

EDST6758

Extension Music Method 2

Term 2, 2022



Course Overview

Staff Contact Details

Convenors

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and our communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous Learning and Engagement [UNSW Online Indigenous Learning and Engagement](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, etc.

Summary of the Course

This is a hybrid course. It is available to both undergraduate and postgraduate students. The content, delivery and assessment will be identical for both groups of students.

In extension to learning some basic skills and concepts in music education, this course will think deeply about some of the most critical issues facing music education. Knowledge will be integrated in pedagogy and linked to professional practice. This course is designed with a view to students eventually becoming leaders in music education and continue to improve the quality of music education in Australia.

Course Learning Outcomes

1. Develop and articulate a philosophy of education
2. Understand the syllabus requirements for music education in senior schools
3. Establish links with other members of the music education community and professional associations
4. Advocate for music education
5. Understand the scope and limitations of the quality of music education in Australia on the 2005 National Review of School Music Education
6. Critically evaluate and implement a variety of forms of assessment including musicology, composition, performance, and aural tasks appropriate to the field
7. Understand the role of parents in a quality music education and develop communication goals and strategies with parents
8. Reflect on pre-service teacher education in preparation for the field

Australian Professional Standards for Teachers

Standard	Description	Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds	2
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
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	2
2.2.1	Organise content into an effective learning and teaching sequence	2
2.3.1	Use appropriate digital technologies to enhance student learning	2

	design learning sequences and lesson plans	
2.4.1	Demonstrate broad knowledge of, understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures, and languages	
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	
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	

* Covered during the course

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4, 5, 8 1-3, 6-7*; 9-12	2
B	Classroom Management.	2, 5, 10 1, 3-4, 6-9	2
C	Information and Communication Technologies.	1, 3, 4, 7 2, 5-6, * 8-14	7
D	Literacy and Numeracy.	3, 7 1-2, 4-6*; 8-19	1, 2
E	Students with Special Educational Needs	3, 10 4-5, 7, 9	2
F	Teaching Students from Non-English-Speaking Backgrounds.	4 1-3, 5-11*	2

* Covered during the course

Teaching Strategies

approaches to learning and the use of a range of teaching strategies to support learning.

- Small group cooperative learning to understand the importance of context and to demonstrate the use of group structures as appropriate learning goals.
- Extensive opportunities for whole group and small group dialogue to give students the opportunity to demonstrate their capacity to communicate with members of an education community, and to demonstrate their knowledge of method content.
- Online learning from readings on the Moodle website.
- Peer teaching in a simulated classroom setting.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Resource kit	40%	02/08/2022 05:00 PM	1, 2, 5, 6, 8
2. Advocacy statement, personal philosophy and job application	60%	23/08/2022 05:00 PM	1, 2, 3, 4, 5, 7, 8

Assessment 1: Resource kit

Due date 02/08/2022 05:00 PM

Task 1 - Assignment - 2000 words

Students will receive written feedback within three weeks of submission.

Additional details

Design a set of resources for a Stage 6 classroom to develop learning (chosen randomly by the lecturer from a list of Syllabus contexts). The resources should include lesson plans (one of which focuses on the delivery of Australian Music) for listening, performing, and composing. These should be linked to the needs of music teachers.

Use models provided in class, as well as Sydney Symphony education resources and other resources and examples provided as examples in class. Your resource should demonstrate an approach to teaching that you have developed in your study and related education.

Assessment 2: Advocacy statement, personal philosophy and job application

Due date 23/08/2022 05:00 PM

Task 2 - Portfolio - 3000 words

Students will receive written feedback within three weeks of submission.

This is the final assessment.

Additional details

Part A. Based on the issues discussed in lectures and seminars, develop a statement (3000 words) for music education, supporting it with appropriate resources and evidence. The statement should be readable by parents, principals, and others in the community. It should argue that all children have the right to access a quality music education. It should include a statement outlined in Part B below.

Part.B The second section of this assignment requires you to outline your experience with teaching music and developing music education. This must be submitted as a hypothetical job application, (1000 words). You should relate this to your experience as a teacher and a musician.

Part.C As part of your hypothetical job application please complete an application letter. A successful CV is clearly laid out, demonstrating your strengths and addressing the requirements of the job being applied for (approx. 500 words).

Indicative length: Part A: 1,500 words, Part B: 1,000 words, Part C: 500 words

Recommended: /20 (FL PS CR DN HD)Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to lecturers of equal weight in determining the recommended grade. Depending on the course, lecturers may also contextualise and/or amend the recommended grade. The recommended grade is tentative only, subject to standardisation processes and approval by the Faculty and Teaching Committee.

RUBRIC/FEEDBACK SHEET
 EDST6758 EXTENSION MUSIC METHOD 2
 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Advocacy statement, personal philosophy and job

Specific Criteria	(-)		>(+)	
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Advocacy statement includes appropriate reference to issues and music education 				

Specific Criteria	(-)		>(+)		
<ul style="list-style-type: none"> • Job Application reflects the requirements of the role and links with professional, personal experience 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Extensive use of research and support material • Integration of resources; media; i.e: YouTube; Links etc.; as well as literature • Literature squitrab lyd supportsf ponsition presented, in distcussioe 					
<p>Structure and org anistation of fruees pons e</p>					

And it is said to be the most important part of the response and should be clearly stated in the introduction

Structure and organization of response

Attended

School

The School
scheduled
requires
response
electronic
through

Courses

[View details](#)

Time table

Date	Month
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1

and over

music s

3	Lecture	Aural skills and Musicology in Stage

Resources

Prescribed Resources

Required readings

- <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Undercurriculum/syllabuses-a-z>

Further readings

- Auh, M. S. (2004). Changes in perceptions of confidence in teaching students. *Bulletin of the Council for Research in Music Education*, 16(1), 1-8.
- Barry, N. H., & Hallam, S. (2002). Practice. In R. Parncutt & G. E. B. (Eds.), *The science and psychology of music: Creative strategies for teaching* (pp. 105-114). Oxford, England: Oxford University Press.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment telephone External Support on 9385 3331 or email them on externaltel hours are 8:00am 10:00pm on weekdays and 9:00am 5:00pm on wee are unable to submit your assignment due to a fault with Turnitin you

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

Copying using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas,

