School of Education

EDST6758
Extension Music Method 2

Semester 2
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**IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/  

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The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6758 Extension Music Method 2 (6 units of credit)
Semester 2 2015

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Brad Merrick
Office Location: John Goodsell, Room 132
Email: bmerrick@unsw.edu.au
Phone: 9385 1977
Availability: Please email to arrange an appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Extension Music Method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

**Schedule**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Thursday 17.00-18.00 Webster 327</th>
<th>Weeks 1-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial/s</td>
<td>Thursday 18.00-20.00 Webster G18</td>
<td>Weeks 1-8</td>
</tr>
</tbody>
</table>

**Summary of Course**

Students undertaking this course will engage with prominent professional issues facing music educators in diverse classroom settings. Students will develop a philosophical basis for their approach to music education, which will be integrated with pedagogy and used as a basis for articulating the role and value of music education in schools. Professional issues unique to music educators are identified and discussed.

**Aims of the Course**

This course advances and refines students’ skills and knowledge required to teach music in secondary schools, with an emphasis on senior high school music. Students will examine and critically evaluate current high school music curriculums, develop a philosophy of music education, and understand critical issues related to the role of music education in schools.

**Important Information**

**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop and articulate a philosophy of education.</td>
</tr>
<tr>
<td>2</td>
<td>Understand the syllabus requirements for music education in senior levels of high school.</td>
</tr>
<tr>
<td>3</td>
<td>Establish links with other members of the music education community through professional associations.</td>
</tr>
<tr>
<td>4</td>
<td>Advocate for music education.</td>
</tr>
<tr>
<td>5</td>
<td>Understand the scope and limitations of the quality of music education in Australia with a focus on the 2005 National Review of School Music Education.</td>
</tr>
<tr>
<td>6</td>
<td>Critically evaluate and implement a variety of forms of assessment of student learning in musicology, composition, performance, and aural tasks appropriate for the HSC.</td>
</tr>
<tr>
<td>7</td>
<td>Understand the role of parents in a quality music education and communicate effective learning goals and strategies with parents.</td>
</tr>
<tr>
<td>8</td>
<td>Reflect on pre-service teacher education in preparation for the final Professional Experience.</td>
</tr>
</tbody>
</table>

### Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
</tr>
<tr>
<td>2.2</td>
<td>Organise content into an effective learning and teaching sequence.</td>
</tr>
<tr>
<td>2.3</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
</tr>
<tr>
<td>2.4</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
</tr>
</tbody>
</table>

### National Priority Area Elaborations

<table>
<thead>
<tr>
<th>Priority area</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aboriginal and Torres Strait Islander Education</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>B. Classroom Management</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>C. Information and Communication Technologies</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
</tr>
</tbody>
</table>


4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Music educators in Australia face professional environments with extremely limited resources. This course will provide students with the capacity to, not only extend their knowledge of curriculum and pedagogy, but also to operate effectively at the highest levels of schooling, and also to develop and refine their philosophical approach to education such that they can participate actively in professional organizations and advocate for an effective music education.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students’ different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website.
- Peer teaching in a simulated classroom setting.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.
## 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (27-31 July)</td>
<td>Introduction and overview of the course Examination and Requirements of Music 1, Music 2, and Music Extension the HSC music syllabuses. Developments with ACARA Approaches to assessment and feedback – monitoring student programmes A1, B1, C1, C7, E1</td>
<td>Resources for teaching Music 1 and Music 2 Emerging resources, technologies and pedagogy and curriculum models. Approaches to teaching Stage 6 courses and content.</td>
</tr>
<tr>
<td>2 (3-7 August)</td>
<td>Selecting topics for Year 11 and 12 Composition in Years 11-12 – core and elective requirements Planning the scope and sequence of learning in Year 11 and 12 – BOS requirements and mandatory content A1, A2, A8, B4, B5, C2, C3, C4, C5, C6, C8, D1, D5, E9</td>
<td>Creating, archiving, annotating and recording compositions. Exploring the composition portfolio and assessment. Approaches with different technologies.</td>
</tr>
<tr>
<td>3 (10-14 August)</td>
<td>Aural skills and Musicology in Stage 6. Preparation, repertoire, contexts and strategies for teaching aural – question types – assessment and assessment Musicology in Music1 and 2. A8, B5, C3, D4, D14, D15</td>
<td>Identifying the concepts of music: – the Music 1 and Music 2 aural exam – design and development of questions and exemplars. Approaches for developing the musicology viva voce (Music 1) and the essay (Music 2 and Extension)</td>
</tr>
<tr>
<td>6 (31 August-4 September)</td>
<td>Professional Associations - developing networks and advocacy amongst educators – National and International Views Curriculum in an international context compared to Music education in the Australian cultural context B6, A1, C12, F3</td>
<td>Approaches to learning – formal versus informal instruction. Designing tasks that facilitate the relationship between these in the classroom or co-curricular setting</td>
</tr>
</tbody>
</table>
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>National Priority Area Elaborations</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Kit</td>
<td>2000 words</td>
<td>40%</td>
<td>1,2,5,6,8</td>
<td>1.3 1.5 2.1 2.2, 2.3</td>
<td>A4, A5, A8, C1, C3, C4, C7, D3, E6, E8</td>
<td>11.59 pm Wednesday 12 August</td>
</tr>
<tr>
<td>Advocacy Statement, Personal Philosophy and Job Application</td>
<td>3000 words</td>
<td>60%</td>
<td>1,2,3,4,5,7,8</td>
<td>1.3 1.5 2.1 3.6</td>
<td>A5, B2, B5, B10, C1, D7, E1, E2, E3, E6,F4</td>
<td>11.59 pm Wednesday 9 September</td>
</tr>
</tbody>
</table>

**Assessment Details**

**Assessment 1: Resource Kit**

Design a set of resources for a Stage 6 classroom to develop learning within a context (designated randomly by the lecturer from a list of Syllabus contexts). The resource kit should include at least three lesson plans (one of which focuses on the delivery of Australian Music), and accompanying resources for listening, performing, and composing. These should be linked to the syllabus and be useable by other music teachers.

Use models provided in class, as well as Sydney Symphony education resource kits, textbooks, and other resources and examples provided as examples in class. Your resources should reflect your own approach to teaching that you have developed in your study and relate to your own philosophy of music education.
### SPECIFIC CRITERIA

**Understanding of the question or issue and the key concepts involved**
- resources linked to stage 5 and 6 syllabus outline
- resources designed at a suitable level
- resources linked to suitable learning experiences

**Depth of analysis and/or critique in response to the task**
- resource shows creative consideration for learning
- resource is well outlined and presented
- resource integrates varied learning opportunities
- resources allows for differentiation and variety of application

**Familiarity with and relevance of professional and/or research literature used to support response**
- links well with current syllabus documentation
- addresses current developments in teaching and pedagogy
- integrates ICT and other mediums where necessary

**Structure and organisation or response**
- resource is clearly designed with overview and guidelines
- links to assessment and student understanding are provided
- level of language and terminology is suitable

**Presentation of response according to appropriate academic and linguistic conventions**
- appropriate academic conventions applied throughout
- use of language is appropriate and consistent
- context of each resource and application is easily understood

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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**Lecturer**

**Date**

Recommended: /20 (FL PS CR DN HD)  
Weighting: 40%

**NB:** The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Assessment 2: Philosophy / Advocacy / Job Application

Part A. Based on the issues discussed in Weeks 3-5, develop an advocacy statement (1500 words) for music education, supporting it with appropriate resources and references as needed. The statement should be readable by parents, principals, and others in the community in order to explain why all children have the right to access a quality music education. It should be linked to your Philosophy statement outlined in Part B below.

Part B. The second section of this assignment requires that you outline your own philosophy about teaching music and developing music education. This must be submitted in a written form (as part of a hypothetical job application-1000 words). You should relate this to your experience as a music educator and a musician.

Part C. You will be provided with a hypothetical job descriptor in class and will be required to formulate and submit a one-page letter, which expresses interest in the job, while highlighting the qualities that make you a suitable applicant for the position (approx. 500 words).

Indicative length: Part A: 1500 words (25%), Part B: 1000 words (15%), Part C: 500 words (10%)
**UNSW SCHOOL OF EDUCATION**

**FEEDBACK SHEET**

**EDST6758 EXTENSION MUSIC METHOD 2**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
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<tbody>
<tr>
<td><strong>Assessment Task 2</strong></td>
<td></td>
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### SPECIFIC CRITERIA

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**Understanding of the question or issue and the key concepts involved**

- Advocacy statement includes appropriate reference to issues and music education
- Philosophy of music education is presented with suitable reference to literature and personal experience
- Job application is suitable and addresses key criteria

**Depth of analysis and/or critique in response to the task**

- Evidence of wider reading and literature in writing
- Findings linked to personal views and practice
- Depth of consideration in philosophy and advocacy
- Connection between these within assignment
- Job Application reflects the requirements of the role and links with professional, personal experience

**Familiarity with and relevance of professional and/or research literature used to support response**

- Extensive use of research and support material
- Integration of resources, media, i.e. YouTube, Links etc. as well as literature
- Literature suitably supports position presented in discussion

**Structure and organisation or response**

- Advocacy statement, Philosophy and Job application is clearly written and succinct
- Statements reflect a continuity of thought and understanding relative to student philosophy and advocacy position
- Level of language and terminology is suitable
- References are used to support discussion where suitable

**Presentation of response according to appropriate academic and linguistic conventions**

- Each section is appropriately structured
- Clarity of communication in academic English

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer: ____________________________ Date: ____________________________

Recommended: /20 (FL PS CR DN HD) Weighting: 60%

**NB:** The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
8. RESOURCES

Required Readings
Board of Studies NSW (2003). Music Years 7-10 syllabus. Sydney, NSW, Australia: Board of Studies NSW.
Board of Studies NSW (2004). Music Years 7-10 syllabus: Advice on programming and assessment. Sydney, NSW, Australia: Board of Studies NSW.
Board of Studies NSW. (1999). Music 1 Stage 6: Syllabus. Sydney, NSW, Australia: Board of Studies NSW.
Board of Studies NSW. (2003). Music 2 and Music Extension Stage 6: Syllabuses. Sydney, NSW, Australia: Board of Studies NSW.

Further Readings


