

EDUC90463 Learning Area Music A (Classroom) 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2013, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. Parkville campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hour 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:	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's Specialist Area Guidelines (http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx), for entry into this subject.
Corequisites:	None
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:	Ms Pip Robinson
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	This subject is an introduction to the field of music education where teacher candidates will examine music curricula in international, Australian and Victorian educational contexts, eg VELS. There will be a focus on planning for teaching and learning music in the secondary school. Teacher candidates will engage in theoretical and practical studies to become familiar with a range processes, pedagogies and repertoire for developing composing, performing and listening knowledge and skills. Teacher candidates will develop skills in interpreting and applying current curriculum frameworks and policies, assessment and evaluation, resources for music teaching, as well as designing and teaching music programs appropriate for a range of diverse educational contexts. Music-specific literacy, such as developing the ability to articulate abstract musical concepts, and numeracy (eg categorizing, patterns, ratio) will also be examined.
Objectives:	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> # Understand the role of music as an arts discipline and a pedagogy in secondary school education; # Use a variety of strategies to support learning processes in music; # Design, implement and evaluate teaching and learning programs suitable for music in the classroom

	<ul style="list-style-type: none"> # Select and adapt conceptually appropriate repertoire and resources for the classroom, # Implement current music curriculum and assessment policies. <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <ul style="list-style-type: none"> 1.2 Understanding how students learn 1.3 Support students with diverse linguistic, cultural, religious and socioeconomic backgrounds 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 5.1 Assess student learning
Assessment:	There are 2 assessment tasks: A pedagogy project (2000 words), due mid semester, 50% A curriculum project (2000 words), due end of semester, 50%
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:	<p>On the completion of this course graduates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Understand Secondary education as part of a spectrum of learning and development, linked to primary schooling and to post-schooling outcomes of further study and/or employment. # Develop in-depth knowledge of the complexity and diversity of primary students' learning and development # Be expert in the disciplines they teach and committed to continual updating of their discipline knowledge; # Be able to intelligently and creatively plan, implement and critique mandated curriculum. # Be able to use data to identify and address the learning needs and capacities of individual students # Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development # Shape and deliver responsive and inclusive curricula. # Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)