3102EBL
Music Curriculum B

Semester 2 2009

Academic Organisation:	School of Education and Professional Studies
Faculty:	Faculty of Education
Credit point value:	10
Student Contribution Band:	National Priority Band
Course level:	Undergraduate
Campus/Location/Learning Mode:	Mt Gravatt / On Campus / In Person
Convenor/s:	Dr Scott Harrison (Mt Gravatt)
Enrolment Restrictions:	Nil
This document was last updated:	12 June 2009

BRIEF COURSE DESCRIPTION

This course examines the scope and nature of music education. In addition to more extended studies of repertoire, music theory and practice, personal/classroom skills, classroom procedures and practices, the multicultural nature of Australian society and the role of music in that society are addressed. Assessment includes group and individual presentations and the compilation of a current curriculum program.

Restriction: Students must be enrolled in the following programs: 1050 BEd Primary, 1060 BEd Primary, 1051 BEd Sec, 1052 BEd Special Ed,1053 BEd Drama, 5120 M Teaching - Secondary, 1194 B Music/BEd, 1064 BEd Grad-Sec, 4137 GDip Ed Sec (Pre-Serv)

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

Course Aims

This course is designed to enable the development of a personal philosophy and skills, techniques and processes in classroom music teaching. It provides students with a range of learning experiences and teaching strategies appropriate to teaching music in schools. The course is designed to help students plan effectively for individual lessons, unit plans and curriculum development and to consolidate for themselves a perspective of the importance of music in society and their role as music teachers. Assessment will include practical work, creative tasks and the compilation of suitable programs for primary/secondary music classrooms.

LEARNING OUTCOMES

Upon completion of this course student should be able to:

1. apply philosophies and approaches to teaching music education in the senior years;
2. demonstrate knowledge and skills in music appropriate for teaching music within secondary school settings;
3. demonstrate an in-depth understanding of pedagogy and curriculum development specific to teaching music in the senior years of school;
4. apply pedagogical knowledge and skills to the development of meaningful, sequential, developmentally appropriate, authentic and engaging music experiences in the senior school; and
5. demonstrate an ability to apply knowledge of relevant theory to the practice of music education in the secondary school.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

This course is delivered through lectures, workshops and seminars. It provides opportunities for all students to develop their knowledge and understanding in this area.

Contact Summary

Students are expected to attend all timetabled sessions and to support their colleagues in seminar presentations

CONTENT SUMMARY

Lecture time will explore a variety of teaching methods and approaches, as well as philosophical and practical issues involved in teaching music in schools through critical discussion and reflection. Workshops will focus upon issues of repertoire and processes of teaching distinctly related to the particular needs of secondary and primary teachers. Practical work will involve peer teaching and using music technology.

Topic	Lectures	Workshop	Assessment
1.	Introduction, Philosophy, Assessment	Senior Curriculum documents: Music and Music Extension	
2.	Planning for the music classroom	Unit Planning: Rationale and Overview	
3.	Planning for the future: Issues for music teachers	Introduction to and interaction with possible sites for unit of work	
4.	Planning for the classroom and the future: Culturally Diverse approaches to music teaching (Huib Schippers)	Planning for the classroom and the future: Culturally Diverse approaches to music teaching (Huib Schippers)	Unit Draft
5.	Queensland Studies Authority Procedures (Andrew Reid)	Queensland Studies Authority Procedures (Andrew Reid)	
6.	Planning for the future: Transition to workforce	Workshop on school-based scenarios	
7.	No lectures	Presentations	Presentations
8.	No lectures	Presentations	Presentations
9.	No lectures	Presentations	Unit of Work Final
10.	Practicum	Practicum	
11.	Practicum	Practicum	
12.	Practicum	Practicum	
13.	Practicum	Practicum	

ASSESSMENT

Summary of Assessment

Item	Assessment Task	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Planning for the Classroom	10 week unit	50%	50	3, 4	Draft in class in Week 4 5pm Monday Week 9
2.	Planning for the future a) Written b) Workshop	1500 words + 10 -15 minute workshop	30% 20%	50	1, 5	Written component Week 6 Presentation Weeks 7, 8 and 9
3.	Practical Music Making		0% Must be completed to pass course	0	2	Throughout semester

1. Planning for the Classroom – 50% - Draft Due Week 4; Final Due Week 9

You are required to develop a unit plan for suitable for teaching to Year 12 for 10 weeks. Ensure that your strategies are varied and incorporating some technology. Two weeks (a minimum of 8 lessons) should be presented as detailed lesson plans, whereas the rest can be presented as a table or in dot point form. Your unit should include these features:

- Title
- A purpose statement/rationale and context for the unit
- An overview including unit organization and suggested time allocation
- An overall plan which may be presented in dot-point format or in a table, and minimum of 8 lessons
- At least one assessment opportunity for each of composing, performing and analysing repertoire - total of three assessment items, including criteria sheets.
- Support materials and references including teacher resources:
    - suggestions for teaching
    - relevant content/method resources
    - Digital and hard copy of core repertoire

The draft should include the unit title, rationale, overview and overall plan
The final document should be based on the draft, reflect the feedback from the course tutor and include the remainder of the items

Assessment Criteria:
- Demonstrate an in-depth understanding of pedagogy and curriculum through application of Senior music syllabus documents to develop a unit of work
- Demonstrate the capacity to apply pedagogical knowledge and skills to design meaningful, sequential, developmentally appropriate, authentic and engaging music learning for the senior years of school including
    - Demonstrated ability to design assessment techniques and instruments which enable the teacher to gather evidence and make judgements of student achievement
    - Demonstrated ability to select resources that relate to the unit and are interesting, relevant, stimulating and appropriate for the level being taught.
- Written expression and presentation

Planning for the future
Length: 1500 words and 10-15 minute presentation (50%)

Part 1 Written. Due Week 6 In consultation with your lecturer, identify a particular issue or question of relevance to you in your future practice as a teacher of music in Years 10-12 (an example topic could be assessing performance, teaching composition, incorporating aural when it isn't specifically assessed). Explore the way the literature in the field suggests you should approach this issue, and then explore the application of this in a teaching context.   Conclude with a statement of intent regarding steps you will take towards managing this issue in your future practice. Present this as a written piece of assessment (2000 words).

Part 2 Workshop. Due Weeks 7 – 9 Engage your peers in an investigation of your chosen issue. Assist them to come to their own conclusions through participation in a thought provoking workshop presented by you (10-15 minutes).

Your exploration of the set readings and workshop involvement are critical aspects of this course

Part 1 structure: Your written paper should contain the following sections and reflect the structure detailed below.
Title: Your title should succinctly encapsulate the question or issue examined.
Rationale: Introduce your topic, providing a rationale for the issue or question you are researching through your literature review and educational investigations (*approx100 words*).
Literature review: Review a *minimum* of <u>ten</u> recent academic journal articles or book chapters, *at least five of which must be academic journal articles*. Your literature review should report and analyse relevant theory and research on your topic, and should compare, contrast, and integrate ideas and research findings from the different references reviewed. Conventional academic referencing

techniques, using the APA referencing system, must be used consistently for all in-text referencing throughout your report (*approx. 600 words*).

Analysis and Discussion: These two components may either be presented separately, or they may be integrated together.

(i) Educational investigation: Investigate ways that your issue has/can be addressed in other contexts, using educational websites and other curriculum resources to discover practical approaches to educational practice. For instance, you could review examples of suggested classroom activities, or of successful or innovative educational programs, or, where applicable to your topic, you could consider relevant educational policies (for instance, State or National) (*approx 600 words*).

(ii) Academic reflection (links between theory and practice): Critically analyse and reflect on the findings of your *Educational investigation* in relation to the academic theory and research described in your *Literature review* (Explicit **referenced** links must be made to the academic literature discussed in your *Literature review, and this section also needs to be in the 3rd person (approx. 600 words)*.

Conclusion: Succinctly summarise your findings and implications for your practice in the future (*approx 100 words*).

References: A list of all references cited in your report should be included at the end of your report. Do not list references not cited in your paper. Use the APA style of referencing. Refer to academic regulations below for more details regarding this.

Appendices: This is where you include any relevant supporting data.

Part 2 guidelines: Your workshop should be highly interactive, engaging your peers with your chosen topic, and should keep strictly to the time limit.

Assessment Criteria
- Demonstrated ability to engage with philosophies and approaches to teaching music education in the senior years of secondary school
- Demonstrated ability to critically reflect on and evaluate music education contexts and resources in light of a developing philosophy and approach to music education.
- Demonstrated ability to apply knowledge of relevant theory to a succinct personal statement relating to the practice of music education in the secondary school
- Written expression, organisation and communication of ideas
- Demonstrated ability to engage peers using a range of teaching strategies

3. Practical music making participation – 0%
Students are required to participate in practical music rehearsals and performance. This participation gives students the opportunity to be musicians together and be exposed to a range of repertoire which will enhance their future teaching practice.

Assessment Criteria:
- Demonstrate knowledge and skills in music appropriate for teaching music within secondary school settings

Return of Assessment Items

Materials will be available for collection in Week 15.

Notification of Availability of Feedback on Assessment

Seminar and journal results will be available in the week after they have been given. All other materials, together with comment sheets, will be available for collection in Week 15.

GRADUATE SKILLS

The Griffith Graduate Statement states the characteristics that the University seeks to engender in its graduates through its degree programs.

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	☒	☒	☒
Effective communication (oral)	☒	☒	☒
Effective communication (interpersonal)	☐	☒	☐
Information literacy	☐	☒	☒
Problem solving	☐	☒	☒
Critical evaluation	☐	☒	☐
Work autonomously	☐	☒	☒
Work in teams	☒	☐	☐
Creativity and innovation	☐	☒	☒
Ethical behaviour in social / professional / work environments	☒	☒	☒
Responsible, effective citizenship	☒	☒	☐

Professional Skills

Convenors *are encouraged to* add extra skills information where appropriate, for instance, in the case of discipline specific graduate skills. Convenors may wish to add a similar table to the Graduate Skills table with rows reflecting the additional professional skills/ discipline-related skills. The following is suggested for courses requiring QCT accreditation.

This course is designed to contribute to students' development of the Professional Standards for Queensland Teachers (Queensland College of Teachers, January 2007). Participation in this course will provide opportunities for students to develop Professional Practice, Knowledge, and Values that will contribute to preparing their evidence of meeting the standards throughout their program at Griffith University. Importantly, in relation to Values, "The development of elements of knowledge and practice through the pre-service program should acknowledge the importance of appropriate values and dispositions for teaching" (Queensland College of Teachers, January 2007). Although this course assists in the development of more than those standards ticked below, this course will emphasise most aspects of the following standards:

Professional Standards	CS
1. Design and implement engaging and flexible learning experiences for individuals and groups	P1.1, P1.3, P1.4, P1.5, P1.6 K1.3, K1.4, K1.5, K1.7, K1.8, K1.9, K1.11
2. Design and implement learning experiences that develop language, literacy and numeracy	P2.2, P2.3, P2.4, P2.5 K2.4, K2.10, K2.11
3. Design and implement intellectually challenging learning experiences	P3.1, P3.2, P3.5, P3.6 K3.4, K3.5, K3.6, K3.7, K3.8
4. Design and implement learning experiences that value diversity	N/A
5. Assess and report constructively on student learning	P5.1, P5.2, P5.6, P5.8 K5.1, K5.2, K5.3, K5.6, K5.9
6. Support personal development and participation in society	P6.7
7. Create and maintain safe and supportive learning environments	P7.6, P7.7 K7.6, K7.7
8. Foster positive and productive relationships with	N/A

families and the community

9. Contribute effectively to professional teams

10. Commit to reflective practice and ongoing professional renewal

P9.1, P9.2, P9.3, P9.5
K9.1, K9.5, K9.6, K9.7, K9.9

N/A

TEACHING TEAM

Course Convenor and lecturer

Convenor Details	Mt Gravatt
Campus Convenor	Dr Scott Harrison
Email	Scott.harrison@griffith.edu.au
Office Location	M09 1.123
Phone	37355734
Fax	37356868
Consultation times	Scott will be available on the Mt Gravatt campus for consultation on Mondays and Wednesday
Teaching Team	Dr Scott Harrison Professor Huib Schippers, Andrew Reid

COURSE COMMUNICATIONS

Please direct all communications to

Course Convenor   Dr Scott Harrison

Email   scott.harrison@griffith.edu.au

Office Location   M091.123

Phone   37355734

Fax   37356868

Consultation times

Scott is best contacted via email, or on campus on Monday and Wednesday.

PowerPoints from the lectures will be placed on Learning@Griffith site, and students are expected to check both the site and their university email account regularly for course information and updates.

TEXTS AND SUPPORTING MATERIALS

Set Texts:

Campbell, P. S. (2008) *Musician and teacher: An orientation to music education.* New York: W.W. Norton and Company.
Rixon, B. & Merrick, B. (2005) *Music: let's do it.* Marrickville, NSW: Science Press.

Queensland Studies Authority Senior Music Syllabus available at www.qsa.qld.edu.au
Queensland Studies Authority Music Extension Syllabus available at www.qsa.qld.edu.au

SECTION B – ADDITIONAL COURSE INFORMATION

Students should refer to the Learning@Griffith website for further information about this course.

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.

- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.

- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.

- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
   - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
   - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
3. duplication of the same or almost identical work for more than one assessment item;
4. copying ideas, concepts, research data, images, sounds or text;
5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the following web sites for further details:

Institutional Framework for Promoting Academic Integrity among Students
Academic integrity for students

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

HEALTH AND SAFETY

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from
http://www.griffith.edu.au/hrm/health_and_safety/

Information about Laboratory safety can be obtained from
http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University's Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

> *Academic Calendar*
>
> *Academic Standing, Progression and Exclusion Policy*
>
> *Assessment Policy*
>
> *Examinations Timetabling Policy and Procedures*
>
> *Guideline on Student E-Mail*
>
> *Health and Safety Policy*
>
> *Institutional Framework for Promoting Academic Integrity Among Students*
>
> *Policy on Student Grievances and Appeals*
>
> *Student Administration Policy*
>
> *Student Charter*

UNIVERSITY SUPPORT RESOURCES

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

Learning Centres - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse

Learning@Griffith - there is a dedicated website for this course via the Learning@Griffith student portal.

Student Services facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

Learning Services within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.