

## 460-593 Learning Area Music A (Classroom) 1

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hour total commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Neryl Jeanneret
<b>Subject Overview:</b>	<p>This subject develops teacher candidates' understanding of the place of this learning area in contemporary goals of school in Australia and in the Victorian curriculum in particular. By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, this subject will widen teacher candidates' appreciation of exemplary teaching in this area.</p> <p>Teacher candidates will examine child development in music and the psychological foundations of musical behaviour which, in turn, will inform their planning for music education in the classroom. They will become familiar with a range processes for developing composing, performing and listening abilities and how these processes support the implementation of current curriculum and assessment policies. Students will also examine the nature of diversity in the music classroom.</p>
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Appreciate the place of this learning area in Australian curriculum</li> <li># Describe an exemplary classroom in this learning area</li> <li># Use a variety of strategies to support learning processes in music;</li> <li># Design, implement and evaluate teaching and learning programs suitable for music in the classroom</li> <li># Select and adapt conceptually appropriate repertoire and resources for the classroom,</li> <li># Have a knowledge of and be able to implement current music curriculum and assessment policies.</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: A curriculum project (2, 400 words) due mid semester (60%) A performance/reflection project (1, 600 words) due mid semester (40%) There is 1 hurdle requirement: 80% attendance
<b>Prescribed Texts:</b>	Collection of readings

<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating; and</li> <li># Have a conscious personal and social values base.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary)