



Course syllabus

Faculty of Arts and Humanities
Department of Music and Art

1MG02F Musik för kulturskolelärare – inriktning gymnasium 91–120 hp, 30 högskolepoäng

Music for Teachers in School of the Arts - upper secondary school 91-120 credits, 30 credits

Main field of study

Music Education

Subject Group

Music

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Arts and Humanities 2018-06-28
The course syllabus is valid from spring semester 2019

Prerequisites

Music for Teachers in School of the Arts – compulsory school 1–90 credits, or the equivalent.

Objectives

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

- organise and conduct music teaching in accordance with Lgy11,
- identify and formulate subject-didactic questions related to teaching music,
- problematise teachers' work in relation to research in the subject and its didactics,
- on the basis of current research assess music-didactic approaches and practices in relation to the areas covered by the programme.

Module 1 Introduction to music IV, 7.5 credits

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

- demonstrate basic skills in playing instruments individually and confidently in various genres,
- demonstrate basic skills in singing individually and confidently in various genres,
- adjust their own playing when playing in groups, in terms of timing in various genres,
- lead ensembles,
- describe and apply musical forms and structures in various musical contexts,

- use digital tools in musical arrangements and their own music,
- apply basic instrumental, vocal and music-theoretical skills as well as skills in pitch-based music, in order to be able to conduct music teaching in accordance with Lgy11.

Module 2 Introduction to music education IV, 7.5 credits

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

- analyse curricula in music on the basis of Gy11 and discuss how various didactic methods can be applied in teaching to promote pupils' knowledge development,
- plan, implement and evaluate strategies for teaching and learning on the basis of assessments, didactic theories and research in music education,
- plan and conduct ensemble teaching on the basis of ensemble courses in upper secondary school, focusing on developing and assessing the quality aspects forming the basis for grading in the syllabi,
- plan and give instructions for pitch-based ensemble-playing, evaluate the methods used and provide suggestions for methodological development,
- plan, conduct and evaluate their own teaching at the beginner's level.

Module 3 Introduction to music V, 7.5 credits

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

- demonstrate advanced skills in playing instruments individually and confidently in various genres,
- demonstrate advanced skills in singing individually and confidently in various genres,
- adjust their own playing when playing in groups, in terms of timing and character in various genres,
- lead and rehearse ensemble playing,
- analyse and apply musical forms and structures in various musical contexts,
- use digital tools in musical arrangements and their own music,
- apply advanced instrumental, vocal and music-theoretical skills as well as skills in pitch-based music, in order to be able to conduct music teaching in accordance with Lgy11.

Module 4 Music education, advanced studies V, 7.5 credits

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

- plan and conduct teaching in music in upper secondary school on the basis of previously acquired knowledge and skills in the subject through subject-didactic approaches in field studies,
- on the basis of research and experience discuss conditions for music teaching concerning gender, diversity, youth culture and identity,
- plan, conduct and evaluate their own teaching at the beginner's level,
- use ICT for documentation and teaching,
- demonstrate knowledge of research in music education relevant to upper secondary school and relate this research to teaching and learning,
- apply academic writing in written presentations.

Content

The course consists of four modules of 7.5 credits each.

Module 1 Introduction to music IV 7.5 credits

The module includes the following:

individual music-making on the piano, guitar, electric bass guitar and drums; singing and scenic preparedness; playing in and leading ensembles in various forms and music genres; musical theory and ear training; digital tools for music-making and learning.

Module 2 Introduction to music education IV 7.5 credits

The module includes the following:

teachers' commission in upper secondary school; the content and progression of knowledge requirements; curricula for teaching music in upper secondary school; assessment for learning – formative assessment and written reports; didactic methods in relation to curricula for teaching music in upper secondary school; discussions based on research and experience of the conditions for music teaching in terms of frameworks, music-philosophical considerations, views of knowledge and musical and music-didactic perceptions of quality; pitch ensemble with theory and pitch methodology from a didactic perspective; teaching and methodology in the main instrument; ensemble teaching on the basis of ensemble courses in upper secondary school.

Module 3 Introduction to music V 7.5 credits

The module includes the following:

individual music-making on the piano, guitar, electric bass guitar and drums; singing and scenic preparedness; playing in ensembles in various forms and music genres; leading ensembles; music theory and ear training; music-making with digital tools.

Module 4 Introduction to music education V 7.5 credits

The module includes the following:

discussions and reflections of the identity-forming, communicative and social functions of music; aspects of gender, diversity and migration in upper secondary school teaching; observing and documenting; information and communication technology for documentation and teaching; reading and analysing Swedish and international research in music education; academic writing (language, structure and referencing); a field study focusing on the work in upper secondary school.

Type of Instruction

The course is distance-based with some campus meetings each semester, which means that much of the communication takes place through an online learning platform. 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), Pass (G) or Pass with Distinction (VG).

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.

Required Reading and Additional Study Material

List of references Module 1 - Introduction to music IV 7.5 credits

Johansson, Leif. *Ensembleledning: ledarskap i mindre grupper*. Lund: Studentlitteratur (131 p), the latest edition.

Jørgensen, Harald (2011). *Undervisning i øving. En innføring for sang og instrumentallærere*. Oslo: Norsk musikkforlag (162 p), the latest edition. ISBN 9788270936083

Schenk, Robert. *Spelrum*. Gothenburg: Bo Ejeby förlag (ca 100 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 (352 p), the latest edition.

Additional sheets of printed music (ca 50 p) chosen in consultation with the teacher. Relevant instrument-specific literature (ca 50 p) and digital material on the learning platform.

List of references Module 2 - Introduction to music education IV 7.5 credits

Ericsson, Claes & Lindgren, Monica (eds). *Perspektiv på populärmusik och skola*. Lund: Studentlitteratur (100 p), the latest edition.

Fautley, Martin. *Assessment in music education*. Oxford: Oxford University Press (ca 90 p), the latest edition.

Johansen, Geir et al. *Musikkpedagogiske utfordringer*. Oslo, Cappelen Akademisk Forlag (ca 50 p), the latest edition.

Hanken, Ingrid Maria & Johansen, Geir. *Musikkundervisningens didaktikk*. Oslo: Cappelen Akademisk Forlag (ca 50 p), the latest edition

Lindström, L. & V. Lindberg. *Pedagogisk bedömning*. Stockholm: Stockholms universitets förlag, (ca 70 p), the latest edition.

Skolverket. *Läroplan för gymnasieskolan Gy11* (electronic resource).

Skolverket (2012). *Bedömningsstöd i musik. Ensemblemusicerande*. (24 p.). Available at: http://www.skolverket.se/polopoly_fs/1.174371!/Menu/article/attachment/Bedomningsstod_Ens

Skolverket (2012). *Bedömningsstöd i musik. Erfarenhet från forskning*. (19 p). Available at: <https://www.skolverket.se/bedomning/bedomning/bedomningsstod/musik/forskning-1.171613>

Skolverket (2012). *Bedömningsstöd i musik. Musikskapande*. (23 p). Available at: <https://www.skolverket.se/bedomning/bedomning/bedomningsstod/musik/musikskapande/bedomnin>

Skolverket (2011). *Kunskapsbedömning i skolan: Praxis, begrepp, problem och möjligheter*. (73 p.) Available at: <http://www.skolverket.se/publikationer?id=2660>

Skolverket Gy11 *Ämnesmål och kursplaner Estetisk kommunikation*
www.skolverket.se/laroplaner-amen-och-kurser/gymnasieutbildning/gymnasieskola/est?lang=sv&subjectCode=est&tos=gy

Skolverket Gy11 *Ämnesmål och kursplaner Musik*
www.skolverket.se/laroplaner-amen-och-kurser/vuxenutbildning/komvux/gymnasial/sok-amen-och-kurser/subject.htm?lang=sv&subjectCode=mus&tos=gy

Varkøj, Ø. & Söderman, J.(eds.). *Musik för alla. Filosofiska och didaktiska perspektiv på musik, bildning och samhälle*. Lund: Studentlitteratur. (ca 50 p.), the latest edition.

Zandén, Olle (2016) *The birth of a Denkstil: Transformations of music teachers' conceptions of quality in the face of new grading criteria*. Nordisk musikpedagogisk årbok. (20 p.)

Additional current research literature (ca 100 p.)

List of references Module 3 - Introduction to music V 7.5 credits

Johansson, Leif. *Ensembleledning: ledarskap i mindre grupper*. Lund: Studentlitteratur (131 p), the latest edition.

Risa, Øyvind. *Musikkteori & arrangering. Innføring for lærerstudenter*, Oslo: Universitetsforlaget, Chaps. 8–12. (ca 130 p) the latest edition

Schenk, Robert. *Spelrum*. Gothenburg: Bo Ejeby förlag (ca 100 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 (352 p), the latest edition.

Additional sheets of printed music (ca 50 p) chosen in consultation with the teacher. Relevant instrument-specific literature (ca 50 p) and digital material on the learning platform.

List of references Module 4 - Introduction to music education V 7.5 credits

Asp, Karl (2017). *Mellan klassrum och scen*. Malmö: Lunds universitet/Musikhögskolan i Malmö (50 p). ISBN 978–91–982297–3–8 Available at: <http://lup.lub.lu.se/search/ws/files/4247971/7765407.pdf>

Bjørndal, Cato R. P., *Det värderande ögat. Observation, utvärdering och utveckling i undervisning och handledning*. Stockholm: Liber, 149 p. (the latest edition).

Ericsson, Claes & Lindgren, Monica (eds). *Perspektiv på populärmusik och skola*. Lund: Studentlitteratur (100 p), the latest edition.

Hanken, Ingrid Maria & Johansen, Geir. *Musikkundervisningens didaktikk*. Oslo: Cappelen Akademisk Forlag (ca 50 p), the latest edition

Varkøj, Ø. & Söderman, J. (eds.). *Musik för alla. Filosofiska och didaktiska perspektiv på musik, bildning och samhälle*. Lund: Studentlitteratur. (ca 50 p.), the latest edition.

Zimmerman Nilsson, Marie-Helene, (2009). *Musiklärarens val av undervisningsinnehåll. Enstudie av musikundervisning i ensemble och gehörs- och musiklära inom gymnasieskolan*. Gothenburg: Högskolan för scen och musik. 2009 (180 p.)

Subject-didactic literature and research (ca 100 p.) and digital teaching material available on the online learning platform.