



Faculty of Fine and Performing Arts

MULE32, Didactis, Musical Learning and Internship 3, 5 credits

Didaktik, musikaliskt lärande och VFU 3, 5 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by Education Committee for Music Teacher Education on 2022-02-09. The syllabus comes into effect 2022-08-29 and is valid from the autumn semester 2022.

General information

The course is included in the upper-secondary teacher training programme in music. The course is offered in semester 3 in subject 1.

Included subjects: Ensemble leading, Choral singing and conducting, Placement (VFU)
Main instrument

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 shall be able to:

- show methodological ability to independently plan and carry out ensemble teaching sessions with genre-specific contents in primary, upper-secondary and culture school
- apply their ability to problematise the ensemble and role of choir leader in groups and show how ensemble and choir leader can give relevant feedback
- demonstrate the ability to make music alone and instruct in song and on the most common genre-specific ensemble instruments, adapted to different levels
- apply knowledge and skills as a choir singer and choir leader where the student evaluates, cooperates and takes responsibility for musical performance and music-making in front of and in communication with an audience

- design choral listening exercises by applying knowledge of the vocal modes, range and function of different choral types
- choose and practise choral repertoires suited to children's, youth and adult choirs in different genres and school types
- reflect on pupils' learning with regard to subject-specific methodology and didactics
- plan, carry out and evaluate instrumental instruction

Course content

- Practice in leading and instructing as well as practically playing on both main and subsidiary instruments
- Reflection and advanced discussion of different learning situations
- Didactic studies and conversations in ensemble playing and choral singing
- Song training as part of a choir
- Choir leadership and conducting technique
- Pitch-based choir conducting assignments
- Choir repertoire and Christmas Choir Concert
- Placement (VFU) with a focus on instrumental instruction
- Planning, implementation and documentation plus evaluation of instrumental instruction

Course design

The teaching of the subject ensemble conducting mainly takes the form of ensemble playing. All participants take turns planning and leading teaching sessions in which the other participants play their main, secondary and accompanying instruments. After the teaching session, the lesson plan and implementation are discussed by the whole group. Other teaching forms used are seminars and clinics.

The teaching of the subject choral singing and conducting takes place in groups (whole- and half-class) continuously during the semester and in connection with a concert project that takes place during a week. There are compulsory elements that involve the student individually or in pairs leading the group in connection with presentations of singing, singing by ear and conducting tasks, and the student conducting didactic discussions about their own and other course participants' presentations. The concert project is compulsory and is based on student participation, unless special circumstances apply. Students who have been unable to participate due to circumstances out of their control such as accidents, illness or similar will be offered the opportunity to compensate for or resit compulsory components. This also applies to students who have missed teaching because of activities as a student representative.

The placement has its focus on instrumental instruction. On the basis of main instrument, the student is placed in teaching practice or with a supervisor in e.g. culture school. Internship is scheduled one day per week and along with the placement in the course Didactics, Musical learning and Internship 4 totals ten instances in succession during the academic year.

The student continuously documents experiences and reflections during the course in the form of a log book.

The student should be given the opportunity to reflect on their professional development continuously both independently and with their supervisor.

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

Assessment

Conducting ensembles

The examination of intended course learning outcomes 1-3 for the subject ensemble conduction is arranged in two parts. The first part by the student choosing material individually and leading the group in well prepared ensemble teaching sessions, and the second part by the student participating in teaching sessions led by other students and contributing with feedback and reflections in that context.

Choral singing and conducting

The examination of intended learning outcomes 2, 4-6 for the subject choral singing and choir conducting takes place in three parts. Firstly, through compulsory elements that involve the student individually or in pairs leading the group in the context of presentations of singing, singing by ear and conducting tasks, and secondly through the student conducting didactic discussions about their own and other course participants' presentations. The third part involves students applying their knowledge and skills as choral singers in the context of a project with daily rehearsals and two evening Christmas concerts.

Placement

For students on placement with a supervisor in e.g. culture school, intended learning outcomes 7 and 8 will be assessed through the supervisor making an overall written assessment based on teaching session observations during completed placement and the student's own reflections over his own teaching and professional development at supervision.

Intended learning outcomes 7 and 8 are assessed for students placed in teaching practice by the university lecturer making an overall assessment based on teaching session observations during completed placement and the student's own reflections over his own teaching and professional development at individual supervision and group supervision.

For the VFU placement, the number of assessment opportunities is limited to three.

For ensemble leading and choral singing and conducting, regular examination, re-examination shortly after the regular examination and three additional examination sessions regarding courses that have been completed during the gone academic 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 have been 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.

Reading list

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