



School of Education

EDST6727  
Music Method 1

Term 1, 2019

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## **1. LOCATION**

Faculty of Arts and Social Sciences  
School of Education  
EDST6727 Music Method 1 (6 uoc)  
Term 1 2019

## **2. STAFF CONTACT DETAILS**

Course convener: Jenny Robinson  
Email:

## STUDENT LEARNING OUTCOMES

Outcome	
1	Identify foundational aspects and structure of the NESA <b>Music</b> Syllabuses and the depth of subject knowledge required to implement the syllabus
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities
5	Design and evaluate formative assessment strategies and use assessment information to improve learning
6	Practise the ethical and professional values expected of teachers

## AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	











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- Sloboda, J. A. (2005). The psychology of music reading. In J. A. Sloboda, *Exploring the musical mind: Cognition, ability, function*. Oxford, England: Oxford University Press.
- Trehub, S. E. (2006). Infants as musical connoisseurs. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 33-50). Oxford, England: Oxford University Press.
- Welch, G. F. (2006) Singing and vocal development. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 311-352). Oxford, England: Oxford University Press.

The Flipped Classroom,

<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

**TPACK** (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

**S A M R** (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

**[Rural & Distance Education NSW](http://rde.nsw.edu.au/tpack-samr)**: A local resource presenting both frameworks, <http://rde.nsw.edu.au/tpack-samr>

**Teaching Teachers for the Future - What is TPACK?** , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialed one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/>

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>AITSL Standards</b>	<b>National Priority Area Elaborations</b>	<b>Due Date</b>
Assessment 1 Planning and Teaching	2,000 words (indic.)	40%	1,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5		

## **Assessment 1 – Planning and Teaching**

Plan and design one 60-minute lesson for a mixed ability Stage 4

## **Microteaching**

Microteaching is the planning, presentation and evaluation of a lesson. This semester there will be two compulsory sessions for microteaching:

1. Team teaching with a Stage 4 or Stage 5 music class. The lesson topic will be given to you. You will plan either a listening, performance or composition lesson. Class times and groups will be organised in tutorials. Each student must teach a 10 minute continuous section of the lesson. A written reflection is also required.
2. A lesson based on a resource or stimulus given by the tutorial leader. Part of the teaching sequence needs to focus on explicit teaching of a literacy/numeracy skill. Students will again work in groups to prepare a lesson plan and presentation will be given to peers.

**Initial Lesson Plan:** All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

**Microteaching:** This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

**NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further**

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6727 MUSIC METHOD 1

Student Name:



Microteaching Feedback Form for

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