

8 Module Descriptors

Module 01 Pedagogy and Music Teaching Placement

Stage				1			
Semester				1,2			
Module Title				Pedagogy and Music Teaching Placement			
Module Number				01			
Module Status				Mandatory			
Module ECTS Credits				20			
Module NFQ level				8			
Pre-Requisite Module Titles				Grade 8 Instrumental Performance, Grade 6 Theory			
Co-Requisite Module Titles				Modules 2, 3, 4, 5, 6			
Capstone Module?				No			
List of Module Teaching Personnel				Pauline Graham, Melanie Eggleston			
Contact Hours				Non-contact Hours			Total Effort (hours)
36				364			400
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
20	4	12					400
Allocation of Marks (Within the Module)							
	Continuous Assessment	Project	Practical	Final Examination	Total		
Part One: Instrumental Pedagogy	25				25	50	
Percentage Contribution							
Part Two: Teaching Placement		(Teaching Placement File)	(Teaching Supervision)			50	
Percentage Contribution		25	25				

This module consists of two parts. The first part deals with Instrumental Pedagogy, and the practical issues relating to individual and group teaching; the second part is Teaching Placement, during which the learner puts into practice the methods and concepts which they encounter in the various modules. These two parts are dealt with separately below.

Part One: Instrumental Pedagogy (50%)

Intended Module Learning Outcomes

On successful completion of this part of the module, the learner will be able to:

1. Demonstrate a thorough knowledge of current issues in music education.
2. Demonstrate a detailed knowledge of the technical aspects of teaching their principal instrument; and an ability to integrate a wide range of techniques and approaches for the transmission of these elements to the learner.
3. Reflect critically on their practice and employ a range of effective teaching models for group and individual instrumental and musicianship instruction.
4. Design a lesson plan by appropriately selecting materials and repertoire for learners of all ages and abilities to achieve differentiated outcomes for learners.
5. Utilise appropriate formative and summative assessment in the teaching context, to achieve optimum learning conditions and inform future planning.
6. Develop an environment for instrumental teaching and learning which is innovative, creative, inspiring and professional.

Module Objectives

This part of the module aims to:

- Provide the learner with a detailed knowledge of current issues in music teaching and learning at a time of considerable transition for the profession.
- Provide the learner with an in-depth knowledge of the technical aspects relating to teaching his or her principal instrument.
- Enable the learner to design appropriate lesson plans and develop diagnostic and creative methods for overcoming technical issues in instrumental teaching.
- Give the learner a thorough awareness of the physiological demands on instrumentalists and vocalists and promote and develop safe practices in these areas.
- Explore effective models for individual and group instrumental tuition.
- Develop the learner's appreciation for the role of assessment in the learning process, and for determining appropriate assessment strategies for learners.

Module Curriculum

Current Issues in Music Teaching:

- Contextualising instrumental teaching in Ireland after the Musical Education National Debate (MEND); European and International models of instrumental teaching and learning; current debates such as 'high' versus 'popular' music divide; social inclusion and participation in music; community music.

Instrumental Pedagogy

- Technical aspects of instrumental teaching; posture, intonation, scales, technique, tone production, articulation and phrasing.
- Developing creative, integrative and thematic lesson plans and schemes that are based on critical and active reflection.
- Designing a creative environment for music teaching and learning.
- Using technology-enhanced teaching.

Models for Instrumental Teaching.

- Exploring effective models of individual and group music teaching; Suzuki Method; Kodaly method; US band and orchestral model; group piano teaching; El Sistema; Sistema Scotland; Music Generation; informal learning as a 'new' music pedagogy.

Assessment, Curricula and Syllabi for a diverse student population.

- Looking at syllabi and beyond – the teacher as curriculum maker rather than curriculum follower. Dealing with diversity in the lesson/classroom – catering for different musical interests. The role of assessment in music education. Assessment for learning - formative and summative.

Module Learning Environment

The theoretical aspects of this module are taught in lecture theatres, and the practical aspects in a music classroom or piano lab as appropriate.

Module Teaching and Learning Strategy

This module is taught through a series of lectures, tutorials, practicals and through tutor-led discussion groups. Many lectures simulate classroom environments and take place in a music room or piano lab. For the instrumental pedagogy, the class is divided into instrument

specific tutorial groups for the purpose of focusing on specialised teaching – these sessions take place at designated workshops.

Part 2: Teaching Placement. (50%)

Intended Module Learning Outcomes

On successful completion of this part of the module, the learner will be able to:

1. Design and formulate programmes to suit individual or group learner needs.
2. Demonstrate the ability to formulate learning outcomes to cater for learner needs in a wide range of teaching environments.
3. Communicate effectively with learners of all ages, abilities and ethnic backgrounds.
4. Utilize formative assessment to measure the learner's progress.
5. Reflect and evaluate on the effectiveness of teaching and learning, to inform future planning and future learning opportunities.

Module Objectives

This part of the module aims to:

- Provide the learner with a structured and guided setting in which to put into practice the theoretical and practical aspects of the programme.
- Enable the learner to develop his or her range of teaching competencies as a result of peer and collaborative learning.
- Enable the learner to understand the importance of preparation, self-evaluation and reflection in teaching.
- Provide the learner with the practical experience of applying various teaching and training tools and resources.
- Encourage the learner to reflect on his or her own teaching placement through feedback received from each practical assessment experience and facilitate the development of the learner's skills through peer and tutor observation.

Module Curriculum

This part of the module consists of a teaching practicum, and is supported by the lectures in part 1, which is concurrent with the practical.

Module Learning Environment

For this part of the module the learner carries out three hours teaching placement per week (or 75 hours teaching over the course of the programme). The learner may choose to teach individual or group instrumental classes, choir or orchestra, depending on his or her area of interest. This is subject to peer and tutor observation during the course of the programme. The learner also maintains a Teaching Placement File which details schemes and lessons plans, along with a reflective account of the process.

Module Assessment Strategy

Part 1 is assessed by means of a practical assignment and a final examination. For the practical assignment, learners select a piece for their principal instrument of grade 5 – 7 standard. They are required to perform this piece, highlighting the technical and stylistic features of the piece. This assignment is accompanied by a 1,000-word commentary which outlines the approach that would be taken to teaching this piece. The final examination assesses the theoretical elements of the programme.

The assessment of Part 2 is based on teaching supervision which accounts for 25% of the overall module, which is supported by a teaching portfolio, which accounts for 25% of the overall marks for the module. The teaching portfolio provides evidence of planning, knowledge, understanding and application of teaching methods and reflection on the processes involved. The learners receive at least two tutor observations at their teaching setting, and have a peer observation (where they teach a group of peers) at the College.

Element Number	Weighting	Type	Description
1	25%	Continuous Assessment	Practical examination
2	25%	Final examination	3-hour final examination
3	25%	Teaching Supervision	Two teaching observations and one peer observation
4	25%	Teaching Placement File	Port-folio of schemes, lesson plans and reflections

Reading lists and other learning materials

Essential Reading

Green, L., 2008. *Music, informal learning and the school: a new classroom pedagogy*, Aldershot: Ashgate.

Hallam, S., 2008. *Music psychology in education*, London: Institute of Education.

Harris, P. & Crozier, R., 2006. *The music teacher's companion: a practical guide*, London: Associated Board of the Royal Schools of Music.

Harris, P., 2006. *Improve your teaching: An essential handbook for instrumental and singing teachers*, London: Faber Music.

Mills, J., 2007. *Instrumental teaching*, Oxford: Oxford University Press.

Secondary Reading:

Campbell, P.S., 2004. *Teaching music globally: experiencing music, expressing culture*, New York: Oxford University Press.

Choksy, L., 1974. *The Kodály method ; comprehensive music education from infant to adult*, New Jersey: Prentice-Hall.

Fautley, M., 2010. *Assessment in music education*, Oxford: Oxford University Press.

Green, L., 2010. *How popular musicians learn: a way ahead for music education*, Aldershot: Ashgate.

Hallam, S. et al., 2010. *Music education in the 21st century in the United Kingdom: achievements, analysis and aspirations*, London: University of London.

Hargreaves, D.J., 2008. *The social psychology of music*, Oxford: Oxford University Press.

Heneghan, F. & Dublin Institute of Technology, 2004. *MEND: a review of music education in Ireland : incorporating the final report of the Music Education National Debate*, Dublin: Dublin Institute of Technology.

Lehmann, A. et al. (2007) *Psychology for Musicians: Understanding and Acquiring the Skills*. Oxford: Oxford University Press

Philpott, C. & Plummeridge, C., 2001. *Issues in music teaching*, London: RoutledgeFalmer.

Online Resources

<http://www.earmaster.com/>

<http://www.musicteachers.co.uk/namethatnote/>

<http://www.sphinxkids.org/>

<http://www.dsokids.com/resources/>

<http://www.playmusic.org/>

<http://www.zzounds.com/edu--musicgamesforkids>

http://www.musictechteacher.com/music_quizzes/music_quizzes.htm