

Course Title	Community Music and Wellbeing				
Course Code	MUE340				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year /5th-8th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	The aim of the course is: (a) to identify and analyze the fundamental aspects of community music learning contexts (b) to examine critically the value of community music for the socialization and wellbeing of a person. (c) to foster students' skills and abilities to create musical projects and workshops for community music settings.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Explore and reflect on the characteristics of community music learning.</li> <li>• Justify the value of community music for the wellbeing of a person, for the development of social skills and for entertainment.</li> <li>• Reflect upon the use of music in everyday life and its power to construct a person's identity.</li> <li>• Analyze and explain the social, cultural and educational dimensions of community music and its implication in the teaching practice/act.</li> <li>• Investigate, compare and analyze the learning and teaching approaches between formal music learning and community music engagement.</li> <li>• Develop individual educational plans and music material in alignment with community music and cultivate skills for direction or leadership.</li> <li>• Organize educational community music interventions focusing on the development of musicianship and fostering the wellbeing in a variety of musical contexts.</li> </ul>				
Prerequisites	None	Co-requisites	None		
Course Content	The course grasps fully the complexity and scope of community music and its importance for the wellbeing of people who are engaged in such project activities. The aim of the course is to thoroughly prepare students for teaching music in community settings. Students will explore and discuss on dominant aims concerning community music that focus on social and educational integration, and on ongoing personal and psychological growth and self-actualization. The				

	<p>principles of community music may be seen as a backlash against pervasive specialisation and professionalization of music and an acknowledgement of the rapidly growing evidence that everyone regardless of social, educational, psychological or medical aspects has the capacity to communicate through music. Community musicians comprise a diverse population, potentially representing any genre of music and any level of accomplishment. Students will develop leadership skills for directing community music groups, such as interpersonal and teamwork abilities, and the understanding of the variety of social and musical cultures. Through practical application, students will facilitate musical activities with people of all ages and backgrounds, in a wide range of settings that may include hospitals, community centers, hospices and prisons.</p> <p>The organization of the course combines discussions on issues of community music 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.</p>
Teaching Methodology	Face to face
Bibliography	<p>Corrigan, D., Buntting, C., Jones, A. &amp; Loughran, J. (2019). <i>Navigating the Changing Landscape of Formal and Informal Science Learning</i>. Springer.</p> <p>Higgins, L. &amp; Willingham, L. (2017). <i>Engaging in Community Music An Introduction</i>. Routledge.</p> <p>Higgins, L. (2012). <i>Community Music: In Theory and in Practice</i>. Oxford University Press.</p> <p>Higgins, L. (2010). <i>Free to be Musical: Group improvisation in Music</i>. Oxford University Press.</p> <p>Karlsen, S. (2012). <i>Future Prospects for Music Education: Corroborating Informal Learning Pedagogy</i>. Cambridge Scholars Publishing.</p> <p>MacDonald, R. (2013). <i>Health, and Wellbeing</i>. Oxford University Press.</p> <p>Moser, P. &amp; MacKay, G. (2005). <i>Community Music: A Handbook</i>. Russel House Publishing</p> <p>O' Neill, S. (2017). <i>21st Century Music Education: Informal Learning and Non-Formal Teaching</i>. Canadian Music Educators' Association.</p>

Assessment	<table border="1"> <tr> <td data-bbox="467 134 980 170">Examinations</td> <td data-bbox="987 134 1182 170">45%</td> </tr> <tr> <td data-bbox="467 174 980 210">Class Participation and Attendance</td> <td data-bbox="987 174 1182 210">10%</td> </tr> <tr> <td data-bbox="467 214 980 249">Assignments / Observation</td> <td data-bbox="987 214 1182 249">45%</td> </tr> <tr> <td></td> <td data-bbox="987 254 1182 289">100%</td> </tr> </table>	Examinations	45%	Class Participation and Attendance	10%	Assignments / Observation	45%		100%
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Language	English								