



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1MG111 Musik i skolans tidiga år II, 16-30 hp, 15 högskolepoäng

Early School Year Music Education II, 16-30 credits, 15 credits

### **Main field of study**

Music Education

### **Subject Group**

Music

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2012-06-05

Revised 2019-11-18 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from spring semester 2020

### **Prerequisites**

Early School Year Music Education I, 15 credits, or the equivalent.

## Objectives

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

- demonstrate basic skills in music-making in several genres, individually and in groups, with instruments used in the classroom, including singing,
- use digital tools for recording, processing and creating music,
- create learning situations in which music and music-making are related to other forms of expression, e.g. images, text and dance,
- identify and describe a number of genres and types of ensemble, as well as art music, folk music and popular music from various time periods and cultures,
- develop ensemble playing and music-making in music teaching,
- plan, conduct and evaluate their own music teaching, in a short- or long-term perspective, in which the pupils' knowledge can be developed and assessed, on the basis of the aim and core content of the syllabus,
- discuss aspects of gender and diversity in music-related social, cultural and historical contexts,
- describe and assess musical performances using subject-relevant vocabulary, and identify learning needs and create teaching strategies on the basis of these needs,
- relate research on assessment to concrete teaching, learning and assessment,
- develop conformity in assessment by assessing concrete pupil performances together with colleagues.

## Content

In this course the students develop their abilities in and didactic knowledge of singing, melodies and accompaniment, and their ability to describe and assess music-making in order to facilitate learning and grade pupils in music in a well-founded and equal way. The students develop basic knowledge of music theory as a basis for the development of their own music-making and teaching methods. The students develop their abilities to use digital tools for recording, processing and creating music. The students develop knowledge of genres from the perspective of music history, discuss research on assessment in the subject of music, and plan teaching focusing on assessment and learning. Music in society is discussed from the perspectives of gender and diversity.

## Type of Instruction

Teaching is delivered in the form of lectures, practical applications, workshops and seminars.

## Examination

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

The course is examined through musical, digital, oral and written presentations, individually and in groups.

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. Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

## Course Evaluation

During the implementation of the course or in close conjunction with the course, a course evaluation is to be carried out. Results and analysis of the course evaluation are to be promptly presented as feedback to the students who have completed the course. Students who participate during the next course instance receive feedback at the start of the course. The course evaluation is to be carried out anonymously.

## Other

Some meetings at Linnaeus University may be included when the course is offered as a distance course. Between the meetings, online tools are used for communication.

## Required Reading and Additional Study Material

Carlsson, Jan, *Brukspel gitarr II*. (Available on the learning platform)

Carlsson, Jan, *Brukspel piano II*. (Available on the learning platform)

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

Ericsson, Claes & Lindgren, Monica. *Musikklassrummet i blickfånget: Vardagskultur, identitet, styrning och kunskapsbildning*. Halmstad: Halmstad University. (225 p), the latest edition.

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

Ericsson, Per-Olof (ed). *Skolämnen i digital förändring*, Lund: Studentlitteratur. (pp. 77–143), the latest edition.

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

Ferm Thorgersen, Cecilia, Vinge, John, Väkevå, Lauri & Zandén, Olle. (2014). *Assessment as learning in music education - the risk of 'criteria compliance' replacing 'learning' in the Scandinavian countries*. Research Studies in Music Education. (20 p).

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

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

Rønningen, Anders (2015). Pictures from Ethnia: Peepholes into Otherness. A brief analysis of pictures used in Norwegian music textbooks for the 8th Grade. (pp. 121–136). In Rønningen, Anders. *Det etniske steget*. Oslo: Norges musikkhøgskole. (dissertation) ISBN 978-82-7853-210-2

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

Skolverket (2012). *Bedömningsstöd i musik: Presentation av materialet*. (9 p).

Skolverket (2012). *Bedömningsstöd i musik. Ensemblemusicerande*. (24 p).

Skolverket (2012). *Bedömningsstöd i musik. Erfarenhet från forskning*. (19 p).

Skolverket (2012). *Bedömningsstöd i musik. Musikskapande*. (23 p).

Skolverket (2011). *Kunskapsbedömning i skolan: Praxis, begrepp, problem och möjligheter*. (73 p.)

Varkøj, Øivind & Söderman, Johan (eds.). *Musik för alla. Filosofiska och didaktiska perspektiv på musik, bildning och samhälle*. Lund: Studentlitteratur. (ca 50 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.

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

Zandén, Olle. (2014). *Tydlighetsdoktrinen: en kritisk betraktelse*. In: *Blickar: kulturvetenskapliga perspektiv på utbildning*. Niklas Ammert, Ulla Rosén & Jonas Svensson, (eds). Växjö: Linnaeus University Press, 2014, 1, 221–244 (24 p.)

Swedish and international research articles and extracts from doctoral theses relevant to the subject (ca 60 p.), and compendium (ca 100 p.), films and digital material available on the online learning platform.

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