

EDUC90465 Learning Area Music B CoCurricular 1

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 36 Total Time Commitment: 170 hours						
Prerequisites:	<p>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.</p> <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>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90463 Learning Area Music A (Classroom) 1	February	12.50
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EDUC90463 Learning Area Music A (Classroom) 1	February	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	<p><p>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.</p> <p>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: http://services.unimelb.edu.au/disability</p></p>						
Coordinator:	Assoc Prof Neryl Jeanneret						
Contact:	nerylj@unimelb.edu.au (mailto:nerylj@unimelb.edu.au)						
Subject Overview:	<p>This subject is an introduction to the field of music education where teacher candidates will examine co-curricula music in international, Australian and Victorian educational contexts eg VELs. The main focus is co-curricular music in the school setting and its integration with the classroom. This includes vocal and instrumental pedagogies from beginner to Year 12 exit level in the context of both group and individual tuition, and ensemble direction. Teacher candidates will examine curriculum development, implementation and assessment, as applied to co-curricular contexts, as well as elements of arranging and conducting. Particular reference will be made to curriculum authorities current policies and material. Music-specific literacy, such as developing the ability to articulate abstract musical concepts relate to performance, and numeracy (eg, ratio, tuning) will also be examined.</p>						
Learning Outcomes:	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # understand the role of co-curricular music in school settings; # use a variety of strategies to support learning processes in music; # design, implement and evaluate teaching and learning programs suitable for co-curricular music # select and adapt developmentally appropriate repertoire and resources for co-curricular music 						

	<p># have a knowledge of and be able to implement current music curriculum and assessment policies.</p> <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> <p>1.2 Understanding how students learn</p> <p>1.3 Support students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.2 Content selection and organisation</p> <p>3.1 Establish challenging learning goals</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.5 Use effective classroom communication</p> <p>4.1 Support student participation</p> <p>4.3 Manage challenging behaviour</p> <p>4.4 Maintain student safety</p> <p>5.1 Assess student learning</p>
Assessment:	Written assignment and practical test (2000 words equivalent), due mid semester, 50% Curriculum project and practical test (2000 words equivalent), due end of semester, 50% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
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)