

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (co-terminal double degree)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Principles and Practices of Music Education I
<b>Course Code</b>	: MUS2265
<b>Department</b>	: Cultural and Creative Arts (CCA)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: Chinese
<b>Level</b>	: 2

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#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis

This course provides students with essential knowledge and skills related to the curriculum, unit and lesson planning, implementation and evaluation of primary and junior secondary school music teaching and learning. It also equips students with effective strategies to carry out music activities and the ability to reflect on their own planning. Topics and issues about teachers' professional ethic and responsibilities will be covered and critically examined.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> prepare and design lesson plans and unit plan for effective music teaching, learning and assessment, which demonstrate the students'
  - (1) critical awareness of the musical development of children and teenagers
  - (2) basic working knowledge of the principles & practices of leading creativity, listening and performance activities
- CILO<sub>2</sub> implement effective strategies and appropriate activities for effective music teaching and learning and demonstrate these in their micro-teaching; and
- CILO<sub>3</sub> reflect on his/her own music unit and lesson plan design based on their understanding of children and teenagers' musical development, motivation and the principles & practices of school music.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An overview of musical development	CILO <sub>1</sub> & 3	Lecture
School music curriculum of Hong Kong primary and secondary school	CILO <sub>1</sub> & 3	Lecture
Curriculum and unit planning: objectives, contents, teaching strategies and resources	CILO <sub>1</sub>	Lectures, workshops and lesson analysis
Music teaching strategies and activities for large and small groups: performing, listening and creating	CILO <sub>2</sub>	Lectures, workshops and lesson analysis
Assessment and evaluation of music teaching and learning	CILO <sub>1</sub>	Lecture and workshop

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
1. An e-Portfolio including : a. Design a music unit of a selected year group, which consists of scheme of work, lesson plans and selection of resources relating to teaching strategies, learning activities and assessment (40%) b. Write an essay of approximately 1000 words to justify the unit design. The argument should reflect a critical understanding of the current theories and practices of music education and ways of developing the musical potential of the students (20%) c. Write a critical reflection of approximately 450 words to evaluate their performance (strengths and weaknesses) on critical thinking skills in the overall learning of the course, and plan actions to facilitate further improvement on critical thinking skills in the future (10%)	70%	CILO <sub>1</sub>  CILO <sub>3</sub>  CILO <sub>3</sub>
2. Conduct a part of a music lesson of a selected topic which can illustrate your design of effective strategies and choice of appropriate activities (listening, performing and creating) for music teaching and learning	30%	CILO <sub>2</sub>

#### 5. Required Text

Nil

#### 6. Recommended Readings

- Bray, D. (2009). *Creating a musical school*. New York: Oxford University Press.
- Burnard, P. (2012). *Musical creativities in practice*. Oxford: Oxford University Press.
- Campbell P. S. (2008). *Musician and teacher: An orientation to music education*. New York: W.W. Norton.
- Cooke, C. et al. (Eds.). (2016). *Learning to teach music in the secondary school: A companion to school experience*. London: Routledge.
- Curriculum Development Council. (2002). *Arts education: Key learning area curriculum guide (primary 1 - secondary 3)*. Hong Kong: Curriculum Development Council.
- Edwards, L. C. (2013). *Music and movement: A way of life for the young child*. Boston: Pearson.
- Fautley, M. (2010). *Assessment in music education*. Oxford: Oxford University Press.
- Green, L. (2014). *Music education as critical theory and practice: Selected essays*. Farnham: Ashgate.
- Harris, M. (2009). *Music and the young mind: Enhancing brain development and engaging learning*. Lanham, MD: Rowman & Littlefield Education.
- Hoffer, C. R. (2017). *Introduction to music education*. 4th ed. Long Grove, IL.: Waveland Press.
- Houlahan, M. (2015). *Kodaly today: A cognitive approach to elementary music education*. New York: Oxford University Press.
- Jorgensen, E. R. (2008). *The art of teaching music*. Bloomington & Indianapolis: Indiana University Press.
- Lindeman, C. A., & Hackett, P. (2010). *The musical classroom: Backgrounds, models, skills for elementary teaching* (8th ed.). Hong Kong: Pearson Education.
- Mark, M. L., & Madura, P. (2010). *Music education in your hands: An introduction for*

- future teachers*. New York: Routledge.
- Mazzola, G., Park, J., & Thalmann, F. (2011). *Musical creativity: Strategies and tools in composition and improvisation*. Berlin: Springer.
- McPherson, G., Davidson, J., & Faulkner, R. (2012). *Music in our lives: Rethinking musical ability, development and identity*. Oxford: Oxford University Press.
- Mills, J. (2009). *Music in the primary school*. Oxford: Oxford University Press.
- Swanwick, K. (Ed.). (2012). *Music education*. New York: Routledge.
- Thompson, L. K., & Campbell, M. R. (Eds.). (2008). *Diverse methodologies in the study of music teaching and learning*. [electronic resource]. Charlotte, NC: Information Age Pub.
- 輔導視學處音樂組 (1993)：《小學音樂教師手冊》，香港，香港教育署。
- 張統星 (1999)：《音樂科教材教法》，台北，全音樂譜出版社。
- 高師《中學音樂教學論教程》教材編寫組 (2001)：《中學音樂教學論教程》，北京，人民音樂出版社。
- 黎美丹、吳俊凱、袁子良、黃慧英合編 (2001)：《教樂樂、學樂樂》，香港，香港教育學院。
- 鄭方靖 (2003)：《當代四大音樂教學法之比較與運用》，高雄，復文圖書出版社。
- 課程發展議會 (2003)：《藝術教育新領域：音樂科課程指引（小一至中三）》，香港，課程發展議會。
- 教育統籌局 (2004)：《音樂科：促進學習的評估示例匯編》，香港，教育統籌局。
- 梁寶華 (2005)：《音樂創作教學：新世紀音樂教育新趨勢》，香港，卓思出版社。
- 教育局藝術教育組 (2010)：《學校音樂創作教材套》，香港，香港特別行政區政府教育局。
- Vanderspar, E. 著，林良美譯 (2010)：《節奏律動教學：達爾克羅茲教學手冊》，台北市，洋霖文化有限公司。
- 謝征 (2011)：《音樂教育概論》，中國，江西高教出版社。

## 7. Related Web Resources

Nil

## 8. Related Journals

Nil

## 9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## 10. Others

Nil