

MULE22, Didactics and Musical Learning 2, 5.5 credits

Didaktik och musikaliskt lärande 2, 5,5 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by Education Committee for Music Teacher Education on 2021-12-08. The syllabus comes into effect 2022-08-29 and is valid from the autumn semester 2022.

General information

Course type and place in education system: The course is included in the upper-secondary teacher training programme in music. The course is given during semester 2 in subject 1

Included subjects: Ensemble conducting (genre), Rhythmics, drama, Didactics and Subject-specific methodology

Language of instruction: Swedish

Main field of study *Specialisation*

- G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

Learning outcomes

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

- show methodological ability to plan and carry out ensemble teaching sessions with genre-specific contents in primary, upper-secondary and culture school
- demonstrate basic ability to discuss and problematise the ensemble leadership role in groups and demonstrate basic understanding of how one can give relevant feedback in the ensemble leadership role.
- demonstrate the ability to make music alone; instruct in song and the most common genre-specific ensemble instruments
- carry out an multidisciplinary artistic creative process in groups and present the material theatrically

- identify Rhythmics teaching and learning as a multidisciplinary artistic working method in aesthetic learning processes and as a music teaching method
- create a course plan for individual instrument -/song teaching on the basis of the Swedish National Agency for Education's control document and reflect on the opportunities for course planning to accommodate individual adaptation and cooperation with other courses.
- on the basis of subject-specific methodology and didactic knowledge, be able to give an account of how functioning teaching and learning situations can be created for pupils with different proficiency levels in both individual and group tuition
- demonstrate basic knowledge of the instrument educator's field of work, duties and different functions
- demonstrate the ability to change and adapt teaching to pupils' current needs and wishes, both with regard to content and working methods

Course content

- Exercises in leading and instructing music-making on both main and secondary instruments
- Didactic studies in ensemble playing
- Create music and forms of movement for children
- Improvisation as a starting point for composition
- Strategies for improving stage presence through bodily awareness
- The upper-secondary school control document and basic motivation theories
- Methodology and didactics for group and individual teaching
- Course planning and detailed lesson planning
- Introduction to the tasks and the relationship creation to pupils of the instrument educator
- Introduction to the methodology of the main instrument

Course design

The teaching of ensemble conduction (genre) is mainly delivered through playing ensemble. All participants take turns planing and leading teaching sessions in which other participants play their main and secondary instruments.. After each such teaching session, the lesson plan and the implementation whole group are discussed by the whole group. Other teaching forms used are seminars and clinics.

The teaching of rhythmics and drama is given in groups through group work, workshops and literature studies. The subject places focus on creative such as cross disciplinary artistic creation in groups, movement pitch, motion form, scenic production and music-making for children. In this subject, the building blocks of music and music theory concepts with rhythmics are defined and processed.

The teaching of subject-specific didactics is conducted in groups and includes lectures, workshops, individual work and group work.

The teaching of subject-specific methodology is conducted in groups and the teaching of subject-specific methodology is given as seminars, workshops and exercises.

More comprehensive descriptions of the different subjects can be found in the respective study guides.

Assessment

Examination Ensemble conduction (genre)

Examination of the intended course learning outcomes 1-3 for the subject ensemble conduction (genre) takes place in two parts. Partly by the student choosing material individually and leading the group in well prepared ensemble teaching sessions, and partly by the student participating in teaching sessions led by other students and contributing with feedback and reflections in that context.

Examination Rhythmics and drama

Examination of the intended course learning outcomes 4-5 for the subject Rhythmics and drama takes place through three examination assignments. In the first assignment, the student is to write music in a group for children within given frameworks and perform it. In the second assignment, the student should in groups, with given frameworks, create a form of movement for children, present and reflect on it orally. In the third assignment, the student should give a summary of the course and his learning in the subject with connections to the reading list individually, in an oral and a written reflection.

Examination Didactics

The examination of the intended course learning outcomes 6-7 for the subject didactics is arranged through two individual assignments. Intended learning outcomes 6 is assessed through the submission of a course plan that is submitted at the end of the course. Intended learning outcomes 7 is assessed through the submission of a lesson plan that has been revised in connection with placement. The revised lesson planning is submitted in the middle of the course.

Examination Subject-specific methodology

The examination of the intended course learning outcomes 8-9 for the subject subject-specific methodology is arranged through an individual written assignment of reflecting and discussing character, where the text should be connected to reading list material, other relevant sources and the seminars and workshops for the course.

The number of examinations is limited to five.

The course includes opportunities for assessment at a first examination, a re-examination close to the first examination and a further three examination opportunities for courses completed in the past year (catch-up exam).

If a student with disabilities requires an equivalent examination alternative, this must be requested by the student no later than two weeks before the examination.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Grades

Grading scale includes the grades: Fail, Pass

Entry requirements

To be admitted to the course, the student must already be admitted to the upper-secondary teacher training programme in music, LAMGY.

Further information

Course evaluation

The course evaluation includes formative (oral) evaluation where results can directly influence ongoing teaching and lead to discussions on learning between teachers and students, as well as a written evaluation that is carried out anonymously on completion of the course. The results of the written evaluation are to be made available to the students. The focus is on learning outcomes, contents and types of instruction. Important views and experiences from the course evaluations are passed on at the end of the course. The teachers are responsible for ensuring that the evaluations are carried out. Experiences and views from the evaluation shall be considered and followed up in the following year's course.

Course literature and other study resources

Reading list and other study resources are presented in a separate list.