



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

2MUÄ01 Musik III - inriktning mot arbete i grundskolans årskurs 7-9,  
15 högskolepoäng

Music III - for lower secondary school teachers, 15 credits

### **Main field of study**

Music Education

### **Subject Group**

Educational Sciences/Practical Subjects

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved by Faculty of Arts and Humanities 2015-03-05

The course syllabus is valid from autumn semester 2015

### **Prerequisites**

60 credits in Music for secondary school teachers,

30 credits in another subject,

30 credits of UVK courses,

15 credits of teaching practice placement.

## Objectives

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

- problematise teachers' work in relation to research in the subject and its didactics,
- on the basis of current research assess subject-didactic positions in relation to the areas covered by the programme.

### **Module 1: Music, continuation course I**

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,
- on the basis of notation use the content, form and structure of music to make a justified interpretation, at level 2\*,
- formulate formative, constructive criticism of their own and others' music-making, using subject-relevant language, and suggest and critically review learning strategies on the basis of research,
- in internlav adapt their music-making on at least two instrument at least one of

- them at level 3\*.
- lead and rehearse ensemble playing at level 2\*.
- use digital tools for notation in arrangements and music-making, at level 2\*.
- 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 2: Music education, continuation course I, 7.5 credits**

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

- in groups analyse, interpret and concretise the LGR11 syllabus in music on the basis of the Swedish education act, curricula and their own perceptions of musical quality,
- in groups describe, assess and grade musical performances and knowledge on the basis of support material from the National Agency for Education,
- describe and problematise music-didactic approaches and methods regarding their potential to enable as well as restrict pupils' knowledge development,
- independently prepare and in cooperation with other students conduct and evaluate teaching with explicit learning objectives,
- on the basis of research and experience discuss conditions for music teaching, concerning motivation, youth culture, questions of identity and music-philosophical considerations,
- present and describe typical features in musical styles and genres from a certain era and relate these to a contemporary context of cultural history.

\* The levels of knowledge 2 and 3 are defined in a study guide.

### **Content**

The course includes the following modules:

#### ***Module 1 Music, continuation course I 7.5 credits***

This module includes music-making, individually and in groups, on instruments used in classroom teaching; analyses of genre characteristics and of harmonics, melodies and rhythmic in music; constructive description and assessment of instrumental and vocal music-making; research on assessment and musical learning; leading ensembles; making music; notation with digital tools; and music in the media.

#### ***Module 2 Music education, continuation course I 7.5 credits***

This module includes studies of LGR11 as a policy document; diagnostic and constructive description and assessment of the student's own and others' musical knowledge on the basis of the syllabus; music-didactic theories; lesson planning and evaluation; the role of music in people's lives; cultural history focusing on music; and note-based, vocal music-making.

#### **Professional basis and professional progression**

In this course the students develop their understanding of primary school as a work place and an institution in society. In relation to previous courses in music, this course has a clearer focus on the student's independent reflection and ability to evaluate in collegial discussions of assessment, with the aim of developing a professional language. The students develop their view and understanding of teaching methods by relating them to music-didactic theories. The teaching includes presentations for small and large groups, which aim to develop the students' communicative competence and their understanding of the communicative potential of various forms of expression.

#### **Scientific approach and scientific progression**

In this course the students develop their knowledge of music-educational and music-didactic research and theories. In written assignments the students practise their academic writing, with a focus on producing academic texts with proper and clear disposition.

proper and clear exposition.

## Type of Instruction

Teaching is delivered in the form of instrumental teaching individually or in groups, lectures, seminars, stage performances and laboratory sessions.

## Examination

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

Module 1 is examined through written and oral examinations and individual and ensemble performances. Module 2 is examined through seminars, teaching assignments, ensemble playing and written and oral examinations. The levels of knowledge specified with level 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. 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 for at least 8 of the 13 objectives.

## Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to departmental bodies and the program advisory board concerned, and is archived by the department responsible for the course.

## Required Reading and Additional Study Material

### *List of references Module 1 - Music, continuation course I 7.5 credits*

McPherson, Gary & Welch, Graham F. *The Oxford Handbook of Music Education, vol. 1*. Oxford, Oxford University Press (pp. 512–547 & 712–784), the latest edition

Sheets of printed music and phonograms.

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

Ericsson, Claes & Lindgren, Monica. *Musikklassrummet i blickfånget*, Halmstad, Högskolan i Halmstad (150 p), the latest edition  
<http://www.hh.se/download/18.70cf2e49129168da0158000134534/RapportFULL20101.pdf>

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

Hanken, Ingrid Maria & Johansen, Geir. *Musikkundervisningens didaktikk*, Oslo, Cappellen forlag (150 p), the latest edition

McPherson, Gary & Welch, Graham F. *The Oxford Handbook of Music Education, vol. 1*. Oxford: Oxford University Press (pp. 63–86, 125–162 & 437–477), the latest edition

Russano Hanning, Barbara. *Concise History of Western Music*. New York: Norton (ca 150 p), the latest edition

Skolverket, *Bedömningsstöd i musik för årskurs 9*. Online resource

Skolverket. *Läroplan för grundskolan Lgr11*. Online resource