

## **ADVANCED DIPLOMA IN MUSIC EDUCATION PROGRAMME**

### **OBJECTIVES**

1. The objectives of the Advanced Diploma are:

- To provide teachers with a framework of knowledge and skills in music that will be useful in their role as a classroom teacher as well as practitioner.
- To apprise music teachers of current thinking and practice in Music and Music Education that will provide opportunities for teachers to reflect on and re-examine their classroom practices.
- To enable teachers to develop competencies in the evaluation and planning of effective music curricula and programmes in their own schools.

### **ENTRY REQUIRMENTS AND ACCREDITATION**

2.1 Candidates should have successfully completed the prescribed curriculum subjects in the Teaching of Music during their pre-service training Diploma in Education (General) and PGDE (Primary) programmes.

2.2 Candidates without the prescribed music curriculum studies knowledge and skills will be considered on the grounds of having successfully completed stand-alone In-Service courses (e.g., Basic Musicianship, Basic & Intermediate Recorder, Basic and Intermediate Singing, Classroom Musicianship) amounting to at least 8 Academic Units (96 hours) or the 6 month part-time Music Teacher Practitioner Programme. These courses must have been taken within the last 5 years at the time of the programme application.

2.3 Over and above these requirements, all candidates for this Advanced Diploma programme will be subject to auditions and interview to determine suitability.

2.4 Candidates who successfully complete the Advanced Diploma in Primary Music Education will be eligible for consideration of admission to the NIE degree programme subject to meeting the prevailing admission criteria applicable to the use of Advanced Diploma qualifications at the time of application.

## **STRUCTURE OF PROGRAMME**

3.1 Teachers will take 7 courses, which total 21 Academic Units. These courses are divided into knowledge, skills and curriculum studies courses. Each course carries 3 Academic Units.

### **Knowledge**

#### **Course 1: Music Theory for a Multi-Cultural Music Curriculum (3 AUs)**

This course aims to develop some essential theoretical understanding to help teachers deal with the music-technical features—in respect of melody, harmony, rhythm, dynamics, timbre and texture (where applicable)—of different music traditions. This basic understanding is meant to undergird the designing of meaningful performing and creating lesson activities within a multi-cultural music curriculum. Whilst western art music theory forms the basis of theoretical understandings here, other traditions (e.g. Chinese, Indian, Indonesian and Malay as well as popular musics) will be brought in selectively for comparative study purposes with the aim of sensitizing teachers to pertinent commonalities and differences across traditions. The mode of teaching adopted will have a strong practical dimension whereby theoretical concepts are learnt in part through singing and performing in ways authentic to the tradition involved.

Learning outcomes:

- Teachers will be equipped with a good grasp of western music theory rudiments to teach music at the primary level
- They will have an appropriate music-theoretical understanding to deal with the music-technical features across different traditions
- They will have some first-hand experiences of how such musical understanding can be taught through musical activities that are more authentic to the tradition concerned

Assessment: Written tests 40%, written assignment with performance-based component 60%

#### **Course 2: Teaching and Learning of World Musics (3 AUs)**

This course offers teachers an introduction to the musics of the world and the varied role of music in differing societies. The lessons from these varieties of culture and societies are contextualized for the classroom and ways in which these world musics may be introduced to pupils in a practical and musical way. This course is designed as a starting point from which it is expected teachers will develop their own interests further. This course emphasizes the facilitation of an informed 'audience listening' with an emphasis on practical engagement (performing, composing, improvising) with the music wherever possible.

Learning Outcomes:

Upon successful completion of this course, teachers will have become deeply engaged in musical practices towards acquiring an understanding of:

- 1) the most common musical genres;
- 2) the major musical instruments;
- 3) principal functions and cultural contexts that specific music may serve;
- 4) awareness of relevant forms and compositional techniques.

Through the individual projects, students should be able to demonstrate:

- 1) an awareness of key and relevant issues;
- 2) independent analytical skills;
- 3) creativity and focus in synthesizing material;
- 4) an ability to evaluate and give meaning to information gathered.

Assessment: Written Assignment 50%, workshop and mini-seminar 50%

## **Skills**

### **Course 3: Playing and Conducting (3 AUs)**

This course allows trainees to develop practical musical skills in the following areas useful for the classroom music teacher:

- Singing
- Recorder
- Keyboard skills for the classroom teacher
- Conducting for the classroom teacher
- Guitar (option)

Assessment: Practical test 100%

### **Course 4: ICT and classroom music practices (3 AUs)**

The course is taught in a practical way with trainees being given hands-on experience of the computer programmes under study and opportunities to explore internet resources for music teaching. Trainees will be introduced to composing and arranging using pre-recorded loops. Trainees will be taught how to record music via audio and MIDI and edit, mix and master the resulting tracks. Schemes of work to integrate these programmes into the music syllabus will be considered.

Learning Outcomes:

- Integrating ICT into the General Music Classroom
- A study of internet resources including Web-based resources  
A study of software resources for teachers and pupils for the music classroom.

Assessment: To complete an arrangement for classroom ensemble of a piece of music in short score provided by the course coordinator using music notation software 50%, to compose a piece of music lasting no more than three minutes using sequencing software in a style of the student's choice 50%

### **Course 5: Performance Studies (3 AUs)**

In this course all students are expected to develop their own performing abilities both as an individual and in an ensemble. Students will continue to develop their personal instrumental skills and participate in a minimum of *two* ensembles drawn from the ensemble activities available through the General Electives – ie Chinese, Indian, Malay, Indian, Japanese, Percussion/Choir/Symphonic Band.

Learning Outcomes:

- Improved personal performance skills
- Improved ensemble skills
- Personal musical development

Assessment: End of course recital 50%, ensemble marks taken from any one ensemble participated in during the course. 50%

### **Curriculum Studies**

#### **Course 6: Theory and Practice of Music Education I (3 AUs)**

Curriculum studies help prepare a music teacher through the study of both traditional and contemporary theories on music education curriculum. The course will introduce theories of music education through a practical and creative approach.

Learning Outcomes:

- Learning to listen
- An investigation of advocacy and rationales for music education.
- The theories of Dalcroze, Orff and Kodaly and their implementation in practice.
- Contemporary theories of Edwin Gordon and Keith Swanwick and their implications for contemporary music education
- Developing basic music skills in the young child
- Rationale, theory and praxis of composing and improvising in the classroom
- Selection of repertoire for music lessons – including world musics in education and the musics of popular culture
- Singing in the primary classroom – rationale, theory and practice

Assessment: Planning assignment 50%, essay on music education theory 50%

### **Course 7: Theory and Practice of Music Education II (3 AUs)**

This course will comprise a study of the music curriculum in Singapore and the wider musical world. In addition to in-depth study of the MOE music syllabus, students will explore music opportunities beyond the school: concert visits, private lessons, community music activities, visiting artists, practical musical activities in school outside the classroom and school musicals.

Learning outcomes:

- Understand the General Music Programme Syllabus in Singapore schools
- Planning and assessment in music education
- Musical opportunities and current educational initiatives
- Sourcing resources and appropriate materials for classroom use
- Music as part of a general arts education
- The role of the CCA – links with classroom music

Assessment: Designing a conceptual framework and schemes of work for a music curriculum 50%, written assignment on assessment in music education 50%.

### **ACCREDITATION TO THE DEGREE PROGRAMME**

Table Showing Proposed Courses for the revised Advanced Diploma in Primary Music Education with accreditation to the degree programme courses

<b>S/N</b>	<b>Course Title</b>	<b>Course Category</b>	<b>No. of AUs</b>	<b>Accredited To BA/BSc (Ed) (General) Programme</b>	<b>Offered in other Adv Dip Programmes</b>
1	Course 1: Music Theory for a Multi-Cultural Music Curriculum	Essential	3	None	No
2	Course 2: Repertoire Studies	Essential	3	None	No
3	Course 3: Playing and Conducting (singing, recorder, guitar, keyboard, classroom percussion, conducting)	Essential	3	ASI 201 ASI 301	No
4	Course 4: Using ICT to arrange music for the classroom	Essential	3	ASI 201 ASI 301	No

<b>S/N</b>	<b>Course Title</b>	<b>Course Category</b>	<b>No. of AUs</b>	<b>Accredited To BA/BSc (Ed) (General) Programme</b>	<b>Offered in other Adv Dip Programmes</b>
5	Course 5: Performance Studies	Essential	3	ASI 301 ASI 301	No
6	Course 6: Theory and Practice of Music Education I	Essential	3	ACI 201	No
7	Course 7: Theory and Practice of Music Education II	Essential	3	ACI 201	No

### **GRADUATION REQUIREMENTS**

1. Participants are required to complete 7 courses with a total 21 AUs
2. Participants must have at least 75% attendance for each course.
3. There is no written examination for the Advanced Diploma in Primary Music Education. Participants must complete all required course assessments to successfully complete the Advanced Diploma programme.
4. Participants who fail a course must re-take the same course until they obtain a pass grade in the course. Decisions regarding the need to attend all classes for the course are at the discretion of Course coordinators and Head of the Visual and Performing Arts, NIE.

### **AWARDS**

To qualify for the award of the Advanced Diploma, a participant must satisfy all course requirements. Where there are extenuating circumstances (illness, pregnancy or compassionate grounds), candidates may be allowed to re-take the failed component of the course(s) at the discretion of NIE.