
- exemplify, apply and account for didactic methods and ways of working with music in the early years of primary school (4–6),
- illustrate and describe typical features of a chosen period in music history, and relate these to contemporary and modern contexts, as well as problematise aspects of writing and teaching music history at a basic level,
- document and analyse their own musical and music-didactic knowledge development as well as their need for learning, and relate this to research and theories in music education,
- plan, conduct and evaluate a music-didactic project in a primary school or a pre-school in collaboration with other students.

*\* Levels of knowledge (1–5) are defined in the study guide.*

## Content

The course consists of four modules.

### ***Module 1 Introduction to music I 7.5 credits***

The module includes the following:

- piano and guitar; instrument knowledge as well as individual music-making at level 1\*,
- singing and scenic preparedness at level 1\* (individual music-making),
- vocal and instrumental ensemble music making,
- music theory and ear training at level 1\*,
- music production and music technology for stage performances.

### ***Module 2 Introduction to music education I 7.5 credits***

The module includes the following:

- teachers' duties in primary school from a didactic perspective,
- subject-didactic concepts, approach to knowledge, ad ethics,
- the structure and content of policy documents focusing on music,
- music-didactic methods and ways of working relative to the syllabi of pre- and primary school,
- observation and documentation,
- field studies,
- documentation of and reflection upon the student's own musical learning processes from an artistic and didactic perspective,
- academic writing: language use, structure and referencing.

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

The module includes the following:

- piano, guitar, bass and drums in different genres at level 1\* (individual music-making),
- singing in different genres and scenic preparedness at level 1\* (individual music-making),
- playing in ensembles in different constellations and music genres,
- music theory and ear training applied in different genres at level 1\*,
- creating music using digital tools at level 1\*,
- leading ensembles at level 1\*.

### ***Module 4 Introduction to music education II 7.5 credits***

The module includes the following:

- aims, objectives, knowledge requirements and grading in the subject of music in Lgr 11; construction, structure and interpretation,
- assessment, feedback and grading; aims, methods and effects,
- planning music education,
- music-didactic methods and ways of working relative to the syllabi of primary school,
- documentation and analyses of the student's own musical and music-didactic learning from artistic, didactic and academic perspectives,

- thematic musical performance and communication in a didactic context: music projects in schools,
- discussion of a chosen period in music history in terms of its contemporary and modern contexts, focusing in particular on issues to do with writing and teaching music history.

### *Professional basis and professional progression*

This course introduces primary school as a workplace and societal institution, and discusses primary school policy documents. Through field studies (among other things), the students gain knowledge of the duties and conditions of the teaching profession. Teaching includes presentations for small and large groups, which aims to develop the students' understanding of teachers' communicative competence as well as the importance of different 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 practise academic writing, focusing on the ability to account for and comment on texts in an objective and conceptually correct manner. The course also includes literature searches in the library databases.

### *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.

## 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. Participation in practical parts is compulsory.

## Examination

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

Objectives specified with level 1 or 2 are assessed on the basis of an individual study plan established for each student when the course starts. The following forms of examination are used in the course: performances (individually, in ensembles and in the form of concerts), a digital hand-in assignment in the form of audio and video files, 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 in writing when the course starts. In order to receive the grade of Pass with Distinction on the course as a whole, the student must have received this grade for 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. If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

## Course Evaluation

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

## Credit Overlap

The course cannot be included in a degree along with the following courses of which the

content fully, or partly, corresponds to the content of this course: 1MG001 Music I - for lower secondary school teachers, 30 credits, and 1MUÄ02 Music I - for Upper Secondary School Teachers, 30 credits.

## Required Reading and Additional Study Material

### ***List of references Module 1 - Introduction to music I 7.5 credits***

Jansson, Roine. *Stora musikguiden. Musikteori för alla*. Sverige: Notfabriken (100 p), the latest edition.

Johansen, Niels Eskild, Hørelære - med på notene. Oslo: Norsk Musikforlag A/S, Chapters 1-8 (72 p) the latest edition.

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

White, Paul & Felton, David. *The Producer's Manual. All You Need to Get Pro Recordings and Mixes in the Project studio*. UK: Sample Magic (175 p), the latest edition.

Sheet music chosen by the student in consultation with the teacher (ca 100p), digital teaching material, and material provided on the learning platform.

### ***List of references Module 2 - Introduction to music education I 7.5 credits***

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

Löfgren, B. & Ebbelind, A. *Mattemusik: en metod för ämnesintegrerat lärande*. Stockholm: Sveriges utbildningsradio. (128 p.) The latest edition.

Bouij, Christer. Musik i grundskolan – ett ämne i takt eller otakt med tidsandan? In Varkøj, Ø. & Söderman, J.(eds.). *Musik för alla. Filosofiska och didaktiska perspektiv på musik, bildning och samhälle*. Lund: Studentlitteratur. Pp. 79-92. (13 p), the latest edition.

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. Pp 19-36. (17 p.) The latest edition.

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

Jederlund, U. *Musik och språk: ett vidgat perspektiv på barns språkutveckling och lärande*. (2nd, [revised and extended] edition.) Stockholm: Liber. (264 p.) The latest edition.

Skolverket. *Läroplan för grundskolan, förskoleklassen och fritidshemmet*. Stockholm, Skolverket. Digital resource.

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

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

Strömquist, Siv. *Skrivboken. Skrivprocess, skrivråd och skrivstrategier*. Malmö: Gleerups Utbildning AB (40 p: pp 37-73 ), the latest edition.

Varkøi Øivind. Musikalisk erfaring som eksistensiell erfaring. Varkøi Ø. &

Varkøy, Øyvind, & Söderman, Johan (eds.). *Musik för alla. Filosofiska och didaktiska perspektiv på musik, bildning och samhälle*. Lund: Studentlitteratur. Pp 45-56. (11 p), the latest edition.

Wallerstedt, C., Lagerlöf, P. & Pramling, N. *Lärande i musik: barn och lärare i tongivande samspel*. Malmö: Gleerup. (113 p.) The latest edition.

Current Swedish and international research literature (ca 60 p.) provided on the course learning platform or chosen in consultation with the examiner.

#### **List of references Module 3 - Introduction to music II 7.5 credits**

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

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.

White, Paul & Felton, David. *The Producer's Manual. All You Need to Get Pro Recordings and Mixes in the Project studio*. UK: Sample Magic (175 p), the latest edition.

Sheet music chosen by the student in consultation with the teacher (ca 100p), digital teaching material, and material provided on the learning platform.

#### **List of references Module 4 - Introduction to music education II 7.5 credits**

Bowman, Wayne, Music's Place in Education. In McPherson, Gary & Welch, Graham F. (eds.), *The Oxford Handbook of Music Education, vol. 1*. Oxford: Oxford University Press (19 p), the latest edition.

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

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

Hanning, Barbara Russano. *A concise History of Western Music*. New York, Norton (ca 150 p), the latest edition.

Hellgren, Joakim. (2011) *"I min familj är vi omusikaliska": en studie av barns musikaliska identitet*. Licentiate thesis. Luleå, Luleå University of Technology (122 p).

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

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

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

Strömquist, Siv. *Skrivboken. Skrivprocess, skrivråd och skrivstrategier*. Malmö: Gleerups Utbildning AB (30 p), the latest edition.

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

Wallerstedt, Cecilia, Lagerlöf, Pernilla & Pramling, Niklas. *Lärande i musik. Barn och*

Wahlström, Cecilia, Lagerlöf, I. Emma & Palmberg, Niklas. *Lärare i musik. Lära och lärare i tongivande samspel*. Malmö: Gleerups Utbildning AB (113 p), the latest edition.

Current Swedish and international research literature (ca 100 p.) provided on the course learning platform or chosen in consultation with the examiner.