



Course syllabus

Faculty of Arts and Humanities
Department of Music and Art

1MG01U Musik för fritidspedagoger eller motsvarande, 30 hp (1-30hp) - ingår i Lärarlyftet II, 30 högskolepoäng

Music for after-school teachers or the equivalent, 30 credits

Main field of study

Music Education

Subject Group

Music

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2015-03-06

Revised 2017-03-13 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2017

Prerequisites

Recreation instructor degree or the equivalent with a specialisation in either extended school or extended school and pre-school.

Objectives

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

- organise and conduct music teaching and activities in accordance with Lgr11,
- identify and formulate subject-didactic questions related to teaching music and music in extended school,
- on the basis of current research assess music-didactic positions and practices in relation to the areas covered by the programme.

Module 1 Introduction to music I, 15 credits

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

- apply basic instrumental, vocal and music-theoretical skills as well as skills in pitch-based music,
- adjust their own playing when playing in groups, in terms of timing and appropriate character,
- use digital tools for creating and learning music,
- apply basic knowledge of music-making,
- lead ensembles,
- in general terms identify and describe art music, folk music and popular music

from various time periods and cultures.

Module 2 Introduction to music education I, 15 credits

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

- plan, conduct and evaluate music teaching and music activities in extended school in accordance with Lgr11,
- reflect on aspects of gender, diversity and migration from ethical and methodological perspectives in music teaching and music activities in extended school,
- demonstrate knowledge of methods for assessment of pupils' skills on the basis of objectives and knowledge criteria in the subject of music,
- in groups describe and assess pupils' music-making on the basis of concrete pupil examples, and by this demonstrate an awareness of their own perception of quality, and aim for equal assessment within the group,
- identify pupils' conditions and learning needs and develop teaching strategies on the basis of these,
- apply and develop teaching methods in accordance with the view of knowledge, norms and values in the curriculum,
- demonstrate knowledge of research in music education relevant to the early years of primary school and relate this research to concrete teaching and learning.

Content

Module 1 Introduction to music I 15 credits

This module discusses music-making with melody, bass and percussion parts, and the accompaniment of the student's own and others' singing with chord instruments. The module also includes voice care, individually and in groups. The students develop their pitch-based music, individually and in groups, and relate this to basic music theory. The students also develop knowledge of leading ensembles in various authentic teaching situations. The module also includes basic music-making in relation to research-related material in various process and product dimensions of creating music. The students develop theoretical and practical knowledge of using digital tools for creating, playing and learning music. The module includes a general introduction to art music, folk music and popular music from various time periods and cultures. The course material in the module is presented in progression and consists of texts, film sequences, images and audio files.

Module 2 Introduction to music education I 15 credits

This module discusses children's musical development and learning on the basis of various methods of learning about, with and through music in aesthetic learning processes. The module also discusses various teaching methods, for example rhythmic as a way of approaching music and the elements of music. The ethical, aesthetic and communicative dimensions of music are also discussed. The module also discusses the development of musical, thematic and/or interdisciplinary work and activities. The module also discusses recreation instructors' twofold task of teaching music and working with music in extended school. The syllabus for music is discussed on the basis of theoretical perspectives in the curriculum. The module also discusses aspects of gender, diversity and migration in music teaching on the basis of the view of knowledge, norms and values in the curriculum. Knowledge criteria are discussed from a musical subject perspective. Concepts such as equal assessment, legal rights and exercise of public authority are discussed and problematised in relation to the teaching profession. The module also presents research-based methods for formative feedback and music teaching for pupils with special needs.

Type of Instruction

The course is distance-based with three campus meetings per semester, which means that much of the communication takes place through the online learning platform

MyMoodle. The purpose of physical meetings is to increase the students' possibilities to develop knowledge and experience in the parts of the course which are difficult to carry out on a distance, for example ensemble playing. The teaching is based on the students' active participation, individually and in groups. Teaching is delivered in the form of lectures, practical applications, workshops and seminars. A major part of the course includes individual studies.

Examination

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

The following forms of examination occur in the course: performances (individually, in ensembles and in the form of concerts), digital assignments 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 and detailed instructions for each examination can be found in a study guide.

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

Contact information is available on Linnaeus University's website when the course is open for application. Validation is offered to enable credit transfer from previous studies. Validation is applied for through the digital validation tool Valda:
<https://www.lararlyftet-validering.se>

Required Reading and Additional Study Material

List of references Module 1 - Introduction to music I 15 credits

Blokhus, Yngve & Molde, Audun, *Wow! Populaermusikkens historie*, Oslo: Universitetsforlaget, (100 p), the latest edition.

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

Lundberg, Dan & Ternhag, Gunnar, *Folkmusik i Sverige*, Hedemora, Gidlunds. (211 p), the latest edition.

Markström Åkerlund, Brita, Bodin, David & Sjöbom, Mikael. *Musikens nycklar, Handbok i musik*. Stockholm: Liber (160 p.), the latest edition.

Digital teaching material available on the online learning platform

Carlsson, Jan, *Brukspel gitarr I*

Carlsson, Jan, *Brukspel piano I*

Zandén, Olle. Fyra förrådiska förgivettaganden, in Monica Lindgren, et al. (ed), *Musik och kunskapsbildning: En festskrift till Bengt Olsson*; Art Monitor University of Gothenburg, (pp. 193–200), the latest edition.

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

List of references Module 2 - Introduction to music education I 15 credits

Ericsson, Per-Olof (ed): *Skolämnen i digital förändring*, Studentlitteratur. (pp. 77–

143; 67 p), the latest edition.

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

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

Kenney, Susan, *Teaching Young Children How to Sing: One School's Experience. General music today*, 24(2), 52–56 (5 p), the latest edition.

Lindström, Lars. *Aesthetic Learning About, In, With and Through the Arts: A Curriculum Study, The International Journal of Art & Design*, 31(2), 166–179 (14 p), the latest edition.

Mellor, Liz. Listening, language and assessment: the pupil's perspective. *British Journal of Music Education*, 17 (3), 247–263 (17 p), the latest edition.

Skolinspektionen. *Musik i grundskolan – Är du med på noterna, rektorn?* (56 p), the latest edition.

Skolverket. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*, the latest edition.

Skolverket. *Bedömningsstöd i musik för årskurs 9*: internetresurs + videoexempel på DVD, (60 p) the latest edition.

Skolverket. *Bedömningsstöd i musik för årskurs 6*: internetresurs, (60 p), the latest edition.

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

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