



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1MG46U Musik för lärare, åk 4-6, 30 hp (1-30 hp) - ingår i Lärarlyftet II, 30 högskolepoäng

Music for teachers in year 4-6, 30 credits

### Main field of study

Music Education

### Subject Group

Music

### Level of classification

First Level

### Progression

G1N

### Date of Ratification

Approved 2015-03-01

Revised 2017-03-13 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2017

### Prerequisites

Degree in education with a specialisation in at least school years 4–6 or 7–9, and currently teaching music in school years 4–6 without formal qualification in the subject.

## 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 positions 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,
- demonstrate knowledge of 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,
- demonstrate knowledge of 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***

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 voice care, 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 theoretical and practical knowledge of using digital tools for creating, playing and learning music. The module includes a general introduction to art music, folk music and popular music from various time periods and cultures. The course material in the module is presented in progression and consists of texts, film sequences, images and audio files.

### ***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 the elements of music. 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 formative feedback and music teaching for pupils with special needs.

### **Type of Instruction**

The course is distance-based with three campus meetings per semester, which means that much of the communication takes place through the online learning platform



my mood. 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) or Pass (G).

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.

### Other

Contact information is available on Linnaeus University's website when the course is open for application. Validation is offered to enable credit transfer from previous studies. Validation is applied for through the digital validation tool Valda: <https://www.lararlyftet-validering.se>

### Required Reading and Additional Study Material

#### ***List of references Module 1 - Introduction to music I 15 credits***

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

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

Lundberg, Dan & Ternhag, Gunnar, *Folkmusik i Sverige*, Hedemora, Gidlunds. (211 p), the latest edition.

Markström Åkerlund, Brita, Bodin, David & Sjöbom, Mikael. *Musikens nycklar, Handbok i musik*. Stockholm: Liber (160 p.), the latest edition.

#### **Digital teaching material available on the online learning platform**

Carlsson, Jan, *Brukspel gitarr I*

Carlsson, Jan, *Brukspel piano I*

Zandén, Olle. Fyra förrädiska 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.

Sheets of printed music chosen in consultation with the teacher, ca 100 p.

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

Ericsson, Per-Olof (ed): *Skolämnen i digital förändring*, Studentlitteratur. (pp. 77–143–67 p), the latest edition

175, 07 p), the latest edition.

Ericsson, C & Lindgren, M (ed.) *Perspektiv på populärmusik och skola*, Lund: Studentlitteratur, (40 p.)

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 (ca 80 p), the latest edition.

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

Lindström, Lars. *Aesthetic Learning About, In, With and Through the Arts: A Curriculum Study*, *The International Journal of Art & Design*, 31(2), 166–179 (14 p), the latest edition.

Mellor, Liz. *Listening, language and assessment: the pupil's perspective*. *British Journal of Music Education*, 17 (3), 247–263 (17 p), the latest edition.

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.

Skolverket. *Bedömningsstöd i musik för årskurs 6: internetresurs*, (60 p.), the latest edition.

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

Wallerstedt (2010) *Att peka ut det osynliga i rörelse: En didaktisk studie av taktart i musik*. Göteborg, Art Monitor (diss.) (100 p.)

Zandén, Olle *The birth of a Denkstil: Transformations of music teachers' conceptions of quality in the face of new grading criteria*. *Nordisk musikpedagogisk forskning* 17, the latest edition.

Additional sheets of printed music for singing and playing.