



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1MG50F Musik III mot grundskola för kulturskolelärare och obehöriga lärare, 30 högskolepoäng

1MG50F Music III for Primary School Teachers in School of the Arts and Unauthorised Teachers, 30 credits

### **Main field of study**

Music Education

### **Subject Group**

Music

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2020-06-09

Revised 2022-11-02 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2023

### **Prerequisites**

1MG40F Music II for Primary School Teachers in School of the Arts and Unauthorised Teachers, 30 credits.

## Objectives

### **Module 1: Introduction to music III, 15 credits**

After completing the module, the student should be able to

- play the guitar, keyboard, bass, and drums and sing at level 3\*
- adapt their singing and instrumental music-making in different genres at level 3\*
- lead ensemble playing at level 3\*
- present and use basic music theory at level 3\*
- use digital tools at level 3\* to create music
- arrange music in a range of genres, to be used in lower secondary school.

### **Module 2: Introduction to music education III, 15 credits**

After completing the module, the student should be able to

- exemplify, use, and present didactic methods and ways of working in lower secondary school (school years 7–9) at an advanced level
- conduct and evaluate a music-didactic project in compulsory school, based on research and subject-didactic literature and suggest teaching and learning strategies
- present and analyse the functions of music in the creation of meaning, relative to other forms of expression in multi-modal media, such as film, computer games, and tv commercials
- present and contextualise the significance of music for the individual and society, based on research in music education and their own experience
- search for, evaluate, and compile relevant research based on a defined problem area and present it in writing, in accordance with academic conventions
- demonstrate, use, and present some common methods for data collection in studies in music education
- analyse school's policy documents and the knowledge requirements for the subject of music in school years 7–9, using elaborate and well-founded arguments
- present and analyse practical situations in which the focus lies on assessment and grading
- plan lessons and more extensive teaching sequences, including strategies and tools for assessment, based on the aim and central content of the syllabus.

## Content

This course is fundamentally a distance learning course, but with some campus meetings. This means that the main part of all communication is conducted via an online learning platform. The purpose of the physical meetings is to provide the best possible opportunities to develop knowledge and experience of those parts of the course that are hard to handle in the form of distance learning, such as ensemble playing.

### *Module 1 Introduction to music III 15 credits*

- guitar, bass, piano, drums, singing and stage performance
- ensemble playing
- ensemble leading
- music theory and arranging
- music creation and digital tools.

### *Module 2 Introduction to music education III 15 credits*

- methodology
- grading and assessing
- music history
- a music-didactic project
- music education.

## Type of Instruction

Teaching is delivered in the form of lectures, practical application, workshops, and seminars. The course is based on the students' active participation individually and in groups. Self-study is an important part of the course.

## Examination

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

Module 1 is examined through

- individual singing/instrument playing in the form of recordings submitted via the course learning platform. Certain mandatory parts that are needed to enable completion of the examination are included (7 credits).
- ensemble playing at physical meetings. Certain mandatory parts that are needed to enable completion of the examination are included (1.5 credits).
- ensemble leading at physical meetings, including planning and evaluation in writing. Certain mandatory parts that are needed to enable completion of the examination are included (1.5 credits).
- hand-in assignments on music theory, submitted via the learning platform. These are annotated in Ladok and assessed holistically (2 credits).
- hand-in assignments on digital tools and music creation, submitted via the learning platform. These are annotated in Ladok and assessed holistically. Certain mandatory parts that are needed to enable completion of the examination are included (2 credits).
- hand-in assignments on arrangement, submitted via the learning platform. These are annotated in Ladok and assessed holistically (1 credit).

Module 2 is examined through

- written hand-in assignments in music education (3 credits)
- presentation of group assignments at physical meetings and written assignments on didactics. Certain mandatory parts that are needed to enable completion of the examination are included (5 credits).
- presentation of group assignments at physical meetings and written assignments on grading and assessing. Certain mandatory parts that are needed to enable completion of the examination are included (3 credits).
- a written report on a music-didactic project (2 credits).
- a written assignment in music education (2 credits).

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 in writing when the course starts. In order to receive the grade of Pass with Distinction for the entire course, the student must have received this grade for at least 22.5 credits. Resit 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 adapt the exam or to let the student conduct the exam in an alternative way.

## Course Evaluation

During or shortly after the course, a course evaluation should be conducted. The result and analysis of the course evaluation should be promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time should be informed of the result at the course introduction.

## Other

In combination with a degree in education or completed supplementary teacher education, the three courses (90 credits) qualify the student for teaching music in compulsory school. Another 30 credits are required for the student to be qualified to teach in upper secondary school.

## Required Reading and Additional Study Material

### **Module 1: Introduction to music III, 15 credits**

Jansson, Roine (2006). *Konsten att skriva enkelt för unga instrumentalister*. KMH förlag. (150 pages). ISBN : 9188842339

Jansson, Roine. *Stora musikguiden. Musikteori för alla*. Danderyd: Notfabriken (108 pages), the latest edition.

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

Digital teaching material available on the learning platform and sheet music and current subject-didactic literature chosen in consultation between the student and the teacher (corresponding to ca 200 pages).

### **Module 2: Introduction to music education III, 15 credits**

Ahrne, Göran & Svensson, Peter. (eds.) *Handbok i kvalitativa metoder*. Malmö: Liber (222 pages), the latest edition.

Bossius, Thomas & Lilliestam, Lars (2011). *Musiken och jag*. Göteborg: Bo Ejeby förlag (334 pages). ISBN 9789188316585

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

Fautley, Martin. *Assessment in music education*. Oxford: Oxford University Press (ca 100 pages), 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 pages) ISSN 1834-5530

Ferm Thorgersen, Cecilia, Zandén, Olle, Vinge, John & Väkevä, Lauri (2016). *Assessment as learning in music education. Research studies in music education*. 39(1) p. 318. (14 pages). ISSN 1834-5530

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

Persson, Mikael. (2019). *Inte bara musik. Om elevers positionerande i grundskolans musikklassrum*. (diss) (ca 100 pages) ISBN 9789177539230

Skolverket. *Läroplan för grundskolan samt för förskoleklassen och fritidshemmet*, 2022. (30 pages) The latest edition. Available at <https://www.skolverket.se>

Skolverket. *Kommentarmaterial till kursplanen i musik – grundskolan*. 2022. (20 pages) The latest edition. Available at <https://www.skolverket.se>

Zandén, Olle & Ferm Thorgersen, Cecilia (2015). Teaching for learning or teaching for documentation? Music teachers' perspectives on a Swedish curriculum reform. *British Journal of Music Education* 32(1), pp. 37–50.

Current research articles, theses, and music-didactic literature of relevance for the subject field, ca 300 pages, and digital teaching material, compendia, and films available on the learning platform.