

School of Education

EDST6728

Extension Music Method 1

Term 1 2021

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1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6728 Extension Music Method 1 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Rebecca Lewis
Email: rebecca.lewis@unsw.edu.au
Availability: To arrange an appointment or ask questions, email.

3. COURSE DETAILS

| | |
|----------------------|---|
| Course Name | Extension 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 | |

STUDENT LEARNING OUTCOMES

| Outcome | Assessment/s | |
|---------|---|-----|
| 1 | Identify foundational aspects and structure of the NSW Stage 5 and 6 Music Syllabi and key elements of Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity. | 1,2 |
| 2 | Plan and implement coherent, goal-oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes. | 1,2 |
| 3 | Select appropriate strategies to connect outcomes, assessment, teaching strategies and lesson planning. | 1,2 |
| 4 | Select appropriate resources to support classroom practice related to teaching ICT. | 2 |
| 5 | Use the Internet and web-based Learning Management Systems to deliver curriculum to students. | 1 |
| 6 | Plan for and implement a range of literacy strategies to meet the needs of all students. | 1,2 |
| 7 | Develop appropriate and engaging resources for the Music classroom that take into account diverse skills, interests and prior achievements and that respect the learning needs and backgrounds of students. | 1,2 |
| 8 | Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour. | 1,2 |

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

| Standard | Assessment/s | |
|----------|---|-----|
| 1.2.1 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | 1,2 |
| 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 |
| 2.1.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | |

NATIONAL PRIORITY AREA ELABORATIONS

| Priority area | | Assessment/s |
|--|-----------------|--------------|
| A. Aboriginal and Torres Strait Islander Education | 2-6 | 1,2 |
| B. Classroom Management | 1,4-6,10 | 1,2 |
| C. Information and Communication Technologies | 1-6,11 | 2 |
| D. Literacy and Numeracy | 1-5,11-12,14-15 | 1 |
| E. Students with Special Educational Needs | 2-4,6-8 | |

5

Creating formative assessments

developing a range of self and peer
assessment skills
setting personal goals for learning
skills

Performance in the classroom

Students perform a piece on their chosen
instrument for self and peer assessment
according to A-E range and syllabus
outcomes.

- Lebler, D. (2008). Popular music pedagogy. *Music Education Research, 10*(2), 193-213.
- McPherson, G. E. (2005). From child to musician: Skill development during the beginning stages of learning an instrument. *Psychology of Music, 33*, 5-35.
- Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes* (pp 59-81). Oxford University Press, Melbourne.
- McPherson, G. E. (2007). Diary of a child musical prodigy. In A. Williamon & D. Coimbra (Eds.), *Proceedings of the International Symposium on Performance Science 2007* (pp. 213-218). Utrecht, The Netherlands: European Association of Conservatoires (AEC).
- McPherson, G. E., & Davidson, J. W. (2006). Playing an instrument. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 331-351). Oxford, England: Oxford University Press.
- McPherson, G., & Dunbar-Hall, P. (2001). Australia. In D. J. Hargreaves and A. C. North (Eds.), *Musical development and learning: The international perspective* (pp. 14-26). London: Continuum.
- 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). New York: Oxford University Press.
- McPherson, G. E., & Williamon, A. (2006). Giftedness and talent. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 239-256). New York: Oxford

8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Australian Professional Standards Assessed | National Priority Area Elaborations Assessed | Due Date |
|---|--------------------|--------|------------------------------------|--|--|--|
| Assessment Task 1: Essay | c. 2000-2500 words | 40% | 1-10 | 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1, 6.3.1 | A. 4-6 B 1,4-6,10 D. 1-5, 11-12, 14-15 E. 2-4, 7-8 F.1-5, 7-9 | Friday March 26 th , 2021 by 5pm |
| Assessment Task 2: Arrangement portfolio . complete 2 arrangements for class use. | c. 3500 | | | | | |

Assessment Task 2
Year 7-

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 EDST6728 EXTENSION MUSIC METHOD 1

Student Name:

Student No.:

Assessment Task 1: **Essay**

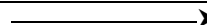
| SPECIFIC CRITERIA | (-) (+) | | | | |
|--|----------|--|--|--|--|
| Understanding of the question or issue and the key concepts involve The question is clearly answered and referred to during the paper. Personal experience is referenced but this remains relevant to the question. Integration of key competencies; literacy, numeracy, ATSI education | | | | | |
| Depth of analysis and/or critique in response to the task A concise but clearly laid out personal response to the question should be evident in the essay | | | | | |

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Student Name:

Student No.:

Assessment Task: **Arrangements**

| SPECIFIC CRITERIA | (-)  (+) |
|---|---|
| Understanding of the question or issue and the key concepts involve A high level of musical notation understanding is demonstrated through this activity. | |