



## UNSW Course Outline

# EDST6727 Music Method 1 - 2024

Published on the 28 Jan 2024

## General Course Information

Course Code : EDST6727

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate, Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.*

In this course, you will begin to learn how to teach Music in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and

practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify foundational aspects and structure of the NESA Music Syllabus and the depth of subject knowledge required to implement the syllabus
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
CLO6 : Practise the ethical and professional values expected of teachers

Course Learning Outcomes	Assessment Item
CLO1 : Identify foundational aspects and structure of the NESA Music Syllabus and the depth of subject knowledge required to implement the syllabus	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO6 : Practise the ethical and professional values expected of teachers	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

# Learning and Teaching in this course

## Teaching Strategies

- Explicit teaching, including lectures, to demonstrate an understanding of students' different 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
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- 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 Blackboard website
- Online discussions
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

# Other Professional Outcomes

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1,2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2.1	Organise content into an effective learning and teaching sequence.	1,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages.	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1,2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1

4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	*
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	*
	* Covered during the course	

## NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4,7	1,2
B	Classroom Management.	1	1
C	Information and Communication Technologies.	1,3-6,10,12	1,2
D	Literacy and Numeracy.	1,3-5,8-12,18-19	1,2
E	Students with Special Educational Needs.	7	1,2
F	Teaching Students from Non-English-Speaking Backgrounds.	4-5	1,2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson plan	40%	Due Date: 21/03/2024 05:00 PM
Unit of work outline	60%	Due Date: 18/04/2024 05:00 PM

## Assessment Details

### Lesson plan

#### Assessment Overview

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

### Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NESA Music Syllabus and the depth of subject knowledge required to implement the syllabus
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- CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
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- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

### Detailed Assessment Description

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds.

Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

- Write a rationale (500 words) for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
- Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

### Assessment Length

2000 words

### Assessment information

RUBRIC/FEEDBACK SHEET

## Assessment Task 1: Lesson Plan

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved • Links to outcomes, clear learning goals • Rationale that supports approach to the lesson	
Depth of analysis and critique in response to the task • Synthesis of information • Creative teaching strategies for effective learning	
Familiarity with and relevance of professional and/or research literature used to support response • Reference to resources in a range of relevant areas	
Structure and organisation of response • Lesson plan format followed • Ability to sequence and scaffold activities • Appropriate strategies for the class and topic	
Presentation of response according to appropriate academic and linguistic conventions • Clarity of communication in academic English	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 40%
NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

**Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

**Hurdle rules**

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## Unit of work outline

### Assessment Overview

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

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- CLO6 : Practise the ethical and professional values expected of teachers

### Detailed Assessment Description

In the rationale:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- learning intention(s) for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

Please note: The Unit of Work must include a score analysis and activities that require students

to produce notation.

### Assessment Length

3000 words

### Assessment information

RUBRIC/FEEDBACK SHEET

EDST6727 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of Work Outline

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved • Syllabus and topic followed, clear links to outcomes, clear lesson structures	
Depth of analysis and critique in response to the task • Creative and engaging strategies	
Familiarity with and relevance of professional and/or research literature used to support response • Incorporation of ICT and links to wider resources	
Structure and organisation of response • Rationale with approach justified and prior knowledge considered • Sequential lessons incorporating performance, composition and listening activities • Notation literacy and score reading included	
Presentation of response according to appropriate academic and linguistic conventions • Clarity of communication in academic English	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

### Assignment submission Turnitin type

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## **General Assessment Information**

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	<ul style="list-style-type: none"> <li>• Introduction and overview Course aims and assessment procedures</li> <li>Overview of NSW Music Years 7-10 and Stage 6 syllabuses, including transition from Stage 3 Physical, social, and intellectual development of students and how this affects their engagement in learning Curriculum development in Music Education - update</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Stage 4 and 5 course outcomes and requirements</li> <li>• Research on how students learn</li> <li>• Role of Australian music</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Music 7-10 Syllabus</li> </ul>
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none"> <li>• Designing and planning music lessons Setting challenging learning goals in lesson planning Preparing activities and resources (including ICT) used in music lessons Demonstration of teaching segments</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Approaches to music education</li> <li>• Setting high expectations for learning</li> <li>• Strategies for making learning goals explicit for students</li> <li>• Writing a lesson plan</li> <li>• Evaluating lesson plan samples</li> </ul>
Week 3 : 26 February - 3 March	Lecture	<ul style="list-style-type: none"> <li>• Teaching students with mixed abilities Teaching strategies to respond to individual needs and backgrounds Importance of matching teaching strategies to individual needs Inclusive performance activities Organisation of classroom activities Providing clear directions</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• How to structure instructions, questioning and transitions between activities</li> <li>• Performance for Stage 5</li> <li>• Developing lesson plans</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Robinson, J. (2018). Inspiring music teachers: A study of what is important in practice. Australian Journal of Music Education, 52(1), 51–58.</li> </ul>
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none"> <li>• Stage 4 and 5 listening Promoting inclusive student participation and engagement in the classroom How culture, cultural identity, and linguistic background impact Aboriginal and Torres Strait Islander students</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Strategies for inclusion, participation, and engagement</li> <li>• Developing culturally responsive teaching strategies and resources</li> <li>• Score reading</li> <li>• Music literacy requirements for Stages 4 and 5</li> </ul>
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none"> <li>• Planning for Years 7-12 What is differentiation? How is it implemented in the classroom to meet student needs?</li> <li>• Formal and informal learning Motivating students to elect Music</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Introducing Units of Work for Stage 5, with samples for discussion</li> <li>• Strategies for differentiating subject content</li> <li>• Microteaching lesson segments in groups</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Hallam, S; Creech, A; &amp; McQueen, H. (2017). Teachers' perceptions of the impact on students of the Musical Futures approach. Music Education Research, 19:3, 263-275.</li> </ul>
Week 6 : 18 March - 24 March	Lecture	<ul style="list-style-type: none"> <li>• Asynchronous</li> <li>• Appropriate selection of ICT resources to support learning Exploring notation software Recording equipment, student laptops</li> </ul>
	Online Activity	<ul style="list-style-type: none"> <li>• How to use ICT to engage students with subject content</li> <li>• Creative activities for composition</li> </ul>
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none"> <li>• Composition for Stage 4 and 5 Teaching and formative assessment strategies for composition Self and peer assessment</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Practical applications for composing in class</li> <li>• Work samples for discussion and assessment</li> <li>• Microteaching lesson segments in groups</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Burnard, P. (1995). Task design and experience in composition. Research Studies in Music Education, 5, 32-46.</li> </ul>
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none"> <li>• Conducting and rehearsal techniques Conducting 101 and strategies for successful ensemble programs</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Practical skills in leading and managing ensembles</li> <li>• Microteaching lesson segments in groups</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Gallo, D. (2019). Formative assessment practices and children's singing accuracy: A mixed methods inquiry. International Journal of Music Education, 37(4), 593–607. <a href="https://doi.org/10.1177/0255761419852172">https://doi.org/10.1177/0255761419852172</a></li> </ul>
Week 9 : 8 April - 14 April	Lecture	<ul style="list-style-type: none"> <li>• Planning and programming – Stage 5 Sequencing subject content across</li> </ul>

		lessons within a unit of work • Giftedness and talent • Assessment in Stage 5
	Tutorial	• Content selection and scope of content for effective lesson sequences for one stage
	Reading	• McPherson, G. E., & Willamon, A. (2006). Giftedness and talent. In G. E. McPherson (Ed.), <i>The child as musician: A handbook of musical development</i> (pp. 239-256). New York: Oxford University Press.
Week 10 : 15 April - 21 April	Lecture	• Students with special learning needs Life Skills outcomes • Preparing for Professional Experience • Becoming a reflective teacher through the feedback cycle
	Tutorial	• Strategies to meet diverse needs in the music classroom • Online myExperience Evaluation
	Reading	• Darrow, A. (2018). Instructional Strategies for the Inclusive Music Classroom. <i>General Music Today</i> , 31(3), 61-65. <a href="https://doi.org/10.1177/1048371318756625">https://doi.org/10.1177/1048371318756625</a>

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

## General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

## Course Resources

### Prescribed Resources

#### Required Readings

You are required, for this course, and in the future, to have copies of the following syllabus documents. It is highly recommended that you download them or have them printed for yourself.

These documents can be found on the NESA website: <http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

- Board of Studies NSW (2006). *Creative Arts K-6 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW (2003). *Music Years 7-10 syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW (2004). *Music Years 7-10 syllabus: Advice on programming and assessment*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW. (2009). *Music 1 Stage 6: Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW. (2009). *Music 2 and Music Extension Stage 6: Syllabuses*. Sydney, NSW, Australia: Board of Studies NSW.
- Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2010 to present). *The Arts*. Retrieved from <http://www.australiancurriculum.edu.au/>

### Further Readings

- ABC. (2010). *Sing! 2010 Teacher's Handbook*. Ultimo, NSW, Australia: ABC.
- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
- Bamberger, J. (2006). What develops in musical development? In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 69-92). Oxford, England: Oxford University Press.
- de l'Etoile, S. (2005). Teaching music to special learners: children with disruptive disorders. *Music Educators Journal*, 91(5), 37-43.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson, Australia.
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Hallam, S., Rogers, L., & Creech, A. (2008). Gender differences in musical instrument choice. *International Journal of Music Education*, 26, 7-19.
- Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*. Oxford University Press, Australia.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia.
- Joseph, D., & Southcott, J. (2007). Retaining a frisson of the 'other': imperialism, assimilation, integration and multiculturalism in Australian Schools. *Music Education Research*, 9(1), 35-48.
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Mccord, K. A. (2004). Moving beyond "That's all I can do:" - Encouraging musical creativity in children with learning disabilities. *Bulletin of the Council for Research in Music Education*, 159, 23-32.
- McPherson, G. E., & Gabrielsson, A. (2002). From sound to sign. In R. Parncutt, & G. E.

McPherson (Eds.), *The science and psychology of music: Creative strategies for teaching and learning* (pp. 99-116). New York: Oxford University Press.

- McPherson, G., & Dunbar-Hall, P. (2001). Australia. In D. J. Hargreaves and A. C. North (Eds.), *Musical development and learning: The international perspective* (pp. 14-26). Continuum, London.
- Pascoe, R., Leong, S., MacCallum, J., Mackinlay, E., Marsh, K., Smith, B., et al. (Eds.). (2005). *National review of school music education*. Canberra, Australian Capital Territory, Australia: Australian Government.
- Price, K (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.
- Riveire, J. (2006). Using improvisation as a teaching strategy. *Music Educators Journal*. 92(3), 40-45.
- Schafer, R. M. (1985). *The composer in the classroom*. Toronto, Canada: BMI.
- Sloboda, J. A. (2005). The psychology of music reading. In J. A. Sloboda, *Exploring the musical mind: Cognition, ability, function*. Oxford, England: Oxford University Press.
- Trehub, S. E. (2006). Infants as musical connoisseurs. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 33-50). Oxford, England: Oxford University Press.
- Welch, G. F. (2006). Singing and vocal development. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 311-352). Oxford, England: Oxford University Press.
- The Flipped Classroom, <http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>
- TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.
- S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.
- [Rural & Distance Education NSW](http://rde.nsw.edu.au/tpack-samr): A local resource presenting both frameworks, <http://rde.nsw.edu.au/tpack-samr>
- Teaching Teachers for the Future - What is TPACK? <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>
- Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (it is free) at Edublog, <http://edublogs.org/> to create and share resources and lessons they create.

## Professional Association

- Australian Society for Music Education [www.asme.edu.au](http://www.asme.edu.au)

## Further Resources

- Musica Viva: [musicaviva.com.au](http://musicaviva.com.au)
- SSO Education: <http://www.sydneysymphony.com/education>

## Course Evaluation and Development

- Students will provide feedback through a survey.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jenny Robinson				Email to arrange an appointment	No	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

### Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take

many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW

- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

### School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>