



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.  
Please consult the web for updates that may occur during the year.

### Description: Music Pedagogy and Curriculum

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	3455	87078	1, 2009	ONC	1.00	Springfield

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070301

### STAFFING

Examiner: David Cleaver  
Moderator: Janice Jones

### OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

### RATIONALE

Educators who specialise in music education require specialist contextual knowledge and skills in order to effectively facilitate learning in music. They need to be able to apply educational knowledge and skills to the context of the music classroom and to the professional responsibilities of a music teacher. Teachers of music need to be able to creatively facilitate music making and reflecting in a way that is meaningful, developmentally appropriate, authentic and engaging for contemporary school students.

### SYNOPSIS

This course is designed to introduce teachers to the knowledge and skills to facilitate meaningful, developmentally appropriate, authentic and engaging music experiences in the primary school. Students will investigate the unique nature of teaching music and associated pedagogical principals, theoretical components and practice within music education. They will develop their own philosophy of teaching music and will build skills in music and constructivist music pedagogy.

### OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. engage with philosophies and approaches to teaching music education in the primary years (Seminar; Teaching Episode, Essay);
2. develop a personal philosophy and approach to music education (Seminar; Teaching Episode, Essay);
3. demonstrate knowledge and skills in music appropriate for teaching music within primary years settings (Teaching Episode, Essay); and
4. apply pedagogical knowledge and skills to the development of meaningful, sequential, developmentally appropriate, authentic and engaging music experiences in the primary school (Teaching Episode, Essay).
5. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assignments)

## TOPICS

Description	Weighting (%)
1. the value of teaching music in the primary school context;	10.00
2. developing an approach to music education;	20.00
3. integrating music into the primary classroom;	10.00
4. developing knowledge and skills in music; and	20.00
5. facilitating meaningful, sequential, developmentally appropriate, authentic and engaging music making.	40.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Queensland School Curriculum Council 2001, *The arts: years one to ten syllabus*, Queensland School Curriculum Council, Brisbane.

Queensland School Curriculum Council 2002, *The arts: years 1 to 10 sourcebook guidelines*, Queensland School Curriculum Council, Brisbane.

Wiggins, J 2001, *Teaching for musical understanding*, McGraw-Hill, Boston.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/>. The gateway to education resources is here <http://www.usq.edu.au/library/faculties/education/default.htm>

Colwell, R & Bradford-Wing, L 2004, *An orientation to music education: structural knowledge for music teaching*, Pearson Education, Upper Saddle River, NJ.

Cornett, C 2003, *Creating meaning through literature and the arts*, 2nd edn, Merrill/Prentice-Hall, Upeer Saddle River, NJ.

Gelineau, RP 2004, *Integrating the arts across the elementary school curriculum*, Wadsworth, Belmont, CA.

Philpott, C & Plummeridge, C 2001, *Issues in music teaching*, RoutledgeFalmer, New York.

Regelski, T 2004, *Teaching general music in grades 4-8: a musicianship approach*, Oxford University Press, Oxford.

Spruce, G (ed) 2003, *Aspects of teaching secondary music: perspectives on practice*, Routledge Falmer, London.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	50.00
Lectures	13.00
Private Study	89.00
Tutorials	13.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
SEMINAR	20.00	20.00	03 Apr 2009
TEACHING EPISODE	20.00	20.00	07 May 2009
ESSAY	60.00	60.00	05 Jun 2009

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.

- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the course examiner.
  - 3 Assessment instruments for this course could include any of the following if agreed or specified: folios, projects, journals, notated scores, video and tape recordings, researched essays, computer-generated presentations.
  - 4 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**  
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.
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