

Course Unit Title:	Teaching Approaches and Curriculum Development in Music
Course Unit Code:	MUS 612
Type of Course Unit: (Compulsory/Optional)	Compulsory
Level of Course Unit: (first, second or third cycle)	Master (2 nd Cycle)
Year of Study:	1
Semester when the unit is delivered:	2
Number of ECTS credits allocated:	10
Name of lecturer(s):	TBA
Learning Outcomes of the course unit:	
<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Discuss and evaluate curricula concepts and theories, along with contemporary/current trends in curricula development research and practice in music. • Analyze, critically, the different levels (state, local, etc.) of music curricula, both in Cyprus and abroad. • Identify, select and classify educational objectives, content, activities and assessment, in order to develop music curricula in a macro and micro-level. • Discuss issues relating to the supported and hidden curricula, through the study of a variety of sources, such as music teaching manuals and official circulars. • Describe and compare the basic principles of the methodological approaches of Dalcroze, Orff, Kodály and Gordon, as well as implement them in developing his/hers teaching interventions. • Investigate, interpret and utilize the requirements, needs and characteristics for learning, of a wide range of ages, in order to plan appropriate developmental music activities. • Plan educational entities based in contemporary teaching approaches in music courses/classes (dialectical solfege, informal learning processes, intercultural music education, etc.), that can be substantiated theoretically. • Evaluate the effectiveness of teaching interventions, through systematic observation and reflective data interpretation. 	
Mode of Delivery:	Distance Learning
Prerequisites and co-requisites:	MUS 650
Recommended optional program components:	None

Course Contents:

The course aims to explore the theoretical and conceptual bases of curriculum development, while students get the opportunity to develop skills relevant to developing and evaluating music curricula. Part of the course is the critical analysis of the main music methodologies and approaches and their applications in various teaching environments.

Description:

This course combines topics on teaching methodology and curriculum development in music, so that students can reflect and substantiate their teaching choices.

Students will become familiar with the key concepts and theories in curricula development, in order to analyze and evaluate music curricula. Students will have the opportunity to study the Cypriot Music Curriculum and compare it with curricula from other countries. The structure, content and curricula implementation will be discussed. Students will critically analyze and present aspects of the supported and hidden music curriculum in the school setting, through the study of a variety of sources, such as music teaching manuals.

Students will discuss the key methods for teaching music (Dalcroze, Orff, Kodály and Gordon) and evaluate their efficiency, always in alignment with the recent research publications. Special focus will be given in the current trends relating to education (eg. Differentiated instruction, cooperative learning, interdisciplinary approaches, community collaboration), and their implementation in music education (eg. informal learning processes/practices, learning by ear, artists in schools).

Each student will be asked to develop a teaching scenario based on the Cyprus Music Curriculum (for the primary, elementary, or secondary education), and support his/her teaching choices with reference to the theories and research discussed in the course. Following that, each student will be asked to implement and evaluate his/her teaching scenario according to the contemporary methodological and educational approaches in music education as well as the requirements, needs and characteristics for learning for a wide range of ages.

Required or Recommended Reading(s):

Selection of articles, sources from the Instructor.

English

DfEE. (2000). *Music Key Stages 1-3: The National Curriculum for England*. London: Department for Education and Employment. (ISBN: 978-0113700776)

Burton, S. (ed). (2012). *Engaging Musical Practices: A sourcebook for middle school general music*. Maryland: Rowman & Littlefield Education. (ISBN: 978-1607094388)

Gordon, E. E. (2012). *Learning Sequences in Music: A Contemporary Music Learning Theory*. USA: GIA Publications. (ISBN-13: 978-1579998905)

	<p>Houlahan, M. & Tacka, P. (2008). <i>Kodaly Today: A Cognitive Approach to Elementary Music Education</i>. New York: Oxford University Press. (ISBN-13: 978-0195314090)</p> <p>National Association for Music Education, MENC. (1996). <i>Performance Standards for Music Grades PreK-12</i>. Reston, VA: MENC. (ISBN: 978-1-56545-099-8)</p> <p>Spruce, G, (ed.) (2002). <i>Teaching music in secondary schools: a reader</i>. London: Routledge Falmer. (ISBN: 978-0415262347)</p> <p>Greek Ανδρούτσος, Π. (2004). <i>Μέθοδοι διδασκαλίας της μουσικής: Παρουσίαση και κριτική θεώρηση των μεθόδων Orff και Dalcroze</i>, β' εκδ. Αθήνα: Μ. Νικολαΐδης-Edition Orpheus. (ISBN 960-7266-20-X)</p> <p>Διονυσίου, Ζ. & Αγγελίδου, Σ. (2008). <i>Σχολική Μουσική Εκπαίδευση: Ζητήματα σχεδιασμού, μεθοδολογίας και εφαρμογών</i>. Θεσσαλονίκη: Εκδόσεις Ε.Ε.Μ.Ε. (ISBN 978-960-89847-2-1)</p> <p>Grundy, S. (2003). <i>Αναλυτικό Πρόγραμμα: Προϊόν ή πράξις</i>. (μτφ. Ε. Γεωργιάδη). Αθήνα: Εκδόσεις Σαββάλας. (ISBN: 978-960-423-015-0)</p> <p>Stenhouse, L. (2003). <i>Εισαγωγή στην έρευνα και την ανάπτυξη του αναλυτικού προγράμματος</i>. (μτφ. Α. Σ. Τσαπέλης). Αθήνα: Εκδόσεις Σαββάλας. (ISBN: 960-423-035-2)</p> <p>Χατζηγεωργίου, Γ. (2004). <i>Γνώθι το curriculum</i>. Αθήνα: Άτραπος. (ISBN: 960-8077-03-6)</p>						
<p>Planned learning activities and teaching methods:</p>	<p>Virtual lectures, labs, group work, assignments and exams.</p>						
<p>Assessment methods and criteria:</p>	<table border="1"> <tr> <td>Ongoing Evaluation Activities</td> <td>50 %</td> </tr> <tr> <td>Final Examination</td> <td>50 %</td> </tr> <tr> <td></td> <td>100 %</td> </tr> </table>	Ongoing Evaluation Activities	50 %	Final Examination	50 %		100 %
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Final Examination	50 %						
	100 %						

Language of Instruction:	English
Work Placement(s):	No
Place of Teaching:	Blackboard Virtual Learning Platform