

Course Title	Contemporary Music Teaching				
Course Code	MUE 310				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 <sup>rd</sup> Year / 6 <sup>th</sup> Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	<p>The aim of the course is to thoroughly prepare students for teaching music by placing music education in the broader context of culture and society. Students will explore the theory and practice of music education by developing high levels of musicianship and pedagogical knowledge and skills. Students will become familiar with appropriate teaching materials and expand upon their ability to design and execute appropriate and innovative lesson plans which focus on the development of musical concepts, as well as on listening, performing, improvising and composing.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on education reform, social justice movements, and the incorporation of technology into the processes of teaching and learning music</li> <li>• Formulate and justify their own philosophy on the role of music education in schools and the community, and the nature of the creative process</li> <li>• Formulate and justify their own philosophy on the importance of teaching music in schools and approaches on atypical music education.</li> <li>• Identify and discuss the appropriate music skills to be developed, attitudes to be cultivated and music concepts to be taught in various settings that include but are not limited to upper primary and secondary schools, music studios, bands, and institutions such as hospitals, community settings, special education units.</li> <li>• Discuss and explore musical activities and materials, methods, and tools of music education that have been updated to offer a contemporary approach to curricula such as Dalcroze, Orff, and Kodály, and in multicultural education to be used in music lessons.</li> <li>• Compare the different methods and approaches of Dalcroze, Orff, Kodaly, Suzuki, Gordon et al. and select and adapt material and activities for a variety of settings as well as upper primary and secondary school.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Develop skills in classroom music instruments and in teaching singing.</li> <li>• Select and critically evaluate a wide variety of musical materials that can be used for music teaching in upper primary and secondary schools.</li> <li>• Design, execute and assess innovative lesson plans for teaching music in upper primary and secondary schools and the settings mentioned above.</li> <li>• Identify the criteria and the basic principles for effective music teaching in various settings and evaluate music teaching in real teaching contexts.</li> <li>• Design innovative ways of assessing music learning in various settings.</li> </ul>		
Prerequisites	MUE 100	Co-requisites	None
Course Content	<p>Through the course, students will become familiar with the current trends for effective music teaching in a variety of settings which may include but are not limited to upper primary and secondary schools, community settings, bands, music studios, special education units, hospital units (such as pediatric units and at the NICU) . The organization of the course combines discussions on issues of music pedagogy with practical applications in real teaching contexts. Students will experience for themselves the process of learning music through various approaches and built upon their own teaching skills. Class meetings will address the following topics:</p> <ul style="list-style-type: none"> <li>• What is the role of music education in schools and the community?</li> <li>• What is the nature of the creative music process?</li> <li>• Why and how teach music in schools and in other settings?</li> <li>• Music competencies of upper primary and secondary school students.</li> <li>• The intellectual, social, physical and emotional characteristics of children and adolescents.</li> <li>• Characteristics of a successful music teacher.</li> <li>• Teaching musical concepts (melody, harmony, rhythm, form, timbre) in upper primary and secondary school.</li> <li>• Teaching musical concepts through a contemporary approach to music curricula</li> <li>• Development of music skills through music activities and materials (music and movement, singing, instrumental performing, conventional and non- conventional notation, aural skills and listening, creativity, improvisation &amp; composition)</li> <li>• The music curriculum; National curricula and standards</li> <li>• Development of lesson plans and supportive educational material for a variety of settings</li> <li>• Basic principles of Kodaly, Orff, Dalcroze, Gordon et al. and practical application of their methods for school contexts.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Current classroom techniques and materials as well as the adoption of specific genres of music.</li> <li>• Use of world &amp; pop music in schools;</li> <li>• Multicultural music education.</li> <li>• Use of technology in music education.</li> <li>• Assessment in the music classroom</li> </ul>
Teaching Methodology	Face to face
Bibliography	<p>Burnard, P. &amp; Murphy, R. (2013). <i>Teaching music creatively</i>. Routledge.</p> <p>Campbell, P. S., (2004). <i>Teaching Music in the Primary Schools</i>. London: Continuum.</p> <p>Chosky, et al. (2000). <i>Teaching music in the twenty-first century</i>. New York: Prentice Hall</p> <p>Evans, J. &amp; Philpott, Ch. (2009). <i>A practical guide to teaching music in the secondary school</i>. New York: Routledge.</p> <p>Green. L. (2008). <i>Music, informal learning and the school: A new classroom pedagogy</i>. Hampshire, UK: Ashgate.</p>

	<p>Higgins, L. &amp; Willingham, L. (2017). <i>Engaging in Community Music An Introduction</i>. Routledge.</p> <p>Huhtinen-Hilden, L. &amp; Pitt, J. (2018). <i>Taking a Learner – Centred Approach to Music Education. Pedagogical Pathways</i>. Routledge.</p> <p>Mark, M, Madura P. (2013). <i>Contemporary music education</i>. Nelson Education.</p> <p>Philpott, C. &amp; Spruce, G. (2012). <i>Debates in Music Teaching</i>. Routledge.</p>								
Assessment	<table border="1"> <tr> <td data-bbox="467 583 982 619">Examinations</td> <td data-bbox="982 583 1182 619">45%</td> </tr> <tr> <td data-bbox="467 619 982 655">Class Participation and Attendance</td> <td data-bbox="982 619 1182 655">10%</td> </tr> <tr> <td data-bbox="467 655 982 690">Assignments / Observation</td> <td data-bbox="982 655 1182 690">45%</td> </tr> <tr> <td data-bbox="467 690 982 726"></td> <td data-bbox="982 690 1182 726">100%</td> </tr> </table>	Examinations	45%	Class Participation and Attendance	10%	Assignments / Observation	45%		100%
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Language	English								