



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1MG79U Musik för lärare åk 7-9, 90 hp (1-90 hp) - ingår i Lärarlyftet II, 90 högskolepoäng

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 2015-03-06

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

The course syllabus is valid from autumn semester 2017

### Prerequisites

Degree in education and currently teaching this subject in school years 7–9 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,
- problematise teachers' work in relation to research in the subject and its didactics,
- 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, 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,
- 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.

### ***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,
- demonstrate an awareness of 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,
- demonstrate knowledge of research on assessment for 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, historical and practical music perspectives, in collaboration with colleagues aim for 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 1–30 credits) 15 credits***

This module runs parallel to Introduction to music education I.

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 (within 1–30 credits) 15 credits***



This module runs parallel to Introduction to music I.

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, and includes 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 3 Introduction to music II (within 31–60 credits) 15 credits***

This module is a continuation of Introduction to music I and runs parallel to Introduction to music education II.

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, and also includes 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 is a continuation of Introduction to music education I and runs parallel to Introduction to music II.

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***

This module is a continuation of Introduction to music II and runs parallel to Introduction to music education III.

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 instruments, and one of which may be singing.

In terms of music-making, the module focuses on motoric maturity, musical flow, precision in rhythms 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 is a continuation of Introduction to music education II and runs parallel to Introduction to music III.

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, in accordance with didactic principles for aesthetic learning. 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 the analysis of teaching and teachers' music-didactic perceptions of quality. 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 assessment dialogues with colleagues with the purpose of aiming for equal grading of concrete pupil performance.

### **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 MyMoodle. 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 (within 1–30 credits) 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.

Lindqvist, Mikael, *Grundteori för gitarr – skalor, harmonisering, ackord, improvisation*, Notfabriken, 88 p, the latest edition.

Lundberg, Dan & Ternhag, Gunnar, *Folkmusik i Sverige*, Hedemora, Gidlunds. (100 p), the latest edition.

Markström Åkerlund, Brita, Bodin, David & Sjöbom, Mikael. *Musikens nycklar, Handbok i musik*. Stockholm: Liber (100 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 (within 1–30 credits) 15 credits**

Ericsson, Per-Olof (ed): *Skolämnen i digital förändring*, Studentlitteratur. (pp. 77–143; 67 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 s), 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, Cecilia, Lagerlöf, Pernilla & Pramling, Niklas *Lärande i musik – barn och lärare i tongivande samspel*. Malmö: Gleerups (50 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.)

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

Bergman, Åsa, *Växa upp med musik: Ungdomars musikanvändning i skolan och på fritiden*, Göteborg: Institutionen för kulturvetenskaper, Musikvetenskap, Göteborgs universitet (200 p), the latest edition.

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. (100 p), the latest edition.

Russano Hanning, Barbara (2014). *Concise history of Western music*. New York: Norton (100 p), the latest edition.

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

Carlsson, Jan, *Brukspel gitarr II*

Carlsson, Jan, *Brukspel piano II*

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

Ericsson, Claes & Lindgren, Monica, *Musikbaserad kompetens i klassrummet*.



ERICSSON, Claes & LINDGREN, Monica, *Musikklassrummet i övergången. 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 (179 p), the latest edition.

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

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

Swanwick, Keith, *Teaching music musically*, Abingdon, Routledge, 108 p, the latest edition.

Zandén, Olle, *Samtal om samspel: Kvalitetsuppfattningar i musiklärares dialoger om ensemblespel på gymnasiet*, Gothenburg: Göteborgs universitet, 100 p, the latest edition.

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.

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

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

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

Russano Hanning, Barbara *Concise history of Western music*. New York: Norton (100 p), the latest edition.

Digital teaching material available on the online learning platform

Carlsson, Jan, *Brukspel gitarr III*

Carlsson, Jan, *Brukspel piano III*

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

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

Ahrne, Göran & Svensson, Peter (eds.) (2015). *Handbok i kvalitativa metoder*. Liber (275 p.), the latest edition.

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 250 pages.