



School of Education

EDST6757  
Music Method 2

Term 2 2021

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## 1. LOCATION

Faculty of Arts, Design & Architecture  
School of Education  
EDST6757 Music Method 2 (6 units of credit)  
Term 2 2021

## 2. STAFF CONTACT DETAILS

Course Coordinator(s): Jennifer Robinson  
Email: [jennifer.robinson@unsw.edu.au](mailto:jennifer.robinson@unsw.edu.au)  
Availability: By appointment

## 3. COURSE DETAILS

Course Name	EDST6757 Music Method 2
Credit Points	6 units of credit
Workload	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	<a href="http://classutil.unsw.edu.au/EDST_T2.html#EDST6757T2C">http://classutil.unsw.edu.au/EDST_T2.html#EDST6757T2C</a>

## SUMMARY OF THE COURSE

## STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW Board of Studies Music Syllabus documents, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Music
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Music to all key stakeholders
6	Identify the characteristics of an effective Music teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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
1.5.1	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	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2.1	Organise content into an effective learning and teaching sequence
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3.1	Include a range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning



#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Music to secondary school students. During the course students will develop their knowledge of New South Wales syllabus documents, learn how to design lessons and units of work and explore issues in relation to the state of music education in NSW. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the music classroom. Emphasis will be given to the relationship between Music, literacy and numeracy and the role and value of music in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

#### 5. TEACHING STRATEGIES

- x Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

x

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 hours	<p data-bbox="325 224 660 250">On-line assessment module</p> <p data-bbox="325 286 890 376">x Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching</p>	
eq. lecture/	<p data-bbox="325 385 890 412">x Focus is on FT/MCID-16 d ( )Tj 00.002 T8Tj0 0 9.96 13 1 (ng)T 12.45 heirM6.4 ( )TJ]160 9.96xcrf 9.960</p>	
tutorial time)		





Daniel, R. (2004). Peer assessment in musical performance: the development, trial and evaluation of a methodology for the Australian tertiary environment. *British Journal of Music Education*, 21(1), 89-110.

Dunbar-Hall, P. (2003). Sound identities: popular music and the cultural politics of education. *Popular Music and Society*, 26(4), 557-558.

Dunbar-

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1  Scope and sequence and one assessment task for a year: Preliminary	2000 words equivalent	40%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11, 19 E.7 F.9	Thursday 29 <sup>th</sup> July 2021  by 5pm
Assessment 2  Unit of work for Year 12	3000 words equivalent	60%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5, 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Wednesday 25 <sup>th</sup> August 2021  by 5pm
Hurdle requirement  Assessment, Feedback and Reporting	In class week 6	Hurdle Requirement	5-6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16 E.6	In class task in week 6 tutorial

### Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>







UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6757 MUSIC METHOD 2

Student Name:

Student No:

Assessment Task 1: Scope and sequence with ONE assessment task for one year (Preliminary)

SPECIFIC CRITERIA

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Understanding of the question or issue and the key concepts involved

- x Understands the task and its relationship to relevant areas of theory, research and practice
- x Uses syllabus documents and terminology clearly and accurately
- x

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6757 MUSIC METHOD 2

Student Name:

Student No:

Assessment Task 2: Planning a unit of work including formative assessment strategies

SPECIFIC CRITERIA	(-) _____ h (+)
Understanding of the question or issue and the key concepts involved x Demonstrates knowledge of selected Stage 6 course and syllabus outcomes x Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 x Integrates formative assessment strategies throughout the unit of work	

Depth of evidence in response to the task

- x Demonstrates understanding of academic and cultural diversity
- x Includes a variety of pedagogical strategies to suit content of the Stage 6 course
- x Designs

