



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1MG40U Musik för lärare åk 4-6, 1-30 hp - Ingår i Lärarlyftet II, 30 högskolepoäng

Music for Teachers year 4-6, 1-30 credits, 30 credits

Main field of study

Music Education

Subject Group

Music

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2013-03-04

Revised 2013-04-22 by Faculty of Arts and Humanities. Korrigering av mål

The course syllabus is valid from autumn semester 2013

Prerequisites

NO VALUE DEFINED

Objectives

After completing the course the student is expected to be able to:

- apply vocal- and instrumental skills as well as music theory knowledge used for teaching music in years 1-6;
- organise and conduct music education in accordance with Lgr 11 in the years 1-6;
- find correlations between music education research relevant to elementary school teaching and actual teaching- and learning situations.

Module 1.

After completing the module the student is expected to be able to:

- apply vocal- and instrumental skills as well as music theory knowledge used for teaching music;
- apply elementary instrument care;
- organise and conduct music teaching in accordance with Lgr 11;
- identify some string-, wind-, key- and percussion instruments based on their looks and ringing qualities;
- develop simpler forms of ensembles used in music education;
- reflect on the physical prerequisites of a child's voice and means of expression;

- based on elementary music theory knowledge be able to organise music creativity and combine this with movement, lyrics and text expressions;
- utilise digital tools in music education and music creativity;
- apply the knowledge requirements and values of the curriculum in order to describe pupils' musical achievements;
- describe and assess personal and other peoples' instrumental and vocal musicality;
- apply teaching methods used in accordance with the norms and values of the curriculum;
- plan lessons and evaluate the music education;
- reflect on and discuss gender and multiplicity aspects in music education;
- identify pupils' prerequisites and needs for education, as well as set up teaching strategies based on these facts;
- present the research surrounding music education that is of relevance to the elementary school years as well as relate this research to actual teaching situations and learning.

Module 2.

After completing the module the student is expected to be able to:

- apply extended vocal- and instrumental skills as well as music theory knowledge used for teaching music;
- organise and conduct music teaching in accordance with Lgr 11;
- assemble musical instruments and equipment needed for an ensemble as well as make sound settings during the performance;
- identify and describe some musical genres and various types of ensembles;
- based on knowledge in music theory, be able to organise music creativity and connect it to other means of expression such as art, texts and dancing;
- utilise digital tools for recording, processing and music creativity;
- identify and characterise the artistic-, folk- and popular music from different times and cultures;
- diagnose the learning needs of pupils and express these in accordance with the knowledge requirements and values of the curriculum;
- reflect on and discuss issues that are connected to multiplicity and gender in musically related social-, cultural- and historical contexts;
- identify pupils' prerequisites and needs for additional learning as well as set up teaching strategies in accordance with these facts;
- present research dealing with learning assessment, peer assessments and self evaluations as well as reflect on their importance for the personal teaching situation;
- identify personal opinions on quality and how these may affect assessments and grading;
- alongside with colleagues attempt to find a uniform way of grading pupils through assessing actual pupil presentations;
- through a vocabulary relevant to the subject be able to describe and assess pupils' instrumental and vocal music making in an attempt to promote learning.

Content

This course consists of two modules.

Module 1 Module 1 15 credits

- Didactical, artistic and scientific perspectives on music education
- Lgr 11 - the curriculum and its course syllabi in music
- Knowledge requirements and their formative function
- Vocal- and instrumental practice based on didactical perspectives
- Voice- and hearing ergonomics
- Simpler types of ensembles based on didactical perspectives

- Assessment and feedback - a core skill in music didactics
- Methods for creating music in the classroom
- Digital tools used in music education and music creativity
- Musical symbols and notation of music
- Musical expressions from pupils' everyday life and different holidays

Module 2 Module 2 15 credits

- Didactical, artistic and scientific perspectives on music education
- Lgr 11 - the curriculum and its course syllabi in music
- Knowledge requirements and their aspects and values
- Vocal-, melody- and accompanying practice of musical expressions based on didactical perspectives
- Vocal ergonomics and singing techniques
- Ensembles and improvisation in different genres based on a didactical perspective
- Assessment and feedback - a core skill in music didactics
- Methods for improvisation and creating music in the classroom
- Digital tools used for recording, processing and creating music
- Musical symbols, notation of music, chords and tabulator
- Musical expressions in some social-, cultural- and historical contexts based on the perspectives of multiplicity and gender

Type of Instruction

Teaching is based on the students' active participation individually and in groups. It consists of lectures, practical implementation, workshops and seminars. The individual achievements of each course are important parts of the course.

Examination

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

Course Evaluation

After completing the course a course evaluation is comprised in writing and reported back to students.

Other

This course is a distance tuition course with a few on-campus classes, meaning that a large part of the communication is conducted through a net based communication tool.

Required Reading and Additional Study Material

Asplund Carlsson, Maj, Pramling, Ingrid, and (eds.), et.al. (2011). *Konsten att lära barn estetik - En utvecklingspedagogisk studie av barns kunnande*; Stockholm: Norstedts

Bergman, Åsa (2009). *Växa upp med musik: Ungdomars musikanvändande i skolan och på fritiden*; Gothenburg: Department of cultural sciences, Musicology, Gothenburg University

Blokhus, Yngve & Molde, Audun, *Wow! Populaermusikkens historie*, Oslo: Universitetsförlaget, 2004

Elliott, Ninni (2008) *Röstboken: Tal-, röst - och sångövningar*. Lund: Studentlitteratur (135 p)

Ericsson, Claes & Lindgren, Monica (eds.), *Perspektiv på populärmusik och skola*; Lund: Studentlitteratur.

Fagius, Gunnel (ed) (2007). *Barn och sång: om rösten, sångerna och vägen dit*, Lund: Studentlitteratur.

Georgii-Hemming, Eva & Westvall, Maria (2010) *Music education - a personal matter? Examining the current discourses of music education in Sweden*, British Journal of Music Education vol 27 no 1 p 21-33.

Hanken, Ingrid Maria & Johansen, Geir (1998). *Musikkundervisningens didaktikk*, Oslo: Cappelen Akademisk Forlag (approx 80 pages)

Kenney, Susan (2010) *Teaching Young Children How to Sing: One School's Experience*. General music today, 24(2), 52-56 (5 p).

Lau Wing Chi, Margaret (2008). *Using singing games in music lessons to enhance young children's social skills*. Asia-Pacific Journal for Arts Education, 6(2), 1-30 (30 p).

Lindkvist, Mikael, *Grundteori för gitarr – skalor, harmonisering, ackord, improvisation*, Notfabriken, latest edition

Lindström, Lars (2012). *Aesthetic Learning About, In, With and Through the Arts: A Curriculum Study*, The International Journal of Art & Design Education, 31 (2), 166-179.

Lundberg, Dan & Ternhag, Gunnar, *Folkmusik i Sverige*, Hedemora (latest edition)

Marktröm Åkerlund, Brita, Bodin, David & Sjöbom, Mikael (2000) *Musikens nycklar: Handbok i musik*. Stockholm: Liber (160 p)

Mellor, Liz (2000). *Listening, language and assessment: the pupils' perspective*. British Journal of Music Education, 17(3), 247-263 (17 p).

Skolinspektionen (2011), *Musik i Grundskolan - Är du med på noterna rektorn?* (56 p)

Skolverket *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*

Skolverket: 2013 *Bedömningsstöd i musik för åk 9*: internet resource + video examples on DVD)

Skolverket 2013 *Bedömningsstöd i musik för årskurs 6*: internet resources

Skolverket 2011 *Kommentarmaterial Musik*

Welch, Graham (2009). *Evidenced of the development of vocal pitch matching ability in children*. Japanese Journal of Music Education Research, 1-13 (14 p). Websida: imerc.org/papers/nsp/welch2009.pdf

Zandén, Olle (2011). "Fyra förrädiska förgivettaganden", in Monica Lindgren, et al. (ed.), *Musik och kunskapsbildning: En festskrift till Bengt Olsson*; Gothenburg: Art Monitor - Gothenburg University