



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1MG70U Musik för lärare åk 7-9, 90 hp (1-90 hp) - ingår i
Lärarlyftet, 90 högskolepoäng

1MG70U Music for teachers in year 7-9, 90 credits

Main field of study

Music Education

Subject Group

Music

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2020-02-05

Revised 2022-11-21 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2023

Prerequisites

Qualifying degree in education. Upon application, the form "Huvudmannens Godkännande" should also be included.

Objectives

Module 1 Introduction to music I, 15 credits

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

- individually play instruments commonly found in the music classroom, as well as master singing, including voice care and audiology at level 1,
- in interplay adapt their singing and music-making vocally and instrumentally in various genres, at level 1,
- lead ensemble playing at level 1,
- account for basic musical components and music theory for playing, singing and making music,
- use digital tools for creating and learning music at level 1.

Module 2 Introduction to music education I, 15 credits

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

- describe how theories of musicality and views of knowledge influence practical music education,
- account for central music-didactic concepts,
- account for musical learning among young learners, on the basis of research in music education,
- reflect on and discuss aspects of gender and diversity in music teaching, on the basis of music pedagogical research and their own experience,
- exemplify, apply and account for didactic methods related to the teaching of music in the early years of primary school,
- account for instruments and their functions in an ensemble, as well as relate this to the primary school curriculum, and make a lesson plan,
- give a basic overview of some genres in music history, relating them to the primary school curriculum and make a lesson plan,
- account for and discuss an inclusive approach based on policy documents and music pedagogical practice.

Module 3 Introduction to music II, 15 credits

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

- individually play instruments commonly found in the music classroom, as well master singing at level 2,
- in interplay adapt their singing and music-making vocally and instrumentally in various genres, at level 2,
- lead ensemble playing at level 2,
- account for basic musical components and music theory for arranging and making music,
- use digital tools for creating and learning music at level 2.

Module 4 Introduction to music education II, 15 credits

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

- analyse policy documents and their knowledge requirements focusing on the subject of music, using developed and well-founded reasoning,
- account for various forms of assessment, assessment situations and examinations on the basis of relevant theories and current research,
- formulate assessment guidelines in order to document, analyse, assess and grade pupils' development in the subject in relation to current policy documents,
- account for musical learning among learners in the latter years of primary school, on the basis of research in music education,
- exemplify, apply and account for didactic methods related to the teaching of music in the latter years of primary school, on a basic level,
- describe and analyse late 20th century and 21st century popular music and music life, as well as make a lesson plan in accordance with the curriculum.

Module 5 Introduction to music III, 15 credits

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

- individually play instruments commonly found in the music classroom, as well master singing at level 3,
- in interplay adapt their singing and music-making vocally and instrumentally in various genres, at level 3,
- lead ensemble playing at level 3,
- account for basic musical components and music theory for arranging and

- making music,
- use digital tools for creating and learning music at level 3.

Module 6 Introduction to music education III, 15 credits

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

- exemplify, apply and account for didactic methods related to the teaching of music in the latter years of primary school, on a more advanced level,
- describe and analyse the sense-making functions of music in relation to other forms of expression in multimodal media, such as films, computer games and TV commercials,
- account for and contextualise the role of music at an individual as well as societal level, on the basis of music pedagogical research and experience of their own,
- write an essay discussing a music didactic research question in terms of music pedagogical research, qualified experience and academic convention.

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 1–30 credits) 15 credits

- Instrumental and vocal music-making
- Ensemble play and ensemble song
- Leading ensembles
- Music theory
- Music making

Module 2 Introduction to music education I (within 1–30 credits) 15 credits

- Music Education
- Methodology and didactics
- Music history
- Knowledge of instruments

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

- Instrumental and vocal music-making
- Ensemble play and ensemble song
- Leading ensembles
- Music theory and arrangements
- Music making

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

- Methodology and didactics
- Grading and assessment
- Music Education
- Music history with focus on didactics

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

- Instrumental and vocal music-making

- Ensemble play and ensemble song
- Leading ensembles
- Music theory and arrangements
- Music making

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

- Didactics and methodology
- Music Education
- Music history

Type of Instruction

The course is distance-based with two 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 that are difficult to carry out at 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. Individual studies constitute an important part of the course. There are compulsory parts necessary in order to participate in the examination.

Examination

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

Module1, Introduction to music I, is examined through:

- individual presentations of singing or playing instruments, in the form of recordings submitted on the online learning platform. (7 credits)
- presentations of ensemble playing at campus meetings. (2 credits)
- presentations of ensemble leading at campus meetings, including written planning and evaluation. (2 credits)
- music theory is examined through assignments submitted on the online learning platform. These assignments are assessed and recorded holistically (2 credits)
- music-making and digital tools are examined through assignments submitted on the online learning platform. These assignments are assessed and recorded holistically (2 credits), (2 credits)

Module 2, Introduction to music education I, is examined through:

- written assignments on music education and music history (6 credits)
- presentations of group assignments at campus meetings, and written assignments on methodology. There may also be submissions on the learning platform
- presentations of group assignments at campus meetings, and written assignments on assessment and grading. There may also be submissions on the learning platform (3 credits)

Module3, Introduction to music II, is examined through:

- individual presentations of singing or playing instruments, in the form of recordings submitted on the online learning platform. (7 credits)
- presentations of ensemble playing at campus meetings. (2 credits)
- presentations of ensemble leading at campus meetings, including written

- planning and evaluation. (2 credits)
- music theory and arrangements are examined through assignments submitted on the online learning platform. These assignments are assessed and recorded holistically (2 credits)
- music-making and digital tools are examined through assignments submitted on the online learning platform. These assignments are assessed and recorded holistically (2 credits), (2 credits)

Module 4, Introduction to music education I, is examined through:

- written assignments on music education and music history (4 credits)
- presentations of group assignments at campus meetings, and written assignments on methodology. There may also be submissions on the learning platform (6 credits)
- presentations of group assignments at campus meetings, and written assignments on grading and assessing. There may also be submissions on the learning platform. (5 credits)

Module 5, Introduction to music III, is examined through:

- individual presentations of singing or playing instruments, in the form of recordings submitted on the online learning platform. (7 credits)
- presentations of ensemble playing at campus meetings. (2 credits)
- presentations of ensemble leading at campus meetings, including written planning and evaluation. (2 credits)
- music theory and arrangements are examined through assignments submitted on the online learning platform. These assignments are assessed and recorded holistically (2 credits)
- music-making and digital tools are examined through assignments submitted on the online learning platform. These assignments are assessed and recorded holistically (2 credits)

Module 6, Introduction to music education III, is examined through:

- written assignments on music education and music history (10.5 credits)
- presentations of group assignments at campus meetings, and written assignments on methodology. There may also be submissions on the learning platform. (4.5 credits)

In order to receive the grade of Pass, the student must achieve the objectives. For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University. If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

Course Evaluation

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

Required Reading and Additional Study Material

List of references Module 1 - Introduction to music I (within 1–30 credits) 15 credits

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

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

Digital teaching material available on the learning platform, as well as sheets of printed music and current subject didactic literature chosen in consultation with the teacher, ca 200 p.

**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. (284 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.

Hellgren, Joakim, 2011. *"I min familj är vi omusikaliska": en studie av barns musikaliska identitet*. Licentiate thesis. Luleå, Luleå tekniska universitet (122 p.), ISBN 978 9789174392791

Jederlund, Ulf. *Musik och språk: ett vidgat perspektiv på barns språkutveckling och lärande*. Stockholm: Liber (263 p.), the latest edition.

Lindgren, Monica. (2009). Normalitet och kunskapsideal i skolans estetiska verksamhet. In Fredrik Lindstrand & Staffan Selander (eds). *Estetiska lärprocesser*, p 175192 (17 p). ISBN 9789144054407

Sæther, Eva (2016). Musikundervisning för social utveckling och ökad integration. In Hans Lorentz & Bosse Bergstedt (eds) *Interkulturella perspektiv*. Lund: Studentlitteratur. (26 p.) (available on the online learning platform)

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

Skolverket. Arbete med extra anpassningar, särskilt stöd och åtgärdsprogram. (80 p) the latest edition. Available at: <http://www.skolverket.se/>

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.

Wallerstedt, Cecilia, Lagerlöf, Pernilla & Pramling, Niklas. *Lärande i musik barn och lärare i tongivande samspel*. Malmö: Gleerups. (ca 100 p.), the latest edition.

Current Swedish and international research articles relevant to the subject (ca 50 p.), and digital teaching material, compendium and films available on the online learning platform.

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

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

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

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

Digital teaching material available on the online learning platform, sheets of printed music and current subject-didactic literature chosen in consultation with the teacher (ca 200 p.).

List of references Module 4 - Introduction to music education II (within 31–60 credits) 15 credits

Ericsson, Claes & Lindgren, Monika. *Musikklassrummet i blickfånget*. Halmstad: Högskolan i Halmstad (225 s), the latest edition.

Ericsson, Claes & Lindgren, Monica. *Perspektiv på populärmusik och skola*. Lund: Studentlitteratur (81 s), 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)

Fautley, Martin. *Assessment in music education*. Oxford: Oxford University Press (ca 50 s), the latest edition.

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

Lindström, Lars. Fyra estetiska lärandeformer: lärande om, i, med och genom. BilagaIV. I: *Handbok för kulturprojekt i skolan*, p 34-37 (4 p). Konst och kulturutveckling Västra Götalandsregionen. Available at:http://www.kulturivast.se/sites/default/files/konst_i_skolan_handbok_kulturprojekt_i_skolan.

Persson, Mikael (2019). *Inte bara musik. Om elevers positionerande i grundskolans musikklassrum*. (diss) (70 p). ISBN 9789177539230

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

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

Skolverket. *Diskutera. Kursplanen i ämnet musik*. (16 p) 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). S. 3750 (13 p).

Current Swedish and international research articles and theses relevant to the subject (ca 200 p.), and digital teaching material, compendium and films available on the online learning platform.

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

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

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

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

Digital teaching material available on the online learning platform, sheets of printed music and current subject-didactic literature chosen in consultation with the teacher (ca 200 p.).

List of references Module 6 - Introduction to music education III (within 61–90 credits) 15 credits

Alsterdal, Lotte (2014). Essäskrivande som utforskning. I: Anders Burman (red). *Konst och lärande. Essäer om estetiska lärprocesser*. (pp 4774) Södertörn Studies in Higher Education 3 (27 p). Available at: <http://sh.diva.portal.org/smash/get/diva2:718031/FULLTEXT01.pdf>

Bossius, Thomas & Lilliestam, Lars (2011). *Musiken och jag*. Göteborg: Bo Ejeby förlag (334 p), the latest edition

Ericsson, PerOlof (red). *Skolämnen i digital förändring*, Lund: Studentlitteratur. (pp 77-143), the latest edition.

Persson, Mikael (2019). *Inte bara musik. Om elevers positionerande i grundskolans musikklassrum*. (diss) (50 s) ISBN 9789177539230

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

Current research articles, theses and music didactic literature relevant to the subject (ca 300 p.), and digital teaching material, compendium and films available on the online learning platform.