

## Course description

**Name of the course:** Improvement of skills through music

**Instructor:** Ágnes Varga PhD.

### Aims:

The aim of the course is to introduce the mechanism of action of music and the musical development opportunities based on it. In addition, students will learn about the steps leading from the developmental goal to the developmental design and the related aspects (age specificities, development of musical abilities over the life course, working method options, competence limits, etc.). Another aim of the course is to mobilise the creativity and imagination of future teachers, to develop technical skills, to explore the possibilities for developing their own musical abilities and to develop the need to develop them further through experiential exercises and games, and to discuss and organise them. No instrumental or musical knowledge is required to participate.

### Learning outcomes and competences:

Knowledge:

- Knowledge of the principles and methodology of musical ability development and the related pedagogical, therapeutic adaptation and intervention options.
- Knowledge of the methods of artistic intervention and music therapy applicable in the field of development, education, integration and inclusion, and the ability to apply them at the level of their own competence.
- Possesses the knowledge necessary to choose differentiated forms of assessment.
- Knowledge of the basic literature in Hungarian in this field.
- Knowledge of the characteristics of musical development.
- Knowledge of the main psychological and pedagogical researchers in the field and their focus.
- Understands the personality and psychological reflective nature of musical skill development, its diagnostic value and its limitations.

Skills:

- Ability to apply musical ability development methods in the field of development, education, integration and inclusion at his/her level of competence.
- Ability to plan a musical competence development session at his/her level of competence.
- Ability to understand and reflect on the impact and processes of musical competence development methods

Attitude:

- Strives to develop self- and peer-awareness, self-acceptance and self-reflexivity.
- In accordance with the principle of "Nothing about us without us", it supports and promotes the most active participation and self-determination of people with disabilities in the processes that affect them.
- It strives to create a supportive environment for non-judgemental, participatory and self-reflective artistic work in arts-based interventions.
- Strive for non-judgemental and empathic reception of the content of musical expression.

Autonomy and responsibility:

- Takes responsibility for developing the sense of responsibility, autonomy and independence of the person with a disability. Consciously represents the methodological culture of special needs education and its interdisciplinary and co-disciplinary disciplines.
- Carrying out teaching tasks in the field of arts in the areas described in the CCC, in accordance with the limits of competence and in compliance with them.
- Organising leisure and developmental arts activities, in accordance with the limits of competence.

### **The content of the course:**

#### **Main content and topics:**

Develop musical skills through playing with musical elements on a creative way, playing simple instruments and exploring environmental objects. Playing dramatic folk games, nursery rhymes, children's poems, or singing or singing verbally on Orff instruments. Creating and conducting playful rhythm exercises. Using the elements of music (rhythm, tempo, pitch, tone, volume, intonation, etc.) to colour the expression and communication (body language, body sounds, metacommunication) of folk games and poems. Creating exercises to practise different musical elements. Combining rhythm and movement forms. Practising a steady beat and combining it with other rhythms in different rhythmic, movement, singing and instrumental tasks. Theoretical knowledge of the mechanism of action of music. Acquisition of basic knowledge of music development and activity planning in song teaching and music listening methodology. Making simple, inexpensive musical instruments. Ulwilla method.

#### **System of evaluation:**

Making an own instrument and planning a musical activity with it. Documenting the steps of making the instrument with photos, text or film. Uploading the draft session into an appropriate template.

5 levels of assessment.

Attendance in class (minimum 75%) is required to complete the semester

#### **Relevant literature:**

Wigram, T.: *Improvisation: Methods and Techniques for Music Therapy Clinicians,*

*Educators, and Students*; Jessica Kingsley Pbl Incl, 2017. ISBN13 (EAN):9781785929946

Corke, M.: *Approaches to Communication through Music*, 2002. David Fulton Publishers ISBN-13: 978-1853468438.

Ri, E., Alison D.: *Music Therapy and Group Work: Sound Company*; Nordic Jessica Kingsley Publishers; 2003; ISBN10 1843100363

Gardstrom, S.: *Music Therapy Improvisation for Groups: Essential Leadership Competencies*. Barcelona Publichers; ISBN: 9781891278495; E-ISBN:9781891278709

Further required reading is part of every course syllabus.