



School of Education

EDST6728
Extension Music Method 1

Semester 1, 2018

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6728 Extension Music Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Rebecca Lewis
Office Location: N/A
Email: r.lewis@unsw.edu.au
Availability: Please email

Student Learning Outcomes

Outcome	
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.
2	Plan and implement coherent, goal-oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes.
3	Select appropriate strategies to connect outcomes, assessment, teaching strategies and lesson planning.
4	Select appropriate resources to support classroom practice related to teaching ICT.
5	Use the Internet and web-based Learning Management Systems to deliver curriculum to students.
6	Plan for and implement a range of literacy strategies to meet the needs of all students.
7	Develop appropriate and engaging resources for the Music classroom that take into account students' diverse skills, interests and prior achievements and that respect the learning needs and backgrounds of students.
8	Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour.

AITSL Professional Graduate Teaching Standards

Standard	
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2	Organise content into an effective learning and teaching sequence.
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages.
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Include a range of teaching strategies.
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their

9 1 – 4 May	Composition in the classroom developing techniques from year 7 - 10	Deliver Mini teaching activity with peer feedback.
10 7 – 11 May	<p>Feedback on assessments</p> <p>Preparation for Placement - topics likely to arise and preparation for wide variety of music department set ups.</p> <p>Action research/practitioner research – student centred approach</p> <p>Complete CATEI</p> <p>CM 10, NESB.8, 9, 10 LN.10, 11</p>	Looking at student data to inform practice. How do we judge student's capabilit, ap

7. ASSESSMENT

	Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
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Languages
Awareness of

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 FEEDBACK SHEET
 EDST6728 EXTENSION MUSIC METHOD 1

Student Name:

Student No.:

Assessment Task: 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.					
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					
Familiarity with and relevance of professional and/or research literature used to support response The reading and relevant support readings have been referenced to back up the argument					
Structure and organisation of response A clear well-laid out essay that demonstrates the writer view point					

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Student Name:

8. RESOURCES

Required Readings

You are required, for this course, and in the future, to have copies of the following syllabus documents. It is highly recommended that you buy them or have them printed and bound yourself.

Board of Studies NSW (2003). *Music Years 7-10 syllabus*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW (2004). *Music Years 7-10 syllabus: Advice on programming and assessment*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW. (1999). *Music 1 Stage 6: Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW. (2003). *Music 2 and Music Extension Stage 6: Syllabuses*. Sydney, NSW, Australia: Board of Studies NSW.

Required readings for each seminar session are included in bold in the relevant session; most of which will be available via moodle or via the links provided.

Further Readings

ABC. (2010). Ultimo, NSW, Australia: ABC.

Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Blom, D. (2006). Beyond the cover version: encouraging student performers to produce original interpretations of popular songs. *International Journal of Music Education*, 24(2), 159-167.

Brown, A. R. (2007). *Computers in music education: Amplifying musicality*. Routledge

Bunt, L. (2006) Music Therapy for Children. In G. E. McPherson (ed.), *The child as musician: A handbook of musical development*. (pp. 273-288). New York: Oxford University Press.

- adolescence. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 135-154). New York: Oxford University Press.
- Harrison, N (2008), *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Jaffurs, S. E. (2004). The impact of informal music learning practices in the classroom, or how I learned to teach from a garage band. *International Journal of Music Education*, 22, 189-200
- Jellison, J. (2006). Including Everyone. In G. E. McPherson (ed.), *The child as musician: A handbook of musical development*. (pp. 257-272). New York: Oxford University Press.
- 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 University Press.
- Mills, J. (1991). Assessing musical performance musically. *Educational Studies*, 17(2), 173-181.
- Savage, J. (2007). Reconstructing music education through ICT. *Research in Education*, 78, 65-77.
- 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.
- Special issue of Music Educators Journal dedicated to students with special needs. See table of contents at <http://www.jstor.org/stable/i367929>. *Music Educators Journal*, 87(4), pages. (Jan 2001)