

## 460-594 Learning Area Music A (Classroom) 2

<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 2, - Taught on campus. Parkville Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	460-593 Learning Area Music A (Classroom) 1
<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; <p>&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> </p>
<b>Coordinator:</b>	Mr Andrew Michael Swainston
<b>Subject Overview:</b>	Drawing on research on the diversity of secondary students' learning needs and research on effective assessment, teacher candidates will explore how to personalise the learning experience of each student within this discipline area. Teacher candidates will examine curriculum in contemporary secondary music classroom from middle years, with particular reference to current curriculum documents, to year 12, including VCE. They will become familiar with the development and implementation of a diverse program of musical traditions, cultures and associated pedagogies. Other areas of study will include assessment, classroom management, music resources and ICT, as well as managing an effective music department and extra-curricula programs. Issues of advocacy and conducting research in Music Education will also be examined
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># personalise learning for each student in this curriculum 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># implement current music curriculum and assessment policies;</li> <li># use a range of Music Education ITC applications and platforms; and</li> <li># articulate recent developments in Music Education advocacy and research, including associated research methodologies</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: A curriculum project (2, 400 words) due mid semester (60%) A written research assignment (1, 600 words) due end 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;</li><li># Have a conscious personal and social values base.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary)