



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1MU20Ä Musik I, för ämneslärare, 30 högskolepoäng

1MU20Ä Music I, for secondary school subject teachers, 30 credits

Main field of study

Music

Subject Group

Educational Sciences/Practical Subjects

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2023-02-22

Revised 2023-06-02 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2023

Prerequisites

General entry requirements + Civics 1b alt. Civics 1a1 +1a2 and English 6. Approved entrance examination.

Objectives

Module 1. Ensemble Teaching I, 6 credits

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

- demonstrate good playing skills in accompaniment on the guitar and the piano and be able to realise melody, playing, bass, and percussion parts on instruments commonly used in the classroom
- adapt their playing to different genres in ensemble playing
- lead ensemble playing aimed at grades F–6 and create arrangements adapted to different levels and genres.

Module 2. Classroom Teaching I, 6 credits

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

- exemplify, apply, and explain didactic methods and approaches related to the music curriculum in school years F–3

- exemplify, apply, and explain didactic methods and approaches related to the music curriculum in school years 4–6
- plan, carry out, and evaluate a music didactic project for compulsory school
- observe and document teaching or learning situations in compulsory school and relate them to music didactic theory
- continuously document and reflect on their own musical learning from a scholarly, artistic, and didactic perspective through the use of a logbook.

Module 3. Music Technology and Contemporary Tools for Music-making I, 5 credits

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

- manage music technology and contemporary tools for music-making at the level required to conduct teaching in years F–6
- analyse, evaluate, and process existing teaching materials for music technology and contemporary tools for music-making adapted to years F–6
- create their own teaching materials for teaching music technology and contemporary tools for music-making adapted to years F–6
- evaluate teaching of music technology and contemporary tools for music-making in years F–6.

Module 4. Main Instrument I, 2 credits

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

- perform on a major instrument in various notated and ear-based repertoire areas.

Module 5. Singing and Choir I, 2 credits

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

- participate in choir singing
- demonstrate knowledge of voice and aural care, including knowledge of different types of voices
- demonstrate good ability to perform individual singing.

Module 6. Music Theory I, 6 credits

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

- explain and apply the contents of music theory and the principles of music notation and systematization
- transcribe, notate, and interpret melody and rhythm
- use music notation programmes for transcription.

Module 7. Perspectives on Music Teaching, 3 credits

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

- describe the tradition and function of the music subject in school and society
- explain the construction and structure of policy documents, with particular focus on the music subject and fundamental values
- discuss conditions for music education based on music pedagogical research and personal experience
- apply conventions for academic writing.

Content

The course includes the following components:

Module 1. Ensemble Teaching I, 6 credits

- guitar and piano
- ensemble playing in different constellations based on notation and ear
- leading ensembles
- arrangement for ensemble playing in years F–6.

Module 2. Classroom Teaching I, 6 credits

- music didactics for years F–3
- music didactics for years 4–6
- practice-oriented projects
- classroom observation
- logbook.

Module 3. Music Technology and Contemporary Tools for Music-making I, 5 credits

- introduction to methods and techniques for music-making with contemporary tools for music-making and digital audio editing
- production of exercises and evaluation of existing teaching materials for teaching in years F–6.

Module 4. Main Instrument I, 2 credits

- music-making on a main instrument
- etudes, scales, and exercises
- repertoire from, among other things, Western classical and popular musical traditions.

Module 5. Singing and Choir I, 2 credits

- choir singing in different genres, based on ear as well as notation
- genre knowledge
- individual singing
- knowledge of voices, voice care, and aural care.

Module 6. Music Theory I, 6 credits

Music theory:

- elementary music theory
- elementary musical analysis and composition
- transposition
- music notation software.

Aural skills:

- vocal and instrumental ear training 1
- sight-reading training 1
- notation of music according to given methods 1.

Module 7. Perspectives on Music Teaching, 3 credits

- the subject of music in school and society
- policy documents
- core values of music pedagogy.

Professional, scholarly, and subject-didactic progression

The course provides both subject knowledge and subject-didactic knowledge, primarily aimed at the early years of compulsory school. Professional progression is facilitated through direct contact with the profession, as in classroom observation, where the student gains insight into the tasks and conditions of the profession. As part of their studies at the university, the students gain experience of practice-oriented methods. The students also carry out a practice-oriented project in compulsory school, which connects their university studies with school practice.

The course emphasizes the introduction of music pedagogical concepts and theoretical frameworks, as well as music-didactic models and concepts. It introduces compulsory school as a workplace and societal institution, and the students gain knowledge of school policy documents. The students practice reading, analysing, and writing texts, and gain knowledge of conventions for academic writing, including referencing.

The course provides students with knowledge of classroom didactics for the early years of compulsory school. This includes both didactic theory and methodology. The subject courses tie in with the didactics for the early years of compulsory school, but also prepare the students for teaching in the later years of compulsory school as well as in upper secondary school.

Type of Instruction

Teaching is based on the students' participation individually and in groups. It is delivered in the form of lectures, skills studies, practical applications, literature studies, thematic/project-oriented studies, seminars, and classroom observation.

Examination

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

Module 1 (6 credits) is examined through individual and ensemble performances, ensemble leading through practical rehearsals including notated arrangements, written planning, and evaluation.

Module 2 (6 credits) is examined through oral presentations, practical tasks, and written hand-in assignments.

Module 3 (5 credits) is examined through oral presentations, practical tasks, and written hand-in assignments.

Module 4 (2 credits) is examined through performance.

Module 5 (2 credits) is examined through performances, both individually and in groups, as well as through written and oral submissions.

Module 6 (6 credits) is examined through performances, both individually and in groups, as well as through an exam in music theory, transcription tasks, and an arranging task.

Module 7 (3 credits) is examined through written and oral assignments.

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 whole course, the student must have received this grade for at least 22 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. The course evaluation is anonymous.

Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: IMG011 Music I - for School Teachers in Years F-9, 30 credits
1MUÄ02 Music I - for Upper Secondary School Teachers, 30 credits.

Required Reading and Additional Study Material

Module 1. Ensemble Teaching I, 6 credits

Jansson, R. *Konsten att skriva enkelt för unga instrumentalister*. KMH förlag. (150 pp) the latest edition.

Johansson, L. *Ensembleledning ledarskap i mindre grupper*. Lund: Studentlitteratur (approx. 50 pp), the latest edition.

Naeslund, Kella. *Pianokomp. Ackordspel för piano/keyboard*. Danderyd, Notfabriken (112 pp), the latest edition.

Sheet music and relevant subject-didactic literature (approx. 200 pp) and digital teaching materials available on the learning platform.

Module 2. Classroom Teaching I, 6 credits

Bjørndal, Cato R. P. *Det värderande ögat: observation, utvärdering och utveckling i undervisning och handledning*. Stockholm: Liber. (150 pp) the latest edition.

Fagius, G. (ed.). *Barn och sång: om rösten, sångerna och vägen dit*. Lund, Studentlitteratur. (approx. 100 pp), the latest edition.

Hanken, I.M. & Johansen, G. *Musikkundervisningens didaktikk*. Oslo: Cappelen Akademisk Forlag (approx. 50 pp), the latest edition.

Jederlund, U. *Musik och språk: ett vidgat perspektiv på barns språkutveckling och lärande*. (2nd [revised and extended] ed.) Stockholm: Liber. (264 pp) the latest edition.

Selander, S. & Kress, G. *Design för lärande: ett multimodalt perspektiv*, Studentlitteratur AB (163 pp) the latest edition.

Current subject-didactic and music-pedagogical literature of relevance to the subject field (approx. 100 pp)

Additional study material:

Wallerstedt, C., Lagerlöf, P. & Pramling, N. *Lärande i musik: barn och lärare i tongivande samspel*. Malmö: Gleerup. (113 pp) the latest edition.

Module 3. Music Technology and Contemporary Tools for Music-making I, 5 credits

Eiksund, Ø.J. *Music Technology in Education: Channeling and Challenging Perspectives*. Cappelen Damm. (285 pp) Available online.

Hellspong, L. (2001). *Metoder för brukstextanalys*. Studentlitteratur. (310 pp) 1st edition.

Levén, A. (2021). *Lärarens guide till musik: teori, praktik, bedömning*. Stockholm: Natur & Kultur. (143 pp) 1st ed., 1st print.

Sveriges utbildningsradio (2010). *Musiken har landat*. Skalan. Utbildningsradion. Available online.

Module 4. Main Instrument I, 2 credits

Sheet music chosen in consultation with the teacher.

Module 5. Singing and Choir I, 2 credits

Sheet music in different genres.

Nyström, J. *Prima vista: att sjunga efter noter - från grunden*. Stockholm, Gehrman. (100 pp) the latest edition.

Additional study material:

Bjerger, R. & Sköld, S. *Släpp taget!: [sånghandledning i kör med uppsjungsövningar]*. Stockholm: Gehrman. (68 pp) the latest edition.

Zangger Borch, D. (2005). *Stora sångguiden: vägen till din ultimata sångröst*. Danderyd: Notfabriken. (165 pp) 1st edition.

Module 6. Music Theory I, 6 credits

Bryn, G, Knudsen, P E, Årva, Ø. *Metodisk hørelære, lærarens bok*, Musikk-Husets Forlag. (approx. 50 pp) the latest edition.

Edlund, L. *Modus vetus*. Nordiska Musikförlaget. (approx. 50 pp) the latest edition.

Jansson, R. *Stora musikguiden*. Stockholm: Notfabriken. (108 pp) the latest edition.

Jansson, R. *Traditionell arrangering*. Stockholm: Notfabriken. (approx. 100 pp) the

latest edition.

Film material on MyMoodle and on the internet, equivalent to approx. 200 pp.

Music for transcription (provided by the teacher).

Compendium, approx. 50 pp (provided by the teacher).

Module 7. Perspectives on Music Teaching, 3 credits

Current policy documents for compulsory school.

Angelo, E & Sæther, M. *Eleven og musikken*. Oslo: Universitetsforlaget. Pp 38–67. (29 pp) the latest edition.

Varkøj, Ø. & Söderman, J.(eds.). *Musik för alla. Filosofiska och didaktiska perspektiv på musik, bildning och samhälle*. Lund: Studentlitteratur. (approx. 50 pp) the latest edition

Current Swedish and international subject-didactic and music-pedagogical literature of relevance to the subject field (approx. 100 pp).