

<b>Module Title</b>	<b>Instrumental and Vocal Pedagogy 1 (IVP1)</b>		
<b>Module Co-ordinator</b>	TBC		
<b>Module Content</b>	<p>In this module you will engage with a range of ideas and issues related to instrumental and vocal music instruction with children and young people. You will be introduced to the concept of instructor professionalism, the values and ethics of teaching and reflective practice – all of which are important for your developing identity as a music instructor – and to contextualize this knowledge and understanding through a school-based placement. Through this module you will also be introduced to current issues in Scottish education, and encouraged to consider these topics and themes critically and from the perspective as a music instructor.</p>		
<b>Level</b>	10		
<b>Credit Rating</b>	30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course		
<b>Pre-requisites</b>	Entry to course		
<b>Co-requisites</b>	None		
<b>Anti-requisites</b>	None		
<b>Maximum number of students</b>	20	<b>Minimum number of students</b>	4
<b>Learning Modes</b>	<b>Indicative Total (hours)</b>		
Whole group class	20		
Small group class (instrumental/vocal families)	5		
Placement	140		
Professional Learning Week (with the ITE programmes)	10		
Independent Study	125		
<b>Total Notional Student Effort</b>	300		
<b>Module Aims</b>	<p>The module aims to:</p> <ul style="list-style-type: none"> <li>• Support students to develop an understanding of teaching as a profession and a vocation;</li> <li>• Explore issues related to values, ethics and teaching identity;</li> <li>• Support a growing understanding and awareness of students' knowledge around child development and learning theories;</li> <li>• Relate the knowledge and understanding around professionalism and child development within the context of instrumental and vocal instruction;</li> <li>• Develop a critical engagement with and understanding of current issues in Scottish education (and beyond where appropriate)</li> <li>• Nurture the skills for locating, analyzing and utilizing scholarly literature and resources for the purposes of their personal and professional learning.</li> </ul>		

<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Demonstrate a developing critical knowledge and understanding of a range of basic professional issues relevant to instrumental instruction, including the roles and responsibilities of instructors, the ethics of instruction, professional values and standards.
<b>LO2</b>	Recognise and begin to critically reflect on key aspects of effective music instruction, such as good communication, promoting positive relationships, curriculum and planning for learning.
<b>LO3</b>	Demonstrate a critical understanding of the principal theories and concepts related to child development, learning and cognition through critical reflection on instrumental and vocal instruction and educational literature (both general and Music-specific).
<b>LO4</b>	Demonstrate the ability to identify and critically analyse your instruction practice and explore this in relation to wider academic reading (both general educational and music-education specific literature).
<b>LO5</b>	Demonstrate the ability to locate, critically synthesise and reference a range of literature, texts and resources for the purposes of personal and professional learning and development.
<p><b>Assessment 1, Type and Weighting</b>  You will be assessed through:</p> <ul style="list-style-type: none"> <li>• Essay (3000 words) – 75%</li> </ul>	
<p><b>Assessment Criteria for Assessment 1</b>  Assessors will look for:</p> <p>LO1 – Demonstrate a developing critical knowledge and understanding of a range of basic professional issues relevant to instrumental instruction, including the roles and responsibilities of instructors, the ethics of instruction, professional values and standards.</p> <ul style="list-style-type: none"> <li>• Refers to wider educational literature and policy on education, Music education and teaching as a profession;</li> <li>• Engages with appropriate educational research literature and educational policy.</li> </ul> <p>LO2 – Recognise and begin to critically reflect on key aspects of effective music instruction, such as good communication, promoting positive relationships, curriculum and planning for learning</p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of effective music instruction through reflection and other professional activities;</li> <li>• Demonstrates understanding of the literature around teacher/instructor professionalism.</li> </ul> <p>LO3 – Demonstrate a critical understanding of the principal theories and concepts related to child development, learning and cognition through critical reflection on instrumental and vocal instruction and educational literature (both general and Music-specific).</p>	

- Engages with theories related to learners and learning
- Demonstrates understanding of a range of concepts, key ideas and theories related to child development and learning theories
- Demonstrates ability to link/demonstrate/apply this knowledge to the practical context.

LO4 - Demonstrate the ability to identify and critically analyse your instruction practice and explore this in relation to wider academic reading (both general educational and music-education specific literature).

- Demonstrates sustained critical reflection upon practice;
- Identifies critical incidents/significant moments from teaching practice and an understanding of the value of these incidents/moments in the development of the teaching identity;
- Demonstrates depth of understanding through critique of incidents/moments in light of wider reading.

LO5 - Demonstrate the ability to locate, critically synthesise and reference a range of literature, texts and resources for the purposes of personal and professional learning and development.

- Engages with a range of relevant educational research literature and policy;
- Complies with the conventions of academic writing with respect to presentation and standard of written English;
- Adheres to the Harvard System for academic referencing.

### **Assessment 2, Type and Weighting**

You will be assessed through:

- Two observations of instruction (one tutor and one school colleague/peer) plus reflection for each observation (approximately 1000 words per reflection) – 25%

### **Assessment Criteria for Assessment 2**

LO1 – Demonstrate a developing critical knowledge and understanding of a range of basic professional issues relevant to instrumental instruction, including the roles and responsibilities of instructors, the ethics of instruction, professional values and standards.

- Reference to wider educational literature and policy on education, Music education and teaching as a profession;
- Engagement with appropriate educational research literature and educational policy.

LO2 – Recognise and begin to critically reflect on key aspects of effective music instruction, such as good communication, promoting positive relationships, curriculum and planning for learning

- Demonstrates awareness of effective music instruction through reflection and other professional activities;
- Demonstrates understanding of the literature around teacher/instructor professionalism.

LO3 – Demonstrate a critical understanding of the principal theories and concepts related to child development, learning and cognition through critical reflection on instrumental and vocal instruction and educational literature (both general and Music-specific).

- Engagement with theories related to learners and learning
- Demonstrates understanding of a range of concepts, key ideas and theories related to child development and learning theories
- Demonstrates ability to link/demonstrate/apply this knowledge to the practical context.

LO5 - Demonstrate the ability to locate, critically synthesise and reference a range of literature, texts and resources for the purposes of personal and professional learning and development.

- Engagement with a range of relevant educational research literature and policy;
- Compliance with the conventions of academic writing with respect to presentation and standard of written English;
- Adherence to the Harvard System for academic referencing.

### Alignment of Assessment and Learning Outcomes

	Assessment 1	Assessment 2
LO1	x	x
LO2	x	x
LO3	x	x
LO4	x	
LO5	x	x

### Feedback

**Written** feedback will be provided on the following activities:

- Essay
- The observed lessons
- Your written response to your observed lessons

In addition to the above, it is expected that you would also receive feedback from your school-based mentor on a weekly basis. This may be **verbal** but it is recommended that you retain a written record for your own notes.

### Recommended Resources

- Bartlett, S. and Burton, D. (2016) *Introduction to Education Studies*. London: Sage.
- Bryce, T., and Humes, W., (2018) *Scottish Education: Fifth Edition*. Edinburgh: Edinburgh University Press.
- Kyriacou, C. (2014) *Essential Teaching Skills*. Oxford: Oxford University Press.
- Pollard, A., Anderson, J. Maddock, M., Swaffield, S., Warin, J. and Warwick, P. (2008) *Reflective Teaching: Evidence-informed professional practice*. 3rd edn, Continuum International Publishing Group, London.

### Other Relevant Details

As part of your learning on this module you will have the opportunity to engage with the ITE Professional Learning week in May of each academic session. During this week you will have the opportunity to attend a range of interactive workshops and activities which will help you explore and gain insight of key issues around education in Scotland and beyond.

### Next Steps

Instrumental and Vocal Pedagogy 2