



School of Education

EDST6727
Music Method 1

Term 1, 2020

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6727 Music Method 1 (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course convener: Jenny Robinson
Email: jennifer.robinson@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Music Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 Monday February 17th	<p>Introduction and overview</p> <p>Course aims and assessment procedures Overview of NSW Music Years 7-10 and Stage 6 syllabuses, including transition from Stage 3 Physical, social and intellectual development of students and how this affects their engagement in learning Curriculum development in Music Education</p>	<p>Stage 4 and 5 course outcomes and requirements Research on how students learn Role of Australian music</p> <p>Reading: Music 7-10 Syllabus</p>
2 Monday February 24th	<p>Designing and planning music lessons</p> <p>Setting challenging learning goals in lesson planning Preparing activities and resources (including ICT) used in music lessons Demonstration of microteaching</p>	<p>Approaches to music education Setting high expectations for learning Strategies for making learning goals explicit for students Writing a lesson plan Evaluating lesson plan samples</p>
3 Monday March 2nd	<p>Teaching students with mixed abilities</p> <p>Teaching strategies to respond to individual needs and backgrounds Importance of matching teaching strategies to individual needs Inclusive performance activities Organisation of classroom activities Providing clear directions</p>	<p>How to structure instructions, questioning and transitions between activities Performance for Stage 5 Developing lesson plans</p> <p>Reading: Robinson, J. (2018). Inspiring music teachers: A study of what is important in practice. <i>Australian Journal of Music Education</i>, 52(1), 51-58.</p>
4 Monday March 9th	<p>Stage 4 and 5 Listening</p> <p>Promoting inclusive student participation and engagement in the classroom How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students</p>	<p>Strategies for inclusion, participation and engagement Developing culturally responsive teaching strategies and resources Score reading Music literacy requirements for Stages 4 and 5 Microteaching</p>
5 Monday March 16th	<p>Planning for Years 7-12</p> <p>What is differentiation? How is it implemented in the classroom to meet student needs?</p> <p>Formal and informal learning</p> <p>Motivating students to elect Music</p>	<p>Introducing Units of Work for Stage 5, with samples for discussion Strategies for differentiating subject content Microteaching</p> <p>Reading: Hallam, S; Creech, A.& perceptions of the impact on students of the Musical Futures approach, <i>Music Education Research</i></p>

<p>6 Monday March 23rd</p>	<p>Appropriate selection of ICT resources to support learning exploring notation software, recording equipment, student laptops</p>	<p>How to use ICT to engage students with subject content Creative activities for composition Microteaching Assessment 1 due: Tuesday March 24th, 2020, 5pm.</p>
<p>7 Monday March 30th</p>	<p>Planning and programming – Stage 5 Sequencing subject content across lessons within a unit of work Giftedness and Talent Assessment in Stage 5</p>	<p>Content selection and scope of content for effective lesson sequences for one stage Microteaching Reading: McPherson, G. E., & Williamon, A. (2006). Giftedness and talent. In G. E. McPherson (Ed.), <i>The child as musician: A handbook of musical development</i> (pp. 239-256). New York: Oxford University Press.</p>
<p>8 Monday April 6th</p>	<p>Composition for Stage 4 and 5 Teaching and formative assessment strategies for composition Self and peer assessment</p>	<p>Practical applications for composing in class Work samples for discussion and assessment Microteaching Reading: Burnard, P. (1995). Task design and experience in composition. <i>Research Studies in Music Education</i>, 5, 32-46.</p>
<p>9 Monday April 27th</p>		

McPherson, G. E., & Gabrielsson, A. (2002). From sound to sign. In R. Parncutt, & G. E. McPherson (Eds.), *The science and psychology of music: Creative strategies for teaching and learning* (pp. 99-116).

HURDLE REQUIREMENT

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson. This semester there will be one compulsory assessable microteaching session in the tutorial. This will be:

Team teaching for a Stage 4 or Stage 5 music class. The lesson topic may be given to you. 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 following the microteaching.

Initial Lesson Plan: All students must submit a lesson plan for their microteaching session. The lesson plan should be submitted to the tutorial coordinator at least 24 hours before the microteaching session. The lesson plan should include the following information: the lesson topic, the lesson objectives, the lesson content, the lesson activities, the lesson resources, and the lesson evaluation. The lesson plan should be submitted in a separate document to the tutorial coordinator.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6727 MUSIC METHOD 1

Student Name:
Assessment Task 2

Student No.:

CRITERIA	(-) → (+)
Understanding of the task and the key concepts involved Syllabus and topic followed, clear links to outcomes, clear lesson structures	
Depth of analysis and/or critique in response to the task Creative and engaging strategies	

