



## Course syllabus

Faculty of Arts and Humanities  
Department of Music and Art

1MU40Ä Musik II, för ämneslärare, 30 högskolepoäng  
Music II, for Secondary School Subject Teachers, 30 credits

### **Main field of study**

Music Education

### **Subject**

Educational Sciences/Practical Subjects

### **Level**

First cycle

### **Progression**

G1F

### **Date of Ratification**

Approved 2023-05-19.

Revised 2023-12-18.

The course syllabus is valid from spring semester 2024.

### **Prerequisites**

22 credits from 1MU20Ä, Music I, for secondary school subject teachers or the equivalent.

## Objectives

### **Module 1: Ensemble Teaching II, 6 credits**

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

- demonstrate advanced playing skills in accompaniment and melody playing on the guitar and the piano, as well as basic skills on bass and drums
- adapt their musical performance in ensemble playing on the instruments guitar, piano, bass, and drums, based on the instruments' roles and functions in the ensemble across different genres

- lead ensemble playing focused on compulsory school years 7–9 and upper secondary school, and create stylistically appropriate arrangements in various genres.

### **Module 2: Classroom Teaching II, 4 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 7–9
- continuously document, reflect upon, and evaluate the teaching of the module in a logbook, in relation to literature, previous personal experiences, and the module's relevance to music education in compulsory school
- plan, implement, and evaluate a music didactic project in compulsory school with a focus on the teacher's role.

### **Module 3: Music Technology and Contemporary Tools for Music-making II, 6 credits**

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

- handle music technology and contemporary tools for music creation at the level necessary to be able to conduct teaching in school years 7–9
- analyse, evaluate, and process existing teaching materials for teaching music technology, as well as contemporary tools for music creation, tailored to school years 7–9
- create their own teaching materials for teaching music technology, as well as contemporary tools for music creation, tailored to school years 7–9
- evaluate teaching in music technology and contemporary tools for music creation in school years 7–9
- analyse and discuss music creation and music listening in a contemporary context involving digital tools and other relevant music technology, at a basic level.

### **Module 4: Main Instrument II, 2 credits**

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

- demonstrate genre familiarity in musical performance on their main instrument across various notated and ear-based repertoire areas.

### **Module 5: Singing and Choir II, 2 credits**

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

- participate in vocal ensemble performance
- rehearse with and conduct vocal ensembles at a basic level
- accompany and lead singers with a chordal instrument
- demonstrate proficiency in solo singing and their own accompaniment.

### **Module 6: Music Theory II, 6 credits**

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

- analyze polyphonic music at a basic level in terms of composition technique, structure and harmony,
- demonstrate basic techniques for arranging, primarily for vocal music,
- identify and demonstrate common chord progressions,
- define and demonstrate rhythm, time signature and melody with certainty,
- use notation software for arranging.

## **Module 7: Perspectives on Music Teaching and Musicology I, 4 credits**

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

- present and analyse methods and teaching materials used in music education in compulsory school, and contextualise them with music pedagogical research, as well as propose strategies for inclusive and equal music education with a focus on identity, sexuality, and relationships
- analyse the policy documents and their assessment criteria in the subject of music with well-founded reasoning
- describe and analyse practical subject-specific situations focusing on assessment and grading
- plan lessons and extended teaching sequences, including assessment strategies and tools, based on the purpose and central content of the syllabus
- analyse and discuss popular music from a music sociological perspective
- apply conventions of academic writing.

## **Content**

The course includes the following elements:

### **Module 1: Ensemble Teaching II, 6 credits**

- practical playing on the guitar, piano, bass, and drums
- notation- and ear-based playing in various constellations
- ensemble leadership in different constellations
- arrangement with stylistic awareness in different genres for ensemble playing in years 7–9 and upper secondary school.

### **Module 2: Classroom Teaching II, 4 credits**

- music pedagogy for years 7–9
- school-based projects
- logbook.

### **Module 3: Music Technology and Contemporary Tools for Music-making II, 6 credits**

- in-depth study of methods and techniques for performing with contemporary tools for music creation and digital sound processing
- production of their own exercises and evaluation of existing teaching materials for teaching in years 7-9.

### **Module 4: Main Instrument II, 2 credits**

- music performance on a primary instrument with expanded genre familiarity
- etudes, scales, and exercises
- repertoire from Western classical and popular music traditions, among others
- chord progressions and strategies for performance with chord voicing.

### **Module 5: Singing and Choir II, 2 credits**

- vocal choir warm-up
- choir conducting and choir leadership
- accompanying and leading an ensemble with a chordal instrument
- ensemble singing and solo singing

### **Module 6: Music Theory II, 6 credits**

Music theory:

- arranging and musical form
- different traditions of music analysis
- instrument knowledge
- notation practices for scores and parts
- music notation software.

Ear:

- vocal and instrumental ear training 2
- sight-reading training 2
- notation of music according to given practices 2.

### **Module 7: Perspectives on Music Teaching and Musicology I, 4 credits**

- assessment and grading of musical elements
- equality in music education
- music sociology.

#### **Professional, scholarly, and subject-didactic progression**

In the course, knowledge and skills required for classroom teaching in the late years of compulsory school are further developed. Professional development is facilitated through school-based methods and approaches in classroom teaching and subject-specific didactics. Students deepen their understanding of subject-specific language and terminology. During the semester, students work on a school-based project in collaboration with a school.

The course introduces the students to music-pedagogical research and theories with a focus on equality and gender equality. The students also explore subject-specific grading and assessment based on policy documents and research. Additionally, they engage in a critical examination of contemporary popular music from a music sociological perspective. The students practise reading, presenting, and analysing various types of materials, as well as delivering oral presentations and written assignments following academic conventions.

The subject didactics parts of the course focus primarily on classroom teaching methods for the late years of compulsory school. The subject courses also focus on the late years of compulsory school, specifically on materials, methods, and approaches to teaching. The subject courses also aim to develop subject knowledge for teaching in upper secondary school. The knowledge gained from the subject courses can be applied in the didactics modules and in the school-based projects.

#### **Type of Instruction**

The teaching is based on the students' active participation, individually and in groups. Teaching is delivered in the form of lectures, skills studies, practical applications, course reading, thematic/project-oriented studies, and seminars.

#### **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 leadership demonstrated through practical rehearsals including notated arrangements, written planning, and evaluation.

Module 2 (4 credits) is examined through oral presentations, practical elements, and written submissions.

Module 3 (6 credits) is examined through individual work in a self-selected area of specialisation where contemporary tools for music creation play a central role.

Module 4 (2 credits) is examined through performances.

Module 5 (2 credits) is examined through individual and group performances, as well as through written and oral submissions.

Module 6 (6 credits) is examined through written and oral music analysis, transcription assignments, and arrangement assignments for 2- and 3-part vocal ensembles, and the creation of accompanying piano parts.

Module 7 (4 credits) is examined through written and oral submissions.

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction are communicated 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 of 30 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.

## 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:  
1MUÄ04 Music II - for Upper Secondary School Teachers, 30 credits.

## Other Information

Any additional costs in connection with the course are paid by the student.

## Required Reading and Additional Study Material

### **Module 1: Ensemble Teaching II, 6 credits**

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

Johansson, Leif. *Ensembleledning ledarskap i mindre grupper*. Lund: Studentlitteratur (approx. 50 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 II, 4 credits**

Falthin, Annika & Mars, Annette (eds.) (2020). *Perspektiv på musikpedagogiska praktiker. Undervisa i musik – ett komplext uppdrag. 1* Stockholm: Kungl. Musikhögskolan. (100 pp.). Available online.

Hanken, Ingrid Maria & Johansen, Geir. *Musikkundervisningens didaktikk*. (3rd ed.). Oslo: Cappelen Damm. (100 pp.). The latest edition.

## **Module 3: Music Technology and Contemporary Tools for Music-making II, 6 credits**

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

Falthin, Annika & Mars, Annette (eds.) (2020). *Perspektiv på musikpedagogiska praktiker. Undervisa i musik – ett komplext uppdrag. 1* Stockholm: Kungl. Musikhögskolan. (30 pages) ISBN: 978-91-983869-7-4 (digital). Available online.

Skolverket (2022). *Läroplan för grundskolan samt för förskoleklassen och fritidshemmet*. Available online. <https://www.skolverket.se/>

Skolverket (2021). *Kommentarmaterial till kursplanen i musik* [Electronic resource]. Available online. <https://www.skolverket.se/>

*Nationalencyklopedin. Digitala läromedel i grundskolan 7-9, musik*. Available online.

## **Module 4: Main Instrument II, 2 credits**

Sheet music covering several genres chosen in consultation with the teacher.

## **Module 5: Singing and Choir II, 2 credits**

Sheet music in various genres.

### **Additional study material:**

Bjerge, Randi & Sköld, Stefan. *Släpp taget! Sånghandledning i kör med uppsjungsövningar*. Stockholm: Gehrman. (68 pp.) The latest edition.

Fahlström, Örjan. *Dirigering och ensembleledning*. Danderyd: Notfabriken. (70 pp.) The latest edition.

Zangger Borch, Daniel. *Stora sångguiden: vägen till din ultimata sångröst*. Danderyd: Notfabriken. (165 pp.) The latest edition.

## **Module 6: Music Theory II, 6 credits**

Bryn, Grete, Knudsen, Per Egil, Årva, Øistein. *Metodisk hørelære, lærarens bok*. Musikk-Husets Forlag. (Approx. 50 pp.) The latest edition.

Edlund, Lars. *Modus vetus*. Nordiska Musikförlaget. (approx. 50 pp.) The latest edition.

Jansson, Roine. *Stora musikguiden*. Stockholm: Notfabriken. (200 pp.) The latest edition.

Jansson, Roine. *Traditionell arrangering*. Stockholm: Notfabriken. (approx. 100 pp.)  
The latest edition.

**Module 7: Perspectives on Music Teaching and Musicology I, 4 credits**

Current policy documents for compulsory school.

Current material from Skolverket on grading and assessing.

Lindgren, Monika. Normalitet och kunskapsideal i skolans estetiska verksamhet. In Fredrik Lindstrand & Staffan Selander (eds). *Estetiska lärprocesser*. (pp. 175–192).  
The latest edition.

Varkøj, Øivind & Söderman, Johan (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 educational literature (approx. 100 pp.).