

MMSC101 Music Education: Using Different Pedagogies

ECTS Value: 3
Self-Study Hours: 36

Contact Hours: 15
Assessment Hours: 24

Overall Objectives and Outcomes

Over the years several different music pedagogies have been developed with each pedagogical school having its own strengths and uniqueness. Through this module, participants will cover the major music pedagogies in common international use (the Dalcroze, the Orff, the Kodaly and the Suzuki method) together with how to apply these within different learning environments.

The course participants will be given practical work to carry out during their teaching practice with the specific aim of understanding the pros and cons of each method. This practical work will make use of different tools including traditional instruments, home-made instruments as well as music technology.

The module will first focus on each particular pedagogy and what makes it unique. This will entail course participants producing sample teaching materials and activities based on each method. They will be encouraged to discuss and analyse the pros and cons of the different pedagogies in different situations. The module will then move on to train the course participants to use a hybrid mix of the different pedagogies as required by the teaching context.

By the end of this module, the learner will be able to:

Competences

- a. Manage different aspects of each music pedagogy to reach the needs of each individual student in the given learning context;
- b. Supervise the musical development of the students through the different pedagogical tools and adjust teaching methods;
- c. Collaborate with other teachers covering different music areas to ensure that the elements of the different pedagogies being applied are having a positive effect also in these other areas;
- d. Guide the students in the application of the different pedagogies to ameliorate their musical skills at home;
- e. Use formative assessment with students to evaluate the progress they are making both during class and at home.

Knowledge

- a. Define the differences between the different main musical pedagogies.
- b. Identify particular characteristics of each pedagogy which are applicable in a particular teaching context.
- c. Recall the different symbols used for training in the different music parameters as defined by the different pedagogies.
- d. Describe the pros and cons of the different musical pedagogies.
- e. Identify the individual pitfalls of each of his/her students and plan new methods based on the different pedagogies along with original ideas to overcome these pitfalls.

Skills

- a. Apply the concepts and tools from the different pedagogies seamlessly to provide a holistic musical educational experience.
- b. Practice activities designed on the basis of the main music pedagogies with students.
- c. Plan appropriate lessons which focus on developing different musical skills.
- d. Prepare teaching materials employing the methodologies of the different music pedagogies according to context
- e. Design activities to be done at home through an appropriate combination of the different pedagogies to complement skills, knowledge and competences acquired in the classroom.
- f. Use specific tools from the different pedagogies to target specific musical skills in the student which require further amelioration.

Assessment Methods

This module will be assessed through: Presentation and Practical Assignment

Suggested Readings

Core Reading List

1. DalCroze, E. J. (2014), Rhythm Music and Education UK, Barclay Press.
2. Houlahan, M & Tacka, P. (2015), Kodaly Today – A Cognitive Approach to Elementary Music Education United States, Oxford University Press.
3. Kotzain, R & Vallejo, P. (2018), Orff – Schulwerk Rediscovered – Teaching Orff : Music and teaching models, Schott Music.
4. Suzuki, S & Suzuki, W. (1993), Nurtured by Love – The Classic Approach to Talent, Alfred Music, Summy Birchard Inc.
5. VanHande, L, (2020), The Routledge Companion to Music Theory Pedagogy, Routledge.

Supplementary Reading List

1. Berger, D.S, (2015), Eurhythmic for Autism and Other Neurophysiological Diagnoses, Jessica Kingsley Publishers.
2. Alamango, A. (2010), Malta's Lost Voices , Filfla Records.
3. Frazee, J, (2006), Orff Shulwerk Today Schott Music Corporation.
4. Goodner, C.E, (2017), Beyond the Music Lesson : Habits of Highly Successful Suzuki Families Brookside Suzuki Strings, ISBN-10 0999119206
5. Schnebly,J & Molore, S (2003), The Rhythm Inside Alfred Publications
6. Swanwick, K, (1988), Music, Mind and Education Routledge.
7. Mills, J (2005), Music in the School Oxford Music Education Series.