

EDUC90466 Learning Area Music B (C'room&Instrum) 2

Credit Points:	12.50									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville									
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.									
Prerequisites:	460-593 Learning Area Music A (classroom) 1 (prerequisite) 460-595 Learning Area Music B (C'room&Instrum) 1 (prerequisite) 460-594 Learning Area Music A (classroom) 2 (co or pre requisite)									
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90463 Learning Area Music A (Classroom) 1</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90465 Learning Area Music B (C'room&Instrum) 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90463 Learning Area Music A (Classroom) 1	Semester 1	12.50	EDUC90465 Learning Area Music B (C'room&Instrum) 1	February	12.50
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EDUC90463 Learning Area Music A (Classroom) 1	Semester 1	12.50								
EDUC90465 Learning Area Music B (C'room&Instrum) 1	February	12.50								
Corequisites:	460-594 Learning Area Music A (Classroom) 2 (co-req or pre-req)									
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EDUC90464 Learning Area Music A (Classroom) 2	July	12.50								
Recommended Background Knowledge:	None									
Non Allowed Subjects:	None									
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H									
Coordinator:	Mr Ian Godfrey									
Contact:	Education Student Centre									
Subject Overview:	The continuing focus of this subject will be instrumental teaching from beginner level to VCE in the context of both group and individual lessons, as well as ensemble direction. Supporting this will be studies of curriculum development, implementation and assessment, as they apply to instrumental teaching as well as acoustics, teaching philosophy and elements of arranging and conducting. Particular reference will be made to current curriculum documents and material published by the Victorian Curriculum and Assessment Authority on music performance									
Objectives:	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> # Prepare, implement and assess instrumental lessons through to VCE level; direct ensembles, # Demonstrate familiarity with current curriculum documents, # Demonstrate knowledge of instrumental pedagogy, # Articulate a philosophical basis to their teaching. 									

	# Demonstrate teaching strategies that reflect a sound understanding of the creative process.
Assessment:	There are 3 assessment tasks: Written assignment (1000 words) due mid semester (20%) Written philosophy essay (2000 words) due end of semester (50%) Two practical 30 min tests (1000 words equivalent) due end of semester (30%) There is 1 hurdle requirement: 80% attendance
Prescribed Texts:	Collection of readings
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; and # Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)