School of Education

EDST6757
Music Method 2

Term 2, 2019

Contents

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/

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6757 Music Method 2 (6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Coordinator(s): Jenny Robinson
Email: jennifer.robinson@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	EDST6757 Music Method 2
Credit Points	6 units of credit
Workload	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF THE COURSE

This course develops understandings of music education from Years 7 to 12, with emphasis on the continuum of learning experiences through to the Stage 6 Music courses. Students will learn about the processes involved in assessing student learning through developing a portfolio of composing, musicology, performing, and listening project. The course provides students with the opportunities to learn and reflect on professional skills such as communicating their approach to music learning and participating in professional organisations.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED AS A RESULT OF STUDENT FEEDBACK:

> The hurdle requirement is now held as a component of module 7, rather than earlier in the course. This change allows students more time to complete and submit the online assessment course and common e-portfolio. NB: The same portfolio covers both methods for which the student is enrolled.
> The approach to, and components of, each assessment will be explored and modelled in more detail.

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW Board of Studies Music Syllabus documents, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented

3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning
5.2.1	Provide feedback to students on their learning
5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Music to secondary school students. During the course students will develop their knowledge of New South Wales syllabus documents, learn how to design lessons and units of work and explore issues in relation to the state of music education in NSW. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the music classroom. Emphasis will be given to the relationship between Music, literacy and numeracy and the role and value of music in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

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

Module	Lecture Topic	Tutorial Topic
	On-line assessment module	
1 (24 hours eq. lecture/ tutorial time)		

5 Monday August 12th, 2019	**Performance in Years 11-12** Developing motivation and meaningful approaches to practice The ensemble and solo performance - role, style, expression, facility	**Selecting and developing repertoire** Examination requirements Integrating technology into performance Reading for this week: Roesler, R. (2014). Musically Meaningful: The Interpersonal Goals of Performance. *Music Educators Journal, 100*(3), 39-43.
6 Monday August 19th, 2019	**Day to day teacher issues** Code of Ethics Management of classroom, resources and ensembles	**Support avenues for the developing teacher** Teaching mini lessons in class
7 Monday August 26th, 2019	**Creating a strong Music faculty** Strategies and scenarios to enhance faculty development The profile of Music in the school Professional Development and Professional Associations On-line course evaluation	**Hurdle Requirement as class activity** Assessment and learning. Self and peer assessment. Moderation. Feedback.

7. RESOURCES

Required Readings
You are required, for this course, and in the future, to have copies of the syllabus documents. It is highly recommended that you print and bind them yourself.
http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts

Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2010 to present). The Arts. Retrieved from http://www.australiancurriculum.edu.au/the-arts

Additional Resources

Blom, D. (2006). Beyond the cover version: encouraging student performers to produce original interpretations of popular songs. International Journal of Music Education, 24(2), 159-167.
Brown, A. R. (2007). Computers in music education: Amplifying musicality. Routledge
Bunt, L. (2006). Music Therapy for Children. In G. E. McPherson (ed.), The child as musician: A handbook of musical development. (pp. 273-288). New York: Oxford University Press.
Cain, T. (2004). Theory, technology, and the music classroom. British Journal of Music Education, 21, 215-221.
Daniel, R. (2001). Self-assessment in performance. British Journal of Music Education, 18(3), 215-226.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Scope and sequence and one assessment task for one term: Preliminary	2,000 words equivalent	40%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1		

Assessment Details

Assessment 1 (2 000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning   nd sequence must indicate when the task will occur and how the feedback form the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least <u>one</u> aspect which could be further improved.

S2 Assessment 2 (3 000 wd eq, 60%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

a. what they can already do well

b. what they still need to improve

c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

HURDLE REQUIREMENT

FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be he form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.
View some work samples that teachers in your subject area have aligned to grades A to E at NESA or ACARA workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text
- ensure anonymity by removing student names and destroying the samples at the end of the course.
- include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
- annotate the task to indicate what worked well and what needs changing if it were to be used again
- include the assessment criteria and/or marking scheme/rubric for each task
- provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
- include a key for marking symbols
- find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider

where this student work is in relation to those overall expectations/standards as well in relation to their previous performance

provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

2. Write a few lines that could be included in a mid-year report comment to parents. Provide

   commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:
The student work samples must be authentic. <u>They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student work samples, notes and all other written evidence of teacher

the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

Student Name: Student No:
Assessment Task 1: Scope and Sequence with Assessment Task for one term (preliminary)

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved					
Understands the task and its relationship to relevant areas of theory, research and practice					
Uses syllabus documents and terminology clearly and accurately					
Sequences tasks and activities to suit logical learning progression					
Integrates assessment task logically with learning intentions and learning sequence					
Provides effective formative feedback for student sample					

Depth of analysis in response to the task

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:	zID:	Date:

Details		
Method		Topic/level	

AITSL Standard 5 **Assess, provide feedback and report on student learning**	**Comments**
erstanding of assessment strategies, including informal ostic, formative and summative approaches to assess 5.1.1)	