

## SYLLABUS

COURSE TITLE	A new perspective on music in educational settings – a developmental approach	
CREDITS	4	
LANGUAGE OF INSTRUCTION	English	
DEPARTMENT/FACULTY	Faculty of Eduactaion and Psychology	
LECTURER(S)	Dr hab. Krzysztof Stachyra	
COURSE OBJECTIVES		
Students who successfully complete this course will have a basic knowledge of and insight into:		
<ul style="list-style-type: none"><li>• The student recognizes theoretical foundations about matching music and music activities to school students</li><li>• The student can implement developmental and therapeutic ideas of using music in real life situations.</li><li>• The student is aware of the level of their knowledge and skills in using music as a development and therapeutic tool for himself/herself and their future student’s wellbeing</li></ul>		
PREREQUISITES	No	
COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS		
Contact hours 30 Total number of hours with an academic teacher 30 Non-contact hours 30 Total number of non-contact hours 30		
COURSE DESCRIPTION		
The course covers the knowledge in the not well-known area of using music and music activities in the non-educational goals in educational setting. Students will be able to get knowledge about using music and music activities and see it from a development and therapeutic perspective, watch and discuss videos, and also to experience various forms of contact with music - how it influence on them and their future students/clients (e.g. music listening, music playing, relaxation, imagery techniques, etc.). No musical skills are needed.		
METHODS OF INSTRUCTION	Presentation, observation, discussion, reading assignments, demonstrations	
REQUIREMENTS AND ASSESSMENTS	* Attendance and active participation in classes * One practical presentation * Written or practical work	
GRADING SYSTEM	Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes.  Students will be able to present their ideas about using music activities in educational settings (in practical way or paperwork)	
TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING		
Activity		Hours:

<b>OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS</b>	Lecture	10
	Workshops	20
	Preparation for classes (Reading, homework etc.)	20
	Preparing a presentation	10
	Total	60
	ECTS	4

## STUDY MATERIALS

### PRIMARY OR REQUIRED BOOKS/READINGS:

1. Grocke D., Wigram T. (2007), *Receptive methods in music therapy*. Jessica Kingsley Publishers, London – Philadelphia.
2. Clough N., Tarr J., Stachyra K., Addressi A.R., Maliszewska K. (2017), *Exploring teacher competences for relational health in schools*. "Educação, Sociedade & Culturas" Nr 50 - "Special Issue «Engaging Vulnerable Young People in Education Through the Arts» / «IMPLICANDO JOVENS VULNERÁVEIS NA EDUCAÇÃO ATRAVÉS DAS ARTES», s. 15-32.
3. Wigram T., Pedersen I. N., Bonde L. O. (2002), *A Comprehensive Guide to Music Therapy. Theory, Clinical Practice, Research and Training*. Jessica Kingsley Publishers. London and Philadelphia.

### SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:

1. Crooke A.H., Smyth P., McFerran K. (2016), The psychosocial benefits of school music. "Journal of Music Research Online", 7, p. 1-15.