**DESCRIPTION OF THE COURSE OF STUDY**

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| **Course code** | **03.2-3EDUM-5.2.02-WPZ** |
| **Name of the course in** | Polish | **Warsztaty z zakresu prowadzenia zespołów muzycznych z metodyką** |
| English | **Conducting Workshop and Teaching Methods** |

**1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES**

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| **1.1. Field of study** | Artistic education in the field of musical art |
| **1.2. Mode of study** | Full-time studies |
| **1.3. Level of study** | Master’s degree studies |
| **1.4. Profile of study\*** | General academic |
| **1.5. Person/s preparing the course description** | dr hab. prof. UJK Ewa Robak |
| **1.6. Contact** | ewa.robak@ujk.edu.pl |

**2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY**

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| **2.1. Language of instruction** | **Polish** |
| **2.2. Prerequisities\*** | Not required |

**3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| **3.1 Form of classes** | Classes 120h (30h in 1 – 4 terms) |
| **3.2 Place of classes** | Classes conducted in UJK premises |
| **3.3 Form of assessement** | Graded credit (terms 1– 4),  |
| **3.4 Teaching methods** | Practice-based methods: demonstration, presentation.Word-based methods: description, explanation; analysis of a piece of music based on the score and auditory presentation of a given issue concerning conducting ensembles. |
| **3.5 Bibliography** | **Required reading** | Król J., Sztejnbis-Zdyb J., Kozak M., *Chór. „Łączy nas śpiew”. Poradnik metodyczno-repertuarowy*, MAC EdukacjaBogdanowicz M., *W co się bawić z dziećmi*, Harmonia, Gdańsk 2007Bissinger-Ćwierz U., *Muzyczna pedagogika zabawy w pracy z grupą*, Klanza, Lublin 2012Smoczyńska U., *Kalendarz muzyczny w przedszkolu*, WSiP, Warszawa 2012Frołowicz E., *Aktywny uczeń w świecie muzyki*, Akademia Muzyczna w Gdańsku, Gdańsk 2008Zaorska Z., *Dodać życia do lat. Materiały metodyczne ułatwiające organizację różnych form aktywności osób starszych i grup wielopokoleniowych*, Klanza, Lublin 2012Rakowska E*., Muzyczny ogród radości. Rymowanki-wyliczanki-wesołe śpiewanki i dźwięczące tonki, czyli radosne muzykowanie na kanwie koncepcji orffowskiej powstałe, vol. I and II,* Wydawnictwo Muzyczne Polihymnia, Lublin 2015Ptaszyńska M., *Mała mozaika na zespół perkusyjny (i chór),* PWM, Kraków 2014Bajkowska J. -*Bajka o Piosence i nutkach* - *Fundacja Edukacja z Wartościami 2018*W. Sołtysik, *Kanony – Antologia*, Warszawa 1998 (selection) U. Smoczyńska-Nachtman *Muzyka dla dzieci* WSiP Warszawa 1992I. Pfeifer, Ś*piewajmy razem,* PWM Kraków 1987M. Wacholc, *Śpiewnik Polski,* Kraków 2002J. Gałęska-Tritt, *Dzieci lubią śpiewać, a my razem z nimi*, Poznań 2009B. Kolago, *Do walizek i plecaków*,wyd. Pani Twardowska, W-wa 2008J. K. Lasocki, *Z pieśnią*, issue I-IV (selection)Pieśni 2- i 3 głosowe z literatury szkolnej (selection)Selected forms of vocal and vocal-instrumental music of varied themes, preparing students to lead vocal and vocal-instrumental ensembles, occasional pieces related to the theme of the ceremony. |
| **Further reading** | Joint publication, *Śpiewnik polski*, publ. In Rock Tomaszewska M.Z., Miler M., *Piosenki i zabawy edukacyjne na bum bum rurki*, ABSONIC, Kraków 2013 M. Ł. Mazur, *Vademecum dyrygenta chóru,* publ. Triangiel 2014J. Bok,*O konieczności rozśpiewania chóru* Warszawa 1989 B. Tarasiewicz, *Mówię i śpiewam świadomie,* WPN UNIWERITAS, 2003J. K. Lasocki,*Poradnik dla dyrygentów*, Kraków 1958 |

**4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES**

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| * 1. **Course objectives**

Knowledge: knowledge of leading a variety of children's and youth ensembles - vocal, vocal-instrumental, choral, instrumental.Skills: ability to lead a variety of music ensembles in general education and in various cultural institutions. Ability to work with ensembles of different age groups. Skills in:- correct use of voice;- performing vocal pieces with the use of gesture-and-sounds and body percussion; - use of a variety of instrumentation;- elaboration of selected pieces and their execution with different age groups of children and adolescents;- preparation for public presentations, creation of musical projects.Social competences: shaping a creative, active attitude of the student in areas related to creatingand popularisation of music.. |
| **4.2 Course content**1. Types and combinations of vocal, vocal-instrumental and instrumental ensembles.2. Use of activating methods and methods supporting teaching: body percussion, gesture-and-sounds, movement exercises. 3. Selection of instruments suitable for the ensemble. Ways of playing percussion instruments, their construction and sound qualities.4. Selection of repertoire to suit the performance capabilities of the ensemble and for the sake of the performance.5. Organisation of classes with a musical ensemble. 6. Execution of a musical piece - stages of teaching the piece to an ensemble. 7. Own arrangements of pieces using percussion instruments, musical accessories, body percussion etc.8. Preparation of lesson plans for artistic presentations.9. Criteria for assessing the quality of a musical ensemble's sound and for correcting errors.10. Public presentation - preparing the ensemble for performance.11. The role of the leader in a musical ensemble - learning to focus, enforcing objectives, how to communicate technical observations and interpretive concepts.12. Conducting a practice - elements and stages of working with a musical ensemble. |

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| **4.3 Intended learning outcomes** |
| **Effect** | **A student, who passed the course** | **Relation to learning outcomes** |
| **within the scope of KNOWLEDGE:** | **for** |
| W01 | Knows detailed principles concerning the area of arts necessary to formulate and resolve complex issues related to conducting musical ensembles | EDUM2A\_W01 |
| W02 | Knows the historical context of works for musical ensembles | EDUM2A\_W02 |
| W03 | Independently develops knowledge of choral music in a manner appropriate to the field of study | EDUM2A\_W03 |
| W04 | Knows the patterns underlying artistic creation, enabling freedom and independence of artistic expression in the field of conducting musical ensembles | EDUM2A\_W04 |
| W05 | Knows the principles for the creation of artistic works in the field of conducting musical ensembles and the creation of activities characterised by a high degree of originality on the basis of knowledge of styles in art and their related creative traditions | EDUM2A\_W05 |
| W06 | Knows the development trends in music for musical ensembles, the interrelation between theoretical and practical aspects of the field of study and uses this knowledge for further artistic development | EDUM2A\_W06 |
| W07 | Knows detailed principles concerning the area of arts necessary to formulate and resolve complex issues related to conducting musical ensembles | EDUM2A\_W08 |
| **within the scope of ABILITIES:** |  |
| U01 | Is able to use his/her developed artistic personality to create, execute and express his/her own original artistic concepts regarding conducting music ensembles | EDUM2A\_U01 |
| U02 | Is able to build an extensive repertoire for musical ensembles, developing it in the area related to their field of study | EDUM2A\_U02 |
| U03 | Can freely interpret works for musical ensembles representing different musical styles and at the same time master in one chosen style | EDUM2A\_U03 |
| U04 | Can shape and create artistic presentations at an appropriate performance level | EDUM2A\_U04 |
| U05 | Can interact with others within an ensemble of musicians and take a leading role in such ensembles | EDUM2A\_U05 |
| U06 | Is able to use workshop skills to the extent necessary to accomplish own artistic projects  | EDUM2A\_U06 |
| U07 | Is able to apply effective workshop skills with regard to working in a musical ensemble, enabling their continuous development through independent work | EDUM2A\_U07 |
| U08 | Is able to approach public performances related to artistic presentations in a responsible manner, demonstrating the ability to establish contact with an audience | EDUM2A\_U10 |
| U09 | Is able to plan and implement their own learning and guide others in doing so | EDUM2A\_U11 |
|  **within the scope of SOCIAL COMPETENCE:** |  |
| K01 | Is ready to inspire and organise the improvement of others' workshop skills  | EDUM2A\_K01 |
| K02 | Is ready to integrate acquired knowledge and take new and complex actions in a structured manner | EDUM2A\_K02 |
| K03 | Is ready to use knowledge mechanisms in different situations to support action undertaken | EDUM2A\_K03 |
| K04 | Is ready to solve problems in the event of difficulties in solving a problem independently | EDUM2A\_K04 |
| K05 | Is ready to fulfill the social role of a graduate of an arts college, reflecting on the social, scientific and ethical aspects related to their own work. | EDUM2A\_K05 |
| K06 | Is ready to communicate effectively and initiate actions in society, present complex tasks in an accessible form - using information technology | EDUM2A\_K06 |

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| * 1. **Methods of assessment of the intended learning outcomes**
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| **Teaching****outcomes****(code)** | **Method of assessment (+/-)** |
| **Written / oral examination\*** | **Test\*** | **Project\*** | **Effort in class(25% of final grade)** | **Self-study (25% of final grade)**  | **Group work\*** | **Final attempt, concert****(50% of final grade)** |
| ***Form of classes*** | ***Form of classes*** | ***Form of classes*** | ***Form of classes*** | ***Form of classes*** | ***Form of classes*** | ***Form of classes*** |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *…* | *L.* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *…* |
| W01 – W05 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |
| U01 – U06 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |
| K01 – K05 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |

**\*delete as appropriate**

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| * 1. **Criteria of assessment of the intended learning outcomes**
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| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Classes (C) \*** | **3** | 51-60% |
| **3,5** | 61-70% |
| **4** | 71-80% |
| **4,5** | 81-90% |
| **5** | 91-100% |

1. **BALANCE OF ECTS CREDITS – STUDENTS’S WORK INPUT**

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| **Category** | **Students’s workload** |
| **Full-time studies** | **Extramural studies** |
| **NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/** | **128** |  |

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| Participation in lectures\* |  |  |
| Participation in classes, | 120 |  |
| Participation in getting cerdit | 8 |  |
| Others (what?)\* |  |  |
| **INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/** | **72** |  |
| Preparation for the lecture\* |  |  |
| Preparation for the classes | 60 |  |
| Preparation for getting credit | 12 |  |
| **TOTAL NUMBER OF HOURS** | **200** |  |
| ECTS credits for the course of study  | **8** |  |
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**\*delete as appropriate**

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

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