



Faculty of Fine & Performing Arts

MULM62, Didactics and Musical Learning 6, 4.5 credits

Didaktik och musikaliskt lärande 6, 4,5 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by Education Committee for Music Teacher Education on 2022-06-08 to be valid from 2024-08-26, autumn semester 2024.

General Information

Course type and place in education system: The course is included in the second cycle degree in music teaching with a specialisation in upper-secondary school. The course is given semester 9 in subject 1.

Included subjects: Subject-specific methodology: Music theory, Didactics: Upper-secondary school

Language of instruction: Swedish

Main field of studies

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Depth of study relative to the degree requirements

A1N, Second cycle, has only first-cycle course/s as entry requirements

Learning outcomes

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

- explain and highlight different fields in music theory such as the concepts melodics, harmonics and rhythmic
- give an account of methods and strategies in the teaching of music theory in the aesthetics programme at upper secondary school
- design and problematise individual and group tuition on a didactic basis, based on the steering documents for upper-secondary school
- discuss and illustrate how preconditions can be created to enable pupils' participation and opportunities to influence the contents of the teaching and working methods
- give an account of relationships between proven experience and scientific foundations by comparing and discussing didactic theories, models and methods for planning and teaching at upper-secondary school

Course content

- The concept of music science and basic syntax from a methodological perspective
- Auditory methodology connected to melodies, harmonics and rhythmic
- Existing and self-produced teaching material in music theory
- Didactics with a focus on music tuition in upper-secondary school
- Methods and models for teaching and learning connected to music-making in upper-secondary school
- Short-term and long-term planning of teaching
- Curriculum for upper-secondary school
- The upper-secondary school as workplace and organisation
- Cooperation and collegial learning

Course design

The teaching method of the course is based on students' participation in the collective generation of knowledge with course peers and teachers through actively contributing their own experiences, reflections, interpretations and perspectives.

Teaching of Subject-specific methodology: music theory is carried out in groups in the form of workshops, studies of teaching material and group discussions.

Teaching of Didactics: upper-secondary school is carried out in groups in the form of seminars and workshops.

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

Assessment

Subject-specific methodology: music theory

Intended learning outcomes 1 for the subject of Subject-specific methodology: music theory is assessed by the student carrying out a teaching component connected to melodies, harmonics or rhythmic, before VFU (placement).

Intended learning outcomes 2 are assessed at the end of the subject teaching through a written reflective assignment after completion of the VFU (placement).

Didactics: upper-secondary school

Intended learning outcomes 3 and 4 for the subject Didactics: upper-secondary school is assessed through two individual written assignments. The assignments are connected to the placement and the problematisations and discussions that have taken place in the subject.

Intended learning outcomes 5 are assessed orally at a seminar and with a digital production.

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 three further re-sit 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.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass.

Entry requirements

Grade of Pass in all courses semester 1-4 in the upper-secondary teacher training programme in music (LAMGY INEN).

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.

Required reading:

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

Subcourses in MULM62, Didactics and Musical Learning 6

Applies from H24

- 2401 Didactics: Upper Secondary School, 2,5 hp
Grading scale: Fail, Pass
- 2402 Methodology: Music Theory, 2,0 hp
Grading scale: Fail, Pass