Module	Ancient Greek Lyre, technique-performance-advanced level I

Tutors	Evangelia Kopsalidou, Specialized teaching Staff, School of Education Sciences

- **GENERAL**

Title of Module	Ancient Greek Lyre, technique-performance-advanced level I		
Autonomous Teaching Activities *in case credits are awarded separately for distinct parts e.g. Lectures, Lab Exercises, etc. Specify the total teaching hours and credits.*		**Total Teaching Hours**	**Credits Units**
		60	5
		150	
Language of Tutoring and Examination:	English-Greek		

- **EDUCATIONAL OBJECTIVES**

Educational Objectives

The Educational objectivesof the thematic unit/course describe the specific knowledge, skills, and abilities of an appropriate level that learners will acquire upon successful completion of the course.

After completing the programme the learners are expected to:

-complete their knowledge about the ancient Greek lyre: origin, construction, way of playing

- complete their knowledge and describe the place of music in ancient Greece

- complete their knowledge of understanding the ancient Greek musical system and the place of the lyre in it

- complete their knowledge of the ancient Greek musical fragments and their direct connection to the speech

General Skills

Note the general skills that the trainee acquires. Which of these does the course aim at?
Research, analysis, and synthesis of data and
information, using the necessary technologies
Adaptation to new situations
Decision making
Independent work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas
Project planning and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstrating social, professional, and ethical
responsibility and sensitivity to gender issues
Exercise of critical and self-critical thinking
Promotion of free, creative, and inductive thinking

-to play the ancient Greek lyre in an advanced level

-to know well ancient and modern Greek rhythms

-to choose the appropriate accompaniment for the narration of texts with the lyre

-to evaluate the position of the ancient Greek lyre in the antiquity

-to appreciate the role of the lyre as a symbol of music throughout the centuries

-to form a mindset of acceptance and recognition of the lyre as the main educational musical instrument in antiquity

-to form a mindset of accepting and using the lyre as the main education musical instrument today in Greece

- **MODULE CONTENT**

  - Introduction to the ancient Greek lyre (revision and completion): origin, construction, way of playing

  - Learning the ancient Greek lyre through the complete method of Nikos Xanthoulis (completion): exercises, compositions, lyrodies

- **TEACHING and LEARNING METHODS - ASSESSMENT**

Training Method *Physical presence/on-line /blended.*	Blended
Use Of Information And Communication Technologies (Ict) *Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*	*Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*
Evaluation Of Trainees *Description of the evaluation process* *Evaluation Language, Evaluation Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other* *Explicitly specified evaluation criteria are mentioned and if and where they are accessible to the trainees.*	Oral examination-concert

- **RECOMMENDED BIBLIOGRAPHY**

1. BARKER, Andrew, *Greek Musical Writings: Volume 1 and Volume 2*, Cambridge, Cambridge University Press 1990.
2. Barker, Andrew (2007). The Science of Harmonics in Classical Greece. Cambridge and New York: Cambridge University Press. ISBN 9780521879514.
3. Landels, John, *Music in Ancient Greece and Rome*, London, Routledge, 1999.
4. Lynch, Tosca & Eleonora Rocconi, A companion to ancient Greek and Roman music. Blackwell companions to the ancient world . Hoboken: Wiley, 2020.
5. Mathiesen, Thomas, *Ancient Greek Music Theory: A Catalogue Raisonee of Manuscripts*, Repertoire International des Sources Musicales [RISM] B11, Muenchen, Henle, 1988.
6. *Apollo's Lyre: Greek Music and Music Theory in Antiquity and the Middle Ages*, Nebraska, Nebraska Press, 1999.
7. ΜΙΧΑΗΛΙΔΗΣ, Σόλων, *Εγκυκλοπαίδεια της Αρχαίας Ελληνικής Μουσικής,* Αθήνα, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 1981.
8. Monro, D. B., *The Modes of Ancient Greek Music,* Oxford, Clarendon Press, 1894.
9. ΞΑΝΘΟΥΛΗΣ, Νίκος, *Τέχνη Μουσικής*, Αθήνα, Δαίδαλος-Ζαχαρόπουλος, 2005.
10. ΞΑΝΘΟΥΛΗΣ, Νίκος, *Ολοκληρωμένη μέθοδος της Αρχαίας Ελληνικής Λύρας,* Αθήνα, Orpheus, 2021.
11. West, Martin L., *Ancient Greek Music,* Oxford, Oxford University Press, 1992.
12. Judd, Garry, Music for Ancient Greek Lyre, United Kingdom, The Artful Music Publishing Company, 2025.

Module	Ancient Greek Lyre, technique, performance II

Tutors	Nikos Xanthoulis, composer, lyre soloist

- **GENERAL**

Title of Module	Ancient Greek Lyre, technique, performance
Autonomous Teaching Activities *in case credits are awarded separately for distinct parts e.g. Lectures, Lab Exercises, etc. Specify the total teaching hours and credits.*	**Total Teaching Hours**	**Credits Units**
	60	5
	150 συνολικού φόρτου εργασίας	
Language of Tutoring and Examination:	English-Greek	

- **EDUCATIONAL OBJECTIVES**

Educational Objectives

The Educational objectivesof the thematic unit/course describe the specific knowledge, skills, and abilities of an appropriate level that learners will acquire upon successful completion of the course.

After completing the programme the learners are expected to:

-complete their knowledge of the ancient Greek lyre and further their techniques

- complete their knowledge and describe the place of music in ancient Greece

- complete their knowledge of understanding the ancient Greek musical system and the place of the lyre in it

- complete their knowledge of the ancient Greek musical fragments and their direct connection to the speech

- Analyze texts in a musical manner

- Accompany, with the lyre, texts that are recited

-Creating proper musical atmospheres for the narration

General Skills

Note the general skills that the trainee acquires. Which of these does the course aim at?
Research, analysis, and synthesis of data and
information, using the necessary technologies
Adaptation to new situations
Decision making
Independent work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas
Project planning and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstrating social, professional, and ethical
responsibility and sensitivity to gender issues
Exercise of critical and self-critical thinking
Promotion of free, creative, and inductive thinking

-to play the ancient Greek lyre in an advanced level and discover artistic solutions in playing and accompanying the songs or the recitations

-to complete their knowledge of ancient and modern Greek rhythms

-to choose the appropriate accompaniment for the narration of texts with the lyre

-to evaluate the position of the ancient Greek lyre in the antiquity

-to appreciate the role of the lyre as a symbol of music throughout the centuries

-to form a mindset of acceptance and recognition of the lyre as the main educational

musical instrument in antiquity
-to form a mindset of accepting and using the lyre as the main education musical instrument today in Greece

- **MODULE CONTENT**

  - To further their technical abilities on the lyre playing

  - Complete their knowledge of the ancient Greek lyre through the complete method of Nikos Xanthoulis: exercises, compositions, lyrodies

  - Complete their knowledge in artistic solutions in playing and accompanying the songs or the recitations

  - To further their technical abilities on the lyre playing specially for the accompaniment

  - Learning the techniques of accompaniment with ancient Greek lyre through the complete method of Nikos Xanthoulis: exercises, compositions, lyrodies

- **TEACHING and LEARNING METHODS - ASSESSMENT**

Training Method *Physical presence/on-line /blended.*	Blended
Use Of Information And Communication Technologies (Ict) *Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*	*Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*
Evaluation Of Trainees *Description of the evaluation process* *Evaluation Language, Evaluation Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other* *Explicitly specified evaluation criteria are mentioned and if and where they are accessible to the trainees.*	Oral examination-concert

- **RECOMMENDED BIBLIOGRAPHY**

1. BARKER, Andrew, *Greek Musical Writings: Volume 1 and Volume 2*, Cambridge, Cambridge University Press 1990.
2. Barker, Andrew, The Science of Harmonics in Classical Greece, Cambridge and New York, Cambridge University Press, 2007.
3. Landels, John, *Music in Ancient Greece and Rome*, London, Routledge, 1999.
4. Lynch, Tosca & Eleonora Rocconi, A companion to ancient Greek and Roman music. Blackwell companions to the ancient world. Hoboken, Wiley, 2020.
5. Mathiesen, Thomas, *Ancient Greek Music Theory: A Catalogue Raisonee of Manuscripts*, Repertoire International des Sources Musicales [RISM] B11, Muenchen, Henle, 1988.
6. *Apollo's Lyre: Greek Music and Music Theory in Antiquity and the Middle Ages*, Nebraska, Nebraska Press, 1999.
7. ΜΙΧΑΗΛΙΔΗΣ, Σόλων, *Εγκυκλοπαίδεια της Αρχαίας Ελληνικής Μουσικής,* Αθήνα, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 1981.
8. Monro, D. B., *The Modes of Ancient Greek Music,* Oxford, Clarendon Press, 1894.

9. ΞΑΝΘΟΥΛΗΣ, Νίκος, *Τέχνη Μουσικής*, Αθήνα, Δαίδαλος-Ζαχαρόπουλος, 2005.
10. ΞΑΝΘΟΥΛΗΣ, Νίκος, *Ολοκληρωμένη μέθοδος της Αρχαίας Ελληνικής Λύρας,* Αθήνα, Orpheus, 2021.
11. West, Martin L., *Ancient Greek Music,* Oxford, Oxford University Press, 1992.
12. Judd, Garry, Music for Ancient Greek Lyre, United Kingdom, The Artful Music Publishing Company, 2025

Module	Vocal interpretation of ancient Greek fragments

Tutors	Sophia Karakouta, Voice instructor, choral conductor, mezzo soprano

- **GENERAL**

Title of Module	Vocal interpretation of ancient Greek fragments		
Autonomous Teaching Activities *in case credits are awarded separately for distinct parts e.g. Lectures, Lab Exercises, etc. Specify the total teaching hours and credits.*		**Total Teaching Hours**	**Credits Units**
		60	5
		150	
Language of Tutoring and Examination:	English/Greek		

- **EDUCATIONAL OBJECTIVES**

Educational Objectives
The Educational objectivesof the thematic unit/course describe the specific knowledge, skills, and abilities of an appropriate level that learners will acquire upon successful completion of the course.

-Improving the range and volume of the voice

-Learning techniques for optimal performance of timbre and breathing

-Learning a healthy lifestyle and usage of the vocal chords

-Knowledge of basic anatomy of the larynx

-Training in intervals, scales and modes

-Learn the context of a musical piece and how it should be performed for a specific era

-Learn to be able to sing a lyrody both individually and as a group/choir

-Demonstrate performance attitude (presence, preparation and presentation)

-Improve articulation and comprehension of the texts of the pieces

-get to know and perform the musical fragments of ancient Greek music and their direct connection to the speech

-perform the ancient Greek lyre as a part of a musical ensemble

-The voice from antiquity until nowadays

–Voice lessons (technique, breath control, prosody, articulation)

- Practical study of repertoire

- a) Greek ancient excerpts b) Contemporary art songs and lyrodies

- **MODULE CONTENT**

- Diaphragmatic breathing exercises and voice strengthening

- Acoustic and melodic exercises in intervals, scales and modes

- Learning correct posture and articulation

- Exercises to develop voice range and flexibility

- Orthophonic and articulation exercises

- Body activation and relaxation exercises

- Breathing exercises and voice strengthening

- Aural exercises for intervals

- Learning correct posture and health tips for maintain a healthy larynx

- Good knowledge of the singer's anatomy

- Exercises for group singing and choir

- Singing ancient Greek fragments

- to describe ancient Greek poetry through their lyre performance

- to sing ancient Greek poetry as well as modern one with a lyre accompaniment

- **TEACHING and LEARNING METHODS - ASSESSMENT**

Training Method *Physical presence/on-line /blended.*	Blended
Use Of Information And Communication Technologies (Ict) *Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*	Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees

Evaluation Of Trainees *Description of the evaluation process* *Evaluation Language, Evaluation Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other* *Explicitly specified evaluation criteria are mentioned and if and where they are accessible to the trainees.*	Oral Examination/Concert

- **RECOMMENDED BIBLIOGRAPHY**

1. Bélis, Annie. *The Daily Life of the Musicians in the Antiquity.* Athens: Papadima Publishing, 2004.
2. Caldwell, Robert. *Excellence in singing: Multilevel learning and multilevel teaching*. Redmond, WA: Caldwell Publishing, 2001.
3. Chapman, Janice L. *Singing and teaching singing: A holistic approach to classical voice*. 2nd ed. San Diego: Plural Pub., 2010.
4. Choksy, Lois. *The Kodály method: Comprehensive music education from infant to adult*. 2nd ed. Englewood Cliffs, N.J: Prentice Hall, 1988.
5. Cremintz, M. L. *A perspective on music and adult education with a survey of non- vocational adult music students in an adult education college*. Guildford: University of Surrey, 1992.
6. McCarthy, Marie. *Toward a global community: The International Society for Music Education, 1953-2003*. Nedlands, W. A: International Society for Music Education, 2004.
7. Nafisi, Julia. "Gesture and body-movement as teaching and learning tools in the classical voice lesson: a survey into current practice." *British Journal of Music Education* 30, no. 3 (June 11, 2013): 347–67. http://dx.doi.org/10.1017/s0265051712000551.
8. Nazareth, Theresa. *Lifelong learning: Music education for adult beginners*. Sidney: Theresa Nazareth, 1999.
9. ΞΑΝΘΟΥΛΗΣ, Νίκος, *Ολοκληρωμένη μέθοδος της Αρχαίας Ελληνικής Λύρας,* Αθήνα, Orpheus, 2021.
10. Palozc, Reka. ""Phoniatric problems in folk singing teaching"." *" Bulletin of the Transylvania University of Brasov, series viii - Performing Arts"* 12(61), no. 2 (January 22, 2020): 75–82. http://dx.doi.org/10.31926/but.pa.2019.12.61.19.
11. Reifinger, James L. "Teaching Pitch Notation–Reading Skills." *General Music Today* 33, no. 3 (December 7, 2019): 21–28. http://dx.doi.org/10.1177/1048371319891419.
12. Richter, Desi. "Singing Their Stories: A Musical Narrative of Teaching and Testing." ScholarWorks@UNO, 2018. https://scholarworks.uno.edu/td/2532.
13. Titley, Anne. *Teaching adults to sight sing*. Pacific, MO: Mel Bay, 2004.
14. Ujvárosi, Andrea. "Foreign Language Interpretation in Teaching Soloist Singing." *Central European Journal of Educational Research* 3, no. 1 (April 30, 2021): 75–89. http://dx.doi.org/10.37441/cejer/2021/3/1/9354.
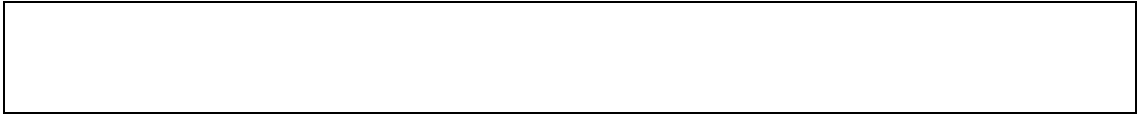
Module	Works by modern composers for ancient Greek lyre (solo lyre or lyre and voice)

Tutors	Nikos Xanthoulis-Composer,Lyre soloist, Evangelia Kopsalidou-Specialized Teaching Staff, School of Education Sciences, Sophia Karakouta-Musician, Voice Soloist	

- **GENERAL**

Title of Module	Works by modern composers for ancient Greek lyre (solo lyre or lyre and voice)		
Autonomous Teaching Activities *in case credits are awarded separately for distinct parts e.g. Lectures, Lab Exercises, etc. Specify the total teaching hours and credits.*		**Total Teaching Hours**	**Credits Units**
		45	3,75
		112,5	
Language of Tutoring and Examination:	English-Greek		

- **EDUCATIONAL OBJECTIVES**

Educational Objectives

The Educational objectivesof the thematic unit/course describe the specific knowledge, skills, and abilities of an appropriate level that learners will acquire upon successful completion of the course.

-get to know and perform works by contemporary Greek and foreign composers for lyre (solo), lyre and voice, lyre and other musical instruments

-perform the ancient Greek lyre as a part of a musical ensemble

General Skills

Note the general skills that the trainee acquires. Which of these does the course aim at?
Research, analysis, and synthesis of data and
information, using the necessary technologies
Adaptation to new situations
Decision making
Independent work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas
Project planning and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstrating social, professional, and ethical
responsibility and sensitivity to gender issues
Exercise of critical and self-critical thinking
Promotion of free, creative, and inductive thinking

-to sing modern pieces with a lyre accompaniment
-perform modern pieces of Greek and foreign composers with a lyre accompaniment

- **MODULE CONTENT**

• Teaching and interpreting works of contemporary Greek and foreign composers for ancient Greek lyre (solo), ancient Greek lyre and voice, ancient Greek lyre and other musical instruments

• Teaching and interpreting contemporary musical excerpts as members of a musical ensemble

	• Teaching and interpreting set-to-music contemporary poetry by various Greek and foreign composers

- **TEACHING and LEARNING METHODS - ASSESSMENT**

Training Method *Physical presence/on-line /blended.*	Blended
Use Of Information And Communication Technologies (Ict) *Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*	*Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*
Evaluation Of Trainees *Description of the evaluation process* *Evaluation Language, Evaluation Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other* *Explicitly specified evaluation criteria are mentioned and if and where they are accessible to the trainees.*	Oral examination-Concert

- **RECOMMENDED BIBLIOGRAPHY**

1. BARKER, Andrew, *Greek Musical Writings: Volume 1 and Volume 2*, Cambridge, Cambridge University Press 1990.
2. ΞΑΝΘΟΥΛΗΣ, Νίκος, *Ολοκληρωμένη μέθοδος της Αρχαίας Ελληνικής Λύρας,* Αθήνα, Orpheus, 2021.
3. Συνθέσεις-τραγούδια των Μ.Θεοδωράκη, Μ. Χατζιδάκη, Γ.Μαρκόπουλο, Ν.Ξανθούλη κ.α. διασκευασμένα για αρχαία ελληνική λύρα και φωνή από τον Νίκο Ξανθούλη
4. Judd, Garry, Music for Ancient Greek Lyre, United Kingdom, The Artful Music Publishing Company, 2025.
5. Συνθέσεις Ελλήνων και ξένων συνθετών για αρχαία ελληνική λύρα (σόλο), αρχαία ελληνική λύρα και φωνή, αρχαία ελληνική λύρα και άλλα μουσικά όργανα.

Module	Ancient Greek Music: Artistic Expression, Education, and Therapy

Tutors	Georgios Tsomis, Professor of Ancient Greek Philology

- **GENERAL**

Title of Module	Ancient Greek Music: Artistic Expression, Education, and Therapy		
Autonomous Teaching Activities *in case credits are awarded separately for distinct parts e.g. Lectures, Lab Exercises, etc. Specify the total teaching hours and credits.*		**Total Teaching Hours**	**Credits Units**
		15	
Language of Tutoring and Examination:	English/Greek		

- **EDUCATIONAL OBJECTIVES**

Educational Objectives

The Educational objectives of the thematic unit/course describe the specific knowledge, skills, and abilities of an appropriate level that learners will acquire upon successful completion of the course.

Upon successful completion of the thematic unit *"Ancient Greek Music: Artistic Expression, Education, and Therapy"*, learners will be able to:

- Understand and interpret the role of music in ancient Greek society, especially as a means of artistic expression, education, and mental cultivation.
- Recognize the significance of Sappho as both a poet and musician, and analyze her odes within the context of erotic, social, and cultural life in archaic Lesbos.
- Connect musical creation and poetic expression with gender, community, and the cultural identities of the period.
- Describe the structures and practices of musical education in ancient Greece and Rome, analyzing the role of music in the educational process and in shaping civic morality.
- Trace the theoretical foundations and philosophical assumptions underpinning ancient beliefs in the healing power of music (e.g., Pythagoreans, Plato, Aristotle etc.).
- Evaluate modern scientific and artistic applications of ancient views on music therapy, linking past ideas with contemporary practices in music therapy and psychoacoustics.
- Develop critical thinking skills and interdisciplinary approaches through the study of texts, musical excerpts, and examples from literature, pedagogy, and art-based therapies.

General Skills

Note the general skills that the trainee acquires. Which of these does the course aim at?
Research, analysis, and synthesis of data and
information, using the necessary technologies
Adaptation to new situations
Decision making
Independent work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas
Project planning and management
Respect for diversity and multiculturalism

Research, analysis, and synthesis of data and information, using the necessary technologies

Adaptation to new situations

Decision making

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generating new research ideas

Respect for diversity and multiculturalism

Exercise of critical and self-critical thinking

Promotion of free, creative, and inductive thinking

- **MODULE CONTENT**

  1. Sappho and her Lyre – Sappho's Odes to Love, her Circle, and the Society of Mytilene
  2. Music in Greek and Roman Education
  3. Ancient Perspectives on the Healing Power of Music – Modern Extensions and Applications

- **TEACHING and LEARNING METHODS - ASSESSMENT**

Training Method *Physical presence/on-line /blended.*	*on-line*
Use Of Information And Communication Technologies (Ict) *Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*	*Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*
Evaluation Of Trainees *Description of the evaluation process* *Evaluation Language, Evaluation Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other* *Explicitly specified evaluation criteria are mentioned and if and where they are accessible to the trainees.*	**Formative** • *Oral presentations of assignments: **60%*** • *Oral examination: **40%***

- **RECOMMENDED BIBLIOGRAPHY**

  - Anderson, Warren D. (1966). Ethos and Education in Greek Music: The Evidence of Poetry and Philosophy. Cambridge, Massachusetts: Harvard University Press.
  - Anderson, Warren D. (1994). Music and Musicians in Ancient Greece. Ithaca and London: Cornell University Press. ISBN 0-8014-3083-6 (cloth); ISBN 0-8014-3030-5 (pbk).
  - Barker, Andrew (2007). The Science of Harmonics in Classical Greece. Cambridge and New York: Cambridge University Press. ISBN 9780521879514.
  - Bierl, A. Sappho. Lieder, Stuttgart 2021.
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Πανεπιστήμιο του Καίμπριτζ. Φιλολογική επιμ.-Επίμετρο: Ευγ. Μακρυγιάννη, Μετάφραση: Σ. Καρέλας, Αθήνα 2020].

- Bundrick, Sheramy (2005). Music and Image in Classical Athens. Cambridge University Press.
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- Caciagli, S. Poeti e società: comunicazione poetica e formazioni sociali nella Lesbo del VII/VI secolo a. C. Amsterdam 2011.
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- Hutchinson G.O. (επιμ.), Greek Lyric Poetry: A Commentary on Selected Larger Pieces: Alcman, Stesichorus, Sappho, Alcaeus, Ibycus, Anacreon, Simonides, Bacchylides, Pindar, Sophocles, Euripides, Oxford 2001.
- Kramarz, Andreas (2016). The Power and Value of Music. Its Effect and Ethos in Classical Authors and Contemporary Music Theory. New York/Bern: Peter Lang Publishing. ISBN 9781433133787.
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- Levin, Flora R. (2009). Greek Reflections on the Nature of Music. Cambridge University Press. ISBN 9780521104561.
- Morgan, Thomas (2000). Selections from Ancient Greek Historians. Scholars' Facsimiles & Reprints. ISBN 9780820113615.
- Murray, Penelope & Wilson, Peter (2004). Music and the Muses: The Culture of "Mousike" in the Classical Athenian City. Oxford University Press. ISBN 9780199242399.
- Parker, L.P.E. "Sappho Schoolmistress." GRBS 13 (1972) 1-11.
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- Pierson, A. (2021). "Ancient Greek Music: The Ethos of Harmonia". Journal of Musicological Studies.
- Rhys Roberts, W. (1924). "Ancient Greek Music". In The Cambridge Ancient History, Vol. 1: Egypt and Babylonia to 1580 B.C. Cambridge: Cambridge University Press.
- Tsomis, G. (2001). Zusammenschau der frühgriechischen Melik (Sappho, Alkaios, Anakreon), Stuttgart 2001.
- Τσομής, Γ. (2022). Αρχαϊκή Μελική Μονωδική Ποίηση: Σαπφώ και Αλκαίος Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. https://hdl.handle.net/11419/8036
- West, Martin L. (1992). Ancient Greek Music. Oxford: Clarendon Press. ISBN 978-0-19-814975-0.
- Wille, G. (1967). Musica Romana: Die Bedeutung der Musik im Leben der Römer.

Module	Theatre in Education

| | Staged reading: Forming speech fragments into narrative images |

| Tutors | Myrsini Lantzouraki, ETS - Theatre in Education |

- **GENERAL**

Title of Module	Staged reading: Forming speech fragments into narrative images	
Autonomous Teaching Activities *in case credits are awarded separately for distinct parts e.g. Lectures, Lab Exercises, etc. Specify the totalteachinghours and credits.*	**TotalTeachingHours**	**CreditsUnits**
	15	1,25
	37,5	
Language of Tutoring and Examination:	English-Greek	

- **EDUCATIONAL OBJECTIVES**

Educational Objectives

The Educational objectivesof the thematic unit/course describe the specific knowledge, skills, and abilities of an appropriate level that learners will acquire upon successful completion of the course.

- Will be able to recognize narrative techniques in their speech
- Will be able to recognize the function of narrative techniques
- Will be able to critically analyze a text and convey it through performance
- Will be flexible in controlling their speech
- Will be able to convey the attitudes that arise from a narrative
- Will be able to construct the characters of the theatrical heroes
- Will be able to manage the volume and quality of their voice.
- Will be able to understand the concept of action-reaction in theatrical speech.

General Skills

Note the general skills that the trainee acquires. Which of these does the course aim at?
Research, analysis, and synthesis of data and
information, using the necessary technologies
Adaptation to new situations
Decision making
Independent work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas
Project planning and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstrating social, professional, and ethical
responsibility and sensitivity to gender issues
Exercise of critical and self-critical thinking
Promotion of free, creative, and inductive thinking

- *Both, Independent and team work*
- *Working in an international environment*
- *Working in an interdisciplinary environment*
- *Promotion of free, creative thinking*
- *Artistic creation*

- **MODULE CONTENT**

In this theatrical education module, the group will study theatrical narration as a genre, analyzing its techniques and practice with the goal of applying them to texts of classical ancient Greek drama.

The objective is to chart the course of the characters (heroes/heroines) by following their words and actions. We will focus on the concepts of "struggle" («agón") and "adventure," which are the driving forces behind their development within the space and time of their myth. Every monologue and dialogue selected will contribute to the discovery of the characters' inner journey, which dictates their decisions and and/or causes conflicts.

The genre of the Staged reading focuses on the narrative power of the text as the primary vehicle for meaning and emotion. The spotlight is directed exclusively at the language and interpretation. The narration aims to create for the spectator a canvas of images that sets the story into action, bringing it into life, while also offering "theatrical breaths" which the spectator is invited to fill In and imbue with meaning through their own experience, knowledge, and imagination.

- **TEACHING and LEARNING METHODS - ASSESSMENT**

Training Method *Physical presence/on-line /blended.*	Physical presence and partially on- line
Use Of Information And Communication Technologies (Ict) *Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*	Use of ICT in Teaching
Evaluation Of Trainees *Description of the evaluation process* *Evaluation Language, Evaluation Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other* *Explicitly specified evaluation criteria are mentioned and if and where they are accessible to the trainees.*	Artistic Interpretation

- **RECOMMENDED BIBLIOGRAPHY**

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Kott, J. (1971). *The Eating of the Gods: An Interpretation of Greek Tragedy.* Translated by A. Verikokaki-Artemi. Athens: Exantas-Nimata.

Sophocles. *Antigone.* Translated by N. Panagiotopoulos. Athens: Nea Skini-Theatro Odou Kykladon. 2006.

Sophocles. *Electra.* Translated by K. Georgousopoulos. Athens: Kaktos.

Tsilimeni, T. (Ed.). (2011). *Narration and Education: An introduction to the art of narration. Articles and studies.* Thessaloniki: Epikentro.

Module	Theory, Philosophy and education in Ancient Greece

Tutors	Nikos Xanthoulis-Composer, Lyre soloist, Evangelia Kopsalidou-Specialized Teaching Staff, School of Education Sciences, Sophia Karakouta-Musician, Voice Soloist

- **GENERAL**

Title of Module	Theory, Philosophy and education in Ancient Greece		
Autonomous Teaching Activities *in case credits are awarded separately for distinct parts e.g. Lectures, Lab Exercises, etc. Specify the total teaching hours and credits.*		**Total Teaching Hours**	**Credits Units**
		45	3,75
		112,5	
Language of Tutoring and Examination:	English-Greek		

- **EDUCATIONAL OBJECTIVES**

Educational Objectives

The Educational objectivesof the thematic unit/course describe the specific knowledge, skills, and abilities of an appropriate level that learners will acquire upon successful completion of the course.

-get to know and describe the place of music in ancient Greece

-understand the ancient Greek musical system

-connect the relationship between philosophy and music

-get to know the role of music education in ancient Greece

General Skills

Note the general skills that the trainee acquires. Which of these does the course aim at?
Research, analysis, and synthesis of data and
information, using the necessary technologies
Adaptation to new situations
Decision making
Independent work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas
Project planning and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstrating social, professional, and ethical
responsibility and sensitivity to gender issues
Exercise of critical and self-critical thinking
Promotion of free, creative, and inductive thinking

-understand the role of music in the education of the ancient Greeks by studying philosophical texts and ancient music theories
-determine ways of spreading and transmitting poems and songs in antiquity

- **MODULE CONTENT**

  - Music in the works of ancient Greek authors

  - Ancient Greek theorists

  - Ancient Greek musicians

- Musical system of the ancient Greeks
- Music education in Ancient Greece

- **TEACHING and LEARNING METHODS - ASSESSMENT**

Training Method *Physical presence/on-line /blended.*	Blended
Use Of Information And Communication Technologies (Ict) *Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees*	Use of ICT in Teaching, in Laboratory Education, in Communication with Trainees
Evaluation Of Trainees *Description of the evaluation process* *Evaluation Language, Evaluation Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other* *Explicitly specified evaluation criteria are mentioned and if and where they are accessible to the trainees.*	Oral examination

- **RECOMMENDED BIBLIOGRAPHY**

1. Αγγελόπουλος Λ., Δραγούμης Μ., Λέκκας Δ., Μαλιάρας Ν., Μάμαλης Ν., Μωραΐτης Θ., Παπαοικονόμου-Κηπουρού Κ. & Ρωμανου Κ. (2003) «Ελληνική Μουσική Πράξη: Αρχαίοι και Μέσοι Χρόνοι», Τόμος Β΄ ΕΑΠ, Πάτρα.
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Press, 1948).

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