



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Cultural Sciences

MU151L Musik i skolan I, 30 högskolepoäng
Music at school I, 30 credits

Main field of study
Music

Subject Group
Music

Level of classification
First Level

Progression
G1N

Date of Ratification
Approved by the Board of the School of Cultural Sciences 2009-06-11

Revised 2010-09-21. English translation added.

The course syllabus is valid from spring semester 2010

Prerequisites
NO VALUE DEFINED

Expected learning outcomes

By the end of the course the student is expected to have:

- Elementary field knowledge and skills needed for teaching music in the primary school system (year 1-9) in accordance with guiding documents
- Field didactic skills that enable a personal choice of work methods, study material and equipment
- Elementary knowledge about different types of assessment and grading
- Insight into the significance of the subject when it comes to learning other subjects

Content

The course includes the following elements:

Progression

The Language as a Tool/7

The learning process focuses on the importance of musical diversity and its characteristics in an aesthetic linguistic form of expression. For this reason, discussion and reflection are continuously conducted in terms of the importance

of aware approaches to music as a language.

IT and Learning

Through the aid of computers, students will develop their creative ability, for instance in musical notation, accompanying and hard disk recording.

Understanding of IT and learning in cultural contexts that deal with children are emphasised from a music didactics perspective. Focus is put on individual and group efforts that deal with communication, interpretation and methodology problem solving.

Academic Progression

All sub courses are integrated and the subject studies focus on the didactic categories of learning: What? Why? and How? Presentation and discussion of reading material offer a chance for students to learn how to academically identify the correlation between theory and practice, as well as develop critical thinking and assessment. Different music education theories are integrated and contrasted in order to demonstrate academic progression.

The Teacher Profession//

Continuous presentations of individual art work will offer students a chance to develop their didactics skills. Practical presentations are evaluated and discussed based on various theories concerning different approaches and methodological implementation seen from a teacher- and pupil perspective.

Module 1 Field didactics 7.5 credits

- Didactic implementation of guiding functions at the work place
- Reflections and presentation with the support of different music pedagogical methods and theories
- Factors of assessment used for evaluations and grading
- Subject integrated work

Module 2 Subject Theory 6 credits

- Chord theory, metrics and tonality
- Arranging and syntax
- Computer-based music programs

Module 3 Conducting a Choir and Ensemble 6 credits

- Conducting and leading different types of music constellations

Module 4 Music History Orientation 3 credits

- Study of different music eras

Module 5 Instrumental Skills 7.5 credits

- Guitar play
- Piano play

- Singing

Type of Instruction

Teaching may be in the form of lectures and group exercises.

The language of instruction is Swedish.

Examination

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

In order to pass the course the student needs to meet the expected learning outcomes and demonstrate suitability in the coming role as a teacher.

The course is assessed via presentations of practical and subject-theoretical elements and thus require obligatory attendance.

A resit is offered within a period of six weeks (during regular study semesters) and the number of resits are limited to five (in accordance with the Higher Education Ordinance chapter 6, 21 §). A resit of some practical elements may be offered in connection to the course.

Course Evaluation

NO VALUE DEFINED

Required Reading and Additional Study Material

Gren, Katarina & Nilsson, Birger (1995). *Bygg och Låt*. Mölndal: Lutfiskens. 80 p.

Gren, Katarina & Nilsson, Birger (1997). *Musikskatten*. Mölndal: Lutfiskens. 157 p.

Markström Åkerlund, Brita et al. (2000). *Musikens nycklar*. Stockholm: Almqvist och Wiksell. 161 p.

Uddén, Berit (2004). *Tanke-Visa-Språk*. Lund: Studentlitteratur. 138 p.

Stålhammar, Börje (2006). *Music and Human Beings*. Örebro: Universitetsbiblioteket. 178 p.

Uddholm, Mats (1993). *Pedagogen och den musikaliska människan*. Mölndal: Lutfiskens förlag. 138 p.

Piano- and guitar literature, individually adjusted.

Stencil material, approximately 135 p.*

* available via the music department