



Course syllabus

Faculty of Arts and Humanities
Department of Music and Art

1MG20F Musik för fritidspedagoger - inriktning grundskola, 90
högskolepoäng
Music for After-school Teachers - compulsory school, 90 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,
- 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 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, in order to be able to conduct music teaching in accordance with Lgr11,
- 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 ensemble playing in music teaching,
- 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.

Module 3 Introduction to music II, 15 credits

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

- apply developed instrumental, vocal and music-theoretical skills as well as skills in note-based and pitch-based music in some genres, in order to be able to conduct music teaching in school years 7–9 in accordance with Lgr11,
- adjust their own playing when playing in groups, in terms of timing and genre-specific character in some genres,
- use digital tools for recording, processing and creating music,
- apply developed knowledge of music-making in some genres with distinct characteristics,
- lead ensemble playing in some genres in music teaching,
- identify and describe art music, folk music and popular music from various time periods and cultures.

Module 4 Introduction to music education II, 15 credits

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

- plan, conduct and evaluate music teaching in school years 7–9 from various didactic and artistic perspectives in accordance with Lgr11,
- analyse aspects of ethics, gender and diversity in music-related social, cultural and historical contexts,
- apply and develop teaching methods in accordance with the view of knowledge, norms and values in the curriculum, from various perspectives in teaching in school years 7–9,
- account for their own perception of quality and how this may influence assessment and grading,
- apply and evaluate methods for assessment of pupils' knowledge on the basis of objectives and knowledge criteria in the subject of music,
- describe and assess their own and others' instrumental and vocal music-making in some genres,
- describe and assess pupils' instrumental and vocal music-making using subject-relevant vocabulary, in order to support their learning,
- in collaboration with colleagues aim for equal grading through joint assessment of concrete pupil performance,
- account for research on learning, peer-reviewing and self-assessment, and reflect on the importance of this research for their own teaching.

Module 5 Introduction to music III, 15 credits

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

- apply advanced instrumental, vocal and music-theoretical skills as well as skills in pitch-based music in various genres, in order to be able to conduct music teaching in school years 7–9 in accordance with Lgr11,
- adjust their own playing when playing in groups, in terms of timing, genre-specific character and personal musical expression in various genres,
- use digital tools for creating, editing and producing music on the basis of the characteristics of different genres,
- apply in-depth knowledge of music-making and arrangements for ensembles in various genres,
- lead ensemble playing in some genres in music teaching,
- analyse folk music, popular music and art music and their distinctive musical characteristics,
- apply knowledge of ethical, juridical and economic conditions in the music business.

Module 6 Introduction to music education III, 15 credits

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

- plan, conduct, document and evaluate a project related to practical teaching on the basis of didactic, artistic and academic perspectives,
- apply, evaluate and develop teaching methods in music in accordance with the view of knowledge, norms and values in the curriculum,
- problematise issues concerning ethics, gender and diversity from social, cultural and historical perspectives as well as the perspective of practical music-making,
- in collaboration with colleagues discuss and problematise dilemmas concerning equal grading through joint assessment of concrete pupil performance,
- identify pupils' learning needs and express these, for example by using aspects and values in the knowledge criteria,
- describe and assess pupils' instrumental and vocal music-making using subject-relevant vocabulary, in order to support their learning,
- refer to and critically review research on music education and relate this to practical teaching.

Content

This course includes the modules *Introduction to music I, II and III* and *Introduction to music education I, II and III* (of 15 credits each).

Module 1 Introduction to music I (within 31–60 credits) 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 (within 1–30 credits) 15 credits

This module discusses children's musical development and learning on the basis of various methods of learning about, with and through music. 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 analysed 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 discusses Swedish and international research in music education, as well as teaching music for pupils with special needs.

Module 3 Introduction to music II (within 31–60 credits) 15 credits

In this module the students have the opportunity to develop their own music-making in unison and polyphonic singing and on the instruments piano, guitar, electric bass guitar and percussion, both individually and in groups. The module discusses genres and genre-typical content, including vocal and instrumental improvisation. The module also includes ensemble playing in some musical genres as well as relevant music-theoretical concepts, symbols and principles. Music theory and pitch are related to music-making and listening. The functions of instruments in different ensembles as well as aspects of quality in music-making are covered through discussions and listening. The students have the opportunity to test, review, evaluate and develop their own creative musical ideas through ensemble leading and music-making, for example by using digital tools. The music-making also includes combining music with other forms of expression. The module also discusses art music, folk music and popular music from various time periods and cultures.

Module 4 Introduction to music education II (within 31–60 credits) 15 credits

This module focuses on the role of the music teacher in primary school from various perspectives. Didactic methods for music teaching, the view of knowledge, norms and values in the curriculum, and policy documents for music are discussed in a wider context. The module also discusses aspects of ethics, gender and diversity in music-related social, cultural and historical contexts. The module also discusses literature and didactic models the students should use to plan, review and develop teaching in various areas included in the syllabus for school years 7–9. The module also includes leadership in the classroom. The module also discusses teachers' perceptions of musical quality in relation to objectives and knowledge criteria in the subject of music, with the purpose of aiming for equal assessment. Methods, possibilities and risks with self-assessment and peer-reviewing in music, as well as how the student's own perceptions of quality may influence assessment, teaching and grading, are discussed on the basis of research and experience.

The students work with evaluating products and processes in musical activities on the basis of research-related material.

Module 5 Introduction to music III (within 61–90 credits) 15 credits

In this module the students develop their note-based and pitch-based music-making on two instruments, at least one of which must be a chord instrument, and one of which may be singing. In terms of music-making, the module focuses on motoric maturity, musical flow, precision in rhythmic and intonation, genre loyalty, dynamics, phrasing and interpretation. Aspects covered include pitch-based music-making, copying songs, various forms of singing such as polyphonic singing and vocal expressions, singing techniques and voice care, melodies and accompaniment in various genres. The module also discusses the roles of individual instruments in an ensemble, from both artistic and didactic perspectives. Music-making is also related to music theory. By creating music and arrangements for different ensembles and different genres, the students develop their understanding of musical contexts and music as a form of art and communication. The module also includes music productions, using acoustic, analogue and digital instruments. In relation to digital tools, the module discusses music-making on the basis of the characteristics of different genres, and this is related to music-didactic aspects

such as planning teaching on the basis of research and reliable experience. The module also includes planning of teaching applied in a classroom environment. The module discusses folk music, popular music and art music on the basis of their distinctive musical characteristics. The module also includes an introduction to ethical and gender-related aspects, as well as musical legislation and approaches in the music business. In relation to ensemble leading, the module discusses didactic methods for leading ensembles in various group constellations as well as in music teaching. The module also includes in-depth studies of music theory and pitch.

Module 6 Introduction to music education III (within 61–90 credits) 15 credits

This module focuses on the students' critical review and development of music-didactic knowledge, using research on music education and didactics as well as research methods that can be used to develop music teaching. The module discusses issues concerning ethics, gender and diversity in music from social, cultural, historical and school perspectives. The module also discusses principles and methods for listening to music and for artistic music-making which does not require skills in playing instruments. The students also practise assessing their own and others' music-making and ensemble playing with the aim of identifying learning needs and teaching strategies. Observations from field studies form the basis for analyses of teaching and of teachers' perceptions of quality in terms of music didactics. The students plan, conduct, document and evaluate a music-didactic project related to practical teaching on the basis of didactic, artistic and academic perspectives. The module also includes collegial assessment dialogues aiming for equal grading of concrete pupil performance.

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.

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: The course 1MG10F overlaps with credits 1–30 in 1MG20F.

Other

The courses 1MG10F, 1MG20F, 1MG01F and courses in Lärarlyftet II overlap partly.

Required Reading and Additional Study Material

List of references Module 1 - Introduction to music I (within 31–60 credits) 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 (within 1–30 credits) 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%2Fwpubext%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.

List of references Module 3 - Introduction to music II (within 31–60 credits) 15 credits

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

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

Carlsson, Jan, *Brukspel piano II* (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.

Russano Hanning, Barbara (2014). *Concise history of Western music*. New York: Norton (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. (175 p), 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 4 - Introduction to music education II (within 31–60 credits) 15 credits

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.

Ferm Thorgersen, Cecilia., Vinge, John., Väkevä, 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.)

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

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

Available

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

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>

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. 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. ISBN 978-91-978476-2-9

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.) ISBN 978-91-87925-34-4

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.

List of references Module 5 - Introduction to music III (within 61–90 credits) 15 credits

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

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

Johansson, Leif. *Ensembleledning, Ledarskap i mindre musikgrupper*. Lund: Studentlitteratur. (40 p), the latest edition.

Russano Hanning, Barbara. *Concise history of Western music*. New York: Norton. (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 (175 p), 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 6 - Introduction to music education III (within 61–90 credits) 15 credits

Ahrne, Göran & Svensson, Peter (ed.). *Handbok i kvalitativa metoder*. Liber (275 p.), the latest edition.

Alsterdal, Lotte. (2014) Essäskrivande som utforskning. In: Anders Burman (ed). *Konst och lärande. Essäer om estetiska lärprocesser*. (pp. 47–74) Södertörn Studies in Higher Education 3 (27 p.). Available at: <http://sh.diva-portal.org/smash/get/diva2:718031/FULLTEXT01.pdf>

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

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

Research-based literature on music education relevant to the student's project chosen in consultation with the supervisor, ca 300 pages.