

## Unit outline for HSM131.7 Music Education

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|--------------------------|
| <b>Name of unit</b>      |
| HSM131.7 Music Education |

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| <b>Unit description</b>  |
| <p>In this unit, students will explore music pedagogy and skills related to employment outcomes of teaching children in private music schools, instrumental lessons in schools, taking community choirs or bands, or running their own music instruction school.</p> <p>Students will learn about the music education system in order to support best practice in music. They will learn to develop unit plans, lesson plans, and activities in connection with the Australian Curriculum, or other relevant curricula/ Content will include instruments and voice and be based on the methodologies of Kodaly and Orff and the resource of Musical Futures. The inclusion of choir and band directing and conducting techniques, along with music technology resources will help students develop a wide range of skills that they may experience in the reflected employment outcomes. Assessment and reporting in music education will be covered within this unit in line with current Australian Curriculum guidelines and requirements. They will engage with the AITSL standards and specific music professional development organisations. Students will also lead and conduct small group and class activities similar to practicums to demonstrate their practical application of content learned.</p> |

### SECTION 1 – GENERAL INFORMATION (CORE)

#### Administrative details

| Associated higher education awards<br>(for example, Bachelor, Diploma) | Duration<br>(for example, one semester, full year) | Level<br>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year) | Unit coordinator          |
|--|--|--|---------------------------|
| Bachelor of Music  | One semester                                       | Advanced   | Approved Adjunct Lecturer |

#### Core or elective unit

Indicate if the unit is a:

- core unit
- elective unit
- other (please specify below):

## Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

| Unit credit points<br>Example: 10 credit points | Total course credit points<br>Example: 320 credit points |
|---|--|
| 0.125 EFTSL, 6 cps                              | 144 cps  |

## Student workload

Using the table below, indicate the expected student workload per week for this unit.

| No. timetabled hours per week (1) | No. personal study hours per week (2) | Total workload hours per week (3) |
|-----------------------------------|---------------------------------------|-----------------------------------|
| 3 hrs/week                        | 6 hrs/week                            | 9 hrs/week (16 weeks)             |

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

## Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes  No

**SECTION 2 – ACADEMIC DETAILS (CORE)**

| <b>Learning outcomes for the unit</b><br>On successful completion of this unit students will be able to: |  |
|--|--|
| 1.   | Explain different forms of music methodologies and their applicability to different facets of the curriculum and student learning styles |
| 2.   | Demonstrate the ability to lead ensembles with correct conducting technique  |
| 3.   | Create lessons, unit plans, and worksheets linked to pedagogy  |
| 4.   | Successfully deliver lesson segments for different music educational settings  |

| <b>Topics included in the unit</b> |   |
|------------------------------------|---|
| 1.                                 | Music Education Activities for Groups and Individual learners   |
| 2.                                 | Structuring, Sequencing and Differentiating Learning            |
| 3.                                 | Writing Music and Conducting Bands and Choirs                   |
| 4.                                 | Music Methodologies; Kodaly, Orff, Dalcroze and Musical Futures |
| 5.                                 | Australian Curriculum and the Arts                              |

| <b>Assessment tasks</b>  |  |   |   |
|--|--|---|---|
| <b>Type (1)</b><br>(see examples noted below this table)   | <b>When assessed – year, session and week</b><br>(for example, year 1, semester 1, week 1) | <b>Weighting</b><br>(% of total marks for unit) | <b>Cross reference to learning outcomes</b> |
| <b>Worksheets</b><br>Create three worksheets for three different year levels, with three different answers sheets. Each worksheet should have an aim and key point to the resource.  | Year 2<br>Semester 1<br>Weeks 2, 4, 6  | 15% (5% each)                                   | 1   |
| <b>Teaching and Conducting segment</b><br>Teach three, 3 minute focus teaching segments to the class, chosen from your unit plans. One session is to be conducting a small ensemble. | Year 2<br>Semester 1<br>Weeks 5, 9, 11   | 15% (5% each)                                   | 4   |
| <b>Lesson plans</b><br>Create three lesson plans three different year levels or three distinct music educational settings  | Year 2<br>Semester 1<br>Weeks 2, 5, 9  | 15% (5% each)                                   | 2, 3  |
| <b>Unit plans</b><br>Create three unit plans for three different year levels or music education settings. Unit plans samples will be provided.                                       | Year 2<br>Semester 1<br>Weeks 5, 9, 11   | 30% (10% each)                                  | 2, 4  |
| <b>Teaching retrieval file</b>   | Year 2<br>Semester 1   | 15%   | 3, 4  |

|  |         |  |  |
|--|---------|--|--|
| Establish a teaching retrieval file (approximately one binder folder or electronic equivalent), organising lesson plans, worksheets, resources, diagrams, teaching aids and music into categories ready for application. | Week 14 |  |  |
|--|---------|--|--|

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

## 2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

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| Abril, C. R., & Gault, B. M. (Eds.). (2016). <i>Teaching general music: Approaches, issues, and viewpoints</i> . Oxford University Press.   |
| <i>Action, Criticism, and Theory for Music Education</i> . ERIC   |
| Blair, D. V., & McCord, K. A. (Eds.). (2015). <i>Exceptional Music Pedagogy for Children with Exceptionalities: International Perspectives</i> . Oxford University Press.                               |
| Burnard, P., & Murphy, R. (2017). <i>Teaching music creatively</i> . Taylor & Francis.  |
| De Souza, J. (2017). <i>Music at Hand: Instruments, Bodies, and Cognition</i> . Oxford University Press.  |
| Hallam, S. (2010). The power of music: Its impact on the intellectual, social and personal development of children and young people. <i>International Journal of Music Education</i> , 28(3), 269-289   |
| Hargreaves, D. J., Purves, R. M., & Welch, G. F. (2007). Developing identities and attitudes in musicians and classroom music teachers. <i>British Journal of Music Education: Wiley Online Library</i> |
| Jellison, J. (2015). <i>Including everyone: Creating music classrooms where all children learn</i> . Oxford University Press.   |
| <i>Journal of Music Teacher Education</i> , 17(2), 48-59, First Published January 1, 2008   |
| Labuta, J. A., & Matthews, W. K. (2017). <i>Basic conducting techniques</i> . Routledge.  |
| Philpott, C., & Spruce, G. (Eds.). (2016). <i>Learning to teach music in the secondary school: a companion to school experience</i> . Routledge.  |
| Schippers, H. (2009). <i>Facing the music: Shaping music education from a global perspective</i> . Oxford University Press.   |
| Straus, J. N. (2011). <i>Extraordinary measures: Disability in music</i> . Oxford University Press.   |
| Tagg, B. (2013). <i>Before the singing: structuring children's choirs for success</i> . Oxford University Press.  |

Watkins, C., & Scott, L. (2012). *From the stage to the studio: How fine musicians become great teachers*. Oxford University Press.

Wise, S., Greenwood, J., & Davis, N. (2011). Teachers' use of digital technology in secondary music education: Illustrations of changing classrooms. *British Journal of Music Education*, 28(2), 117-134.