



Course syllabus

Faculty of Arts and Humanities
Department of Music and Art

1MG10F Musik för fritidspedagoger - inriktning årskurs 4-6, 30 högskolepoäng

Music for After-school Teachers - year 4-6, 30 credits

Main field of study

Music Education

Subject Group

Music

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved by Faculty of Arts and Humanities 2018-06-28

The course syllabus is valid from spring semester 2019

Prerequisites

Recreation-instructor degree. Special admission's test in singing and playing instruments.

Objectives

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

- organise and conduct music teaching in accordance with Lgr11,
- identify and formulate subject-didactic questions related to teaching music,
- 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 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 in primary school in accordance with Lgr11,
- reflect on aspects of gender, diversity and migration in music teaching, from ethical and methodological perspectives,
- account for 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,
- account for research in music education relevant to the early years of primary school and relate this research to concrete teaching and learning.

Content

This course consists of the modules Introduction to music I, 15 credits, and Introduction to music education I, credits, which run parallel. The course focuses on the students developing their subject-didactic knowledge and enough subject knowledge in music to organise and conduct music teaching in accordance with Lgr11.

Module 1 Introduction to music I 15 credits

In this module students develop basic knowledge of practical music-making and theory on the basis of practical parts of Lgr11. 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 singing, 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 both theoretical and practical knowledge concerning the use of digital tools for music-making and musical learning. The module includes a general introduction to art music, folk music and popular music from various time periods and cultures.

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 basic musical knowledge. 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 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 assessment and feedback as well as music teaching for pupils with special needs. The students also search for, read and reflect on research in music education for the early years of primary 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 I 15 credits

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

Carlsson, Jan. *Brukspel gitarr I*, (digital material available on the learning platform).

Carlsson, Jan. *Brukspel piano I* (digital material available on the learning platform).

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

Lundberg, Dan & Ternhag, Gunnar. *Folkmusik i Sverige*. Hedemora: Gidlunds. (100 p), the latest edition.

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

Sheets of printed music chosen in consultation with the teacher (ca 100 p.) and digital teaching material available on the online learning platform.

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

Edberg, Lorenz. *Musikämnets möjligheter*. Lund: Studentlitteratur. (141 p.), the latest edition.

Ericsson, Claes & Lindgren, Monica (eds). *Perspektiv på populärmusik och skola*. Lund: Studentlitteratur. (50 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. (80 p), the latest edition.

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 at: http://www.kulturivast.se/sites/default/files/konst_i_skolan_handbok_kulturprojekt_i_skolan.pdf

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. Available at: <https://www.skolverket.se/bedomning/bedomning/bedomningsstod/musik>

Skolverket. *Bedömningsstöd i musik för årskurs 6: internetresurs*, (60 p), the latest edition. Available at: <https://www.skolverket.se/bedomning/bedomning/bedomningsstod/musik>

Skolverket. *Kommentarmaterial till kursplanen i musik*, (20 p). revised 2017, the latest edition.

Skolverket. *Diskutera. Kursplanen i ämnet musik*. (16 p) Available at: https://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwtpubext%2Ftrycksak%2Fblob%2Fpdf2541.pdf%3Fk%3D2541

Skolverket (2014). *Arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. (80 p). Available at: <http://www.skolverket.se/publikationer?id=3299>

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.

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

Swedish and international research articles relevant to the subject (ca 50 p.), and digital teaching material, compendium (ca 50 p.) and films available on the online learning platform.