



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

2MUÄ16 Musik III - inriktning mot arbete i gymnasieskolan, 30 högskolepoäng

Music III - for upper secondary school teachers, 30 credits

Main field of study

Music Education

Subject Group

Education

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2014-12-02

Revised 2018-05-31 by Faculty of Arts and Humanities. Revised literature 2018-09-06.

The course syllabus is valid from autumn semester 2018

Prerequisites

1MUÄ02 Music I - for upper secondary school teachers 1–30 credits

1MUÄ16 Music II - for upper secondary school teachers, 30 credits, and teaching practice placement, 7.5 credits, or the equivalent.

Objectives

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

- problematise teachers' work in relation to current research in the subject and its didactics,
- on the basis of current research problematise and discuss subject-didactic approaches in relation to the areas covered by the programme,
- assess and evaluate previous research, theories and methods in relation to their own study and their own careers,
- identify and formulate problems relevant for further research and their own careers.

Module 1: Introduction to music IV, 7.5 credits

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

- individually sing and play the keyboard, guitar, electric bass guitar and percussion in various genres, at level 2*,
- in interplay adapt their singing and music-making on melody, bass and chord instruments and percussion,
- account for research on assessment for learning and formulate constructive

- formative self-assessment and peer-reviewing of music-making using subject-relevant vocabulary,
- transpose parts on the bass and melody and chord instruments,
- in music-making and playing apply knowledge of music theory and pitch, and apply and evaluate musical forms and structures in various musical contexts at level 2*,
- lead and rehearse ensemble playing,
- use digital tools for notation in arrangements at level 2*,
- use Digital Audio Workstation for music-making at level 3*.

Module 2: Music education, continuation course I, 7.5 credits

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

- interpret and concretise the knowledge requirements in some of the syllabi for music in upper secondary school, on the basis of the first two chapters of the curriculum, the qualitative targets of the aesthetics programme, and the objectives of the subject,
- on the basis of research and experience discuss conditions for music teaching from the pupils' perspective, concerning motivation, youth culture and questions of identity,
- on the basis of research and experience discuss conditions for music teaching from the teacher's perspective, on the basis of frameworks, music-philosophical considerations, views of knowledge and musical and music-didactic perceptions of quality,
- independently prepare and in cooperation with other students conduct and evaluate teaching,
- account for the potential and risks of digital tools in music teaching, on the basis of research and literature on methodology,
- describe and analyse the sense-making functions of music in relation to other forms of expression in multimodal media, such as films, computer games or TV commercials.

Module 3: Music, continuation course I, 7.5 credits

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

- play music individually at level 3* on one of the instruments voice, keyboard, guitar, electric bass guitar and percussion, and at level 2* on the other instruments,
- in interplay adapt their singing and music-making on melody, bass and chord instruments and percussion in various genres,
- on the basis of notation use the content, form and structure of music to make a justified interpretation,
- use music technology for stage performances, documentation and music-making.

Module 4: Music education, continuation course II, 7.5 credits

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

- formulate formative, constructive criticism of their own and others' music and music-making, using subject-relevant vocabulary, and suggest and critically review teaching and learning strategies on the basis of research on assessment,
- retrieve, summarise, evaluate and account for research on gender aspects in music in a school context and discuss conditions for possibilities to make music teaching equal,
- account for and discuss diversity from the perspective of music education,
- retrieve, evaluate and compile relevant research on the basis of a limited problem area, and present this in writing in accordance with academic conventions,
- exemplify Scandinavian research on music education and discuss how its findings may influence practical music education.

* Levels of knowledge (1–5) are defined in a study guide.

Content

The course consists of four modules. Participation in practical parts is compulsory.

Module 1 Introduction to music IV 7.5 credits

The module includes the following:

- Keyboard, guitar, electric bass guitar and percussion in several genres (individual music-making),
- Singing in several genres and scenic preparedness (individual music-making),
- Ensemble playing in various musical forms and genres,
- Research on perceptions of quality, feedback and assessment, and description and assessment of the student's own and others' music-making,
- Music theory, ear training, composition and form analysis, as well as principles for transposition,
- Leading ensembles,
- Musical creation and notations with digital tools.

Module 2 Music education, continuation course I 7.5 credits

The module includes the following:

- Syllabi in music from GY11 from an integrated curriculum perspective,
- Music teaching and musical learning from teachers' and pupils' perspectives,
- Digital tools in music teaching,
- Music in the media.

Module 3 Music, continuation course I 7.5 credits

The module includes the following:

- Individual music-making and ensemble-playing in several genres with the instruments voice, keyboard, guitar, electric bass guitar or percussion,
- Musical interpretation on the basis of notation,
- Ear training and music theory,
- Music technology on the stage and in the classroom.

Module 4 Music education, continuation course II 7.5 credits

The module includes the following:

- Assessment of musical learning; diagnostic and formative assessment of their own and others' music and music-making,
- Gender aspects of music-making and music teaching,
- Intercultural perspectives on music-making and music teaching,
- An introduction to Scandinavian research in music education,
- Writing a research overview: retrieval, selection, referencing and quotations.

Professional basis and professional progression

This course includes an introduction to upper secondary schools as workplaces and societal institutions, as well as their policy documents. In relation to the previous level of progression, this course has a stronger focus on the students' independent reflections and discussions, and their ability to apply musical skills and didactic methods. The course

has a clearer subject-didactic, theoretical perspective than previous courses, and gives the student the opportunity to reflect on the teacher role in relation to the subject. The students develop knowledge of the commissions and conditions of the teaching profession, for example through field studies. The teaching also includes presentations for small and large groups, which aim to develop the students' understanding of teachers' communicative competence as well as the importance of various forms of expression.

Scientific approach and scientific progression

In this course the students develop their knowledge of observation as a research method and practise conducting, processing and presenting their observations in field studies, on the basis of research questions in educational science. In written assignments the students practise their academic writing, with a focus on producing academic texts with proper disposition.

Type of Instruction

Teaching is based on the students' active participation, individually and in groups. Teaching is delivered in the form of lectures, proficiency studies, practical applications, studies of literature, thematic studies/projects and seminars.

Examination

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

Module 1 is examined through teaching assignments, written and oral examinations and individual and ensemble performances.

Module 2 is examined through seminars, teaching assignments, ensemble performances and written and oral examinations.

Module 3 is examined through teaching assignments, written and oral examinations and individual and ensemble performances.

Module 4 is examined through seminars and written and oral examinations.

The levels of knowledge specified with level 1, 2 or 3 are assessed on the basis of a description of knowledge levels in a study guide. 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 when the course starts. In order to receive the grade of Pass with Distinction on the course as a whole, the student must have received the grade of Pass with Distinction in at least three of the four modules.

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.

Required Reading and Additional Study Material

List of references Module 1 - Introduction to music IV 7.5 credits

Andersson, Patrik (2013). *Orkesterdirigering*. Lund: Studentlitteratur (30 p). ISBN 9789144073934.

Jansson, Roine. *Stora musikguiden. Musikteori för alla*. Sverige: Notfabriken (208 p), the latest edition.

Johansen, Niels Eskild. *Med på notene: Hørelære*. Oslo, Norsk Musikforlag (179 p), the latest edition.

Naeshund, Kella. *Pianokomp. Ackordspel för piano, keyboard*. Danderyd: Notfabriken (112 p), the latest edition.

Real Book nr 1 Hal Leonard Corp (ca 50 p)

White, Paul & Felton, David. *The Producer's Manual. All You Need to Get Pro Recordings and Mixes in the Project studio*. UK: Sample Magic (352 p), the latest edition.

Sheets of printed music and relevant subject-didactic literature chosen in consultation with the teacher (ca 100 p.) and digital teaching material available at the online learning platform.

List of references Module 2 - Music education, continuation course I 7.5 credits

Fautley, Martin. *Assessment in music education*. Oxford: Oxford University Press (ca 100 p), the latest edition.

Ferm Thorgersen, Cecilia, Zandén, Olle, Vinge, John & Väkevä, Lauri. (2016) Assessment as learning in music education. Research studies in music education. (17 p).

Hess, Juliet (2013). Performing Tolerance and Curriculum: The Politics of Self Congratulation, Identity Formation and Pedagogy in World Music Education. *Philosophy of Music Education Review* 21 (1), 66–91 (26 p).

Ruthmann, S. Alex & Dillon, Steven C. Technology in the Lives and Schools of Adolescents. In McPherson, Gary & Welch, Graham F. (eds.) *The Oxford Handbook of Music Education, vol. 1*. Oxford, Oxford University Press (19 p), the latest edition.

Ruud, Even (1997). Music and Identity. *Nordisk Tidsskrift for Musikterapi* 6 (1), pp. 3–13 (11 p).

Scheid, Manfred (2009). *Musiken, skolan och livsprojektet. Ämnet musik på gymnasiet som en del i ungdomars identitetsskapande*. Umeå: Umeå universitet, institutionen för estetiska ämnen (ca 150 p).

Skolverket. *Läroplan för gymnasieskolan Gyll* (electronic resource).

Skolverket: *Stödmaterial i digitala verktyg*, Stockholm, Skolverket

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

Zandén, Olle. Fyra förrädiska förgivettaganden. In Lindgren, M, Frisk, A, Henningsson, I & Öberg, J (eds.): *Musik och kunskapsbildning: En festskrift till Bengt Olsson*. Gothenburg: Göteborgs universitet – Art Monitor (8 p), the latest edition.

Zandén, Olle. Tydlighetsdoktrinen – en kritisk betraktelse. In Ammert, N, Rosén, U & Svensson, J (eds.): *Blickar: kulturvetenskapliga perspektiv på utbildning*, Linnaeus University Press. (20 p), the latest edition.

Zimmerman Nilsson, Marie-Helene (2009). *Musiklärares val av undervisningsinnehåll: En studie om undervisning i ensemble och gehörs- och musiklära inom gymnasieskolan*. Gothenburg: Art Monitor (ca 100 p).

Swedish and international literature relevant to the subject (ca 100 p.) and compendia and digital material available at the online learning platform.

List of references Module 3 - Music, continuation course I 7.5 credits

Kertan, Inger Elise, Bergby, Anne Katrine, Jakheim, Victoria Cecilie, Sneteng, Gro & Øye, Ingunn Fanavoll (eds). *Aural Perspectives On Musical Learning and Practice in Higher Music Education*. NMH-publikasjoner 2013:10 Norges musikkhøgskole. Available at: https://brage.bibsys.no/xmlui/bitstream/handle/11250/227769/Aural_Perspectives_2013.pdf?sequence=1&isAllowed=y

Jansson, Roine. *Stora musikguiden – musikteori för alla*. Danderyd, Notfabriken (208 p), the latest edition.

Johansen, Niels Eskild. *Med på notene: Hørelære*. Oslo, Norsk Musikforlag (179 p), the latest edition.

Naeshund, Kella. *Pianokomp. Ackordspel för piano/keyboard*. Danderyd: Notfabriken (112 p), the latest edition.

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Sheets of printed music and relevant subject-didactic literature chosen in consultation with the teacher (ca 100 p.) and digital teaching material available at the online learning platform.

List of references Module 4 - Music education, continuation course II 7.5 credits

Björck, Cecilia. Om genus, populärmusik och att ta plats. In Eriksson, Claes & Lindgren, Monica (eds.) *Perspektiv på populärmusik och skola*. Lund: Studentlitteratur (20 p), the latest edition.

Borgström Källén, Carina (2014). *När musik gör skillnad*. Gothenburg: Gothenburg University (80 p).

Carlgren, Ingrid. Lärarna i kunskapssamhället flexibla kunskapsarbetare eller professionella kunskapsutövare? In Eklund, S. (ed.) *Forskning om undervisning och lärande 2/2009* pp. 9–24 (16 p).

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

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

Schippers, Huib & Campbell, Patricia Shehan. Cultural Diversity: Beyond 'Songs from Every Land'. In McPherson, Gary & Welch, Graham F. (eds.) *The Oxford Handbook of Music Education*, vol. 1. Oxford: Oxford University Press (18 p), the latest edition.

Skolverket: *Läroplan för gymnasieskolan Gyll* (electronic resource).

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

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