



# Education and Social Work

## EDCURRIC 368 : Initiating and Supporting Learning in Music (15 POINTS)

### Course Prescription

Development of the knowledge base for the teacher of Music, linking curriculum design and principles with practical experience of The Arts in the New Zealand Curriculum document, while offering opportunities for reflection on practice.

### Course Overview

This course is designed to meet the needs of both generalist and specialist educators, and is not reliant on any pre-determined level of skill and confidence. Diverse cultural backgrounds, experiences, expectations, dispositions, knowledge, and skills in music are acknowledged, and used as a starting point for goal setting and personal development. Underlying coursework is the belief that music education plays a very important role in holistic development of the child. Music is an essential component of a broad and balanced learning environment which will aid and reinforce learning in other curriculum areas, as well as 'music for music's sake'.

### Course Requirements

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

### Capabilities Developed in this Course

- Capability 1: Disciplinary Knowledge and Practice
- Capability 2: Critical Thinking
- Capability 3: Solution Seeking
- Capability 4: Communication and Engagement
- Capability 6: Social and Environmental Responsibilities

Graduate Profile: [Graduate Diploma in Education](#)

### Learning Outcomes

By the end of this course, students will be able to:

1. Apply knowledge of theory and practice in curriculum design. (Capability 1.1, 2.2, 3.1, 4.1 and 6.2)
2. Evaluate a range of resources to inform teaching (Capability 1.2, 2.2, 4.1, 6.2 and 6.3)
3. Initiate and support learning in, through and about music (Capability 1.1, 2.2, 6.2 and 6.3)

### Assessments

| Assessment Type | Percentage | Classification                |
|-----------------|------------|-------------------------------|
| Assignments     | 50%        | Individual Coursework         |
| Practical       | 10%        | Individual Coursework         |
| Presentation    | 40%        | Group & Individual Coursework |
| 3 types         | 100%       |                               |

| Assessment Type | Learning Outcome Addressed |   |   |
|-----------------|----------------------------|---|---|
|                 | 1                          | 2 | 3 |
| Assignments     | ✓                          | ✓ | ✓ |
| Practical       | ✓                          | ✓ | ✓ |
| Presentation    |                            | ✓ | ✓ |

#### Assessment Task Requirement

Students must complete all components of the Assessment Tasks to achieve an overall pass on this course. Completion to the satisfaction of the examiners- students must achieve at least 50% for the course and hand in all assignments

### Workload Expectations

This course is a standard 15 point course and students are expected to spend 10 hours per week involved in each 15 point course that they are enrolled in.

For this course, you can expect 40 hours of lectures over five days, 55 hours of reading, working with groups outside lecture times, and thinking about the content and 55 hours of work on assignments.

### Learning Resources

All specific learning resources will be available on the EDCURRIC 368 Canvas site.

### Student Feedback

At the end of every semester students will be invited to give feedback on the course and teaching through a tool called SET or Qualtrics. The lecturers and course co-ordinators will consider all feedback and respond with summaries and actions.

Your feedback helps teachers to improve the course and its delivery for future students.

Class Representatives in each class can take feedback to the department and faculty staff-student consultative committees.

### Other Information

Both presentation and practical assignments will be completed during the block course.

### Digital Resources

Course materials are made available in a learning and collaboration tool called Canvas which also includes reading lists and lecture recordings (where available).

Please remember that the recording of any class on a personal device requires the permission of the instructor.

### Academic Integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting their learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the internet. A student's assessed work may be reviewed against online source material using computerised detection mechanisms.

### Inclusive Learning

All students are asked to discuss any impairment related requirements privately, face to face and/or in written form with the course coordinator, lecturer or tutor.

Student Disability Services also provides support for students with a wide range of impairments, both visible and invisible, to succeed and excel at the University. For more information and contact details, please visit the [Student Disability Services' website](http://disability.auckland.ac.nz) <http://disability.auckland.ac.nz>

### Special Circumstances

If your ability to complete assessed coursework is affected by illness or other personal circumstances outside of your control, contact a member of teaching staff as soon as possible before the assessment is due.

If your personal circumstances significantly affect your performance, or preparation, for an exam or eligible written test, refer to the University's [aegrotat or compassionate consideration page](https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html) <https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html>.

This should be done as soon as possible and no later than seven days after the affected test or exam date.

### Learning Continuity

In the event of an unexpected disruption we undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. You will be kept fully informed by your course co-ordinator, and if disruption occurs you should refer to the University Website for information about how to proceed.

### Student Charter and Responsibilities

The Student Charter assumes and acknowledges that students are active participants in the learning process and that they have responsibilities to the institution and the international community of scholars. The University expects that students will act at all times in a way that demonstrates respect for the rights of other students and staff so that the learning environment is both safe and productive. For further information visit [Student Charter](https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html) <https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html>.

### Disclaimer

Elements of this outline may be subject to change. The latest information about the course will be available for enrolled students in Canvas.

In this course you may be asked to submit your coursework assessments digitally. The University reserves the right to conduct scheduled tests and examinations for this course online or through the use of computers or other electronic devices. Where tests or examinations are conducted online remote invigilation arrangements may be used. The final decision on the completion mode for a test or examination, and remote invigilation arrangements where applicable, will be advised to students at least 10 days prior to the scheduled date of the assessment, or in the case of an examination when the examination timetable is published.