

Module Title	The Teaching Musician			
Brief Description	This module will introduce you to teaching pedagogies that are relevant for delivering music tuition (instrumental, vocal and composition) in a variety of settings. These will be explored on both a practical and theoretical level in order to embed a working knowledge of successful teaching.			
SCQF Level	9			
Credit Rating	10 SCQF Credits / 5 ECTS credits			
Status (Core/Option/CRSC)	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: <hr/> BMus Year 3 (all pathways) <hr/>			
Pre-requisites	Pass in BMus level 2			
Co-requisites	None			
Anti-Requisites	None			
Maximum number of Students	BMus 3 cohort	Minimum number of Students	N/A	
Learning Modes		Hours per week/task	No. of Weeks	Total (hours)
Lectures		1	10	10
Departmental Seminars		variable	variable	8
Teaching Observation		1	4	4
Independent Study		c. 4	20	78
Total Notional Student Effort				100
Module Co-ordinator	Elizabeth Jenkinson			
Module Aims	This module is designed to develop a basic understanding of educational pedagogy and good teaching practice in a variety of educational settings.			
Module Content	<ul style="list-style-type: none"> The lecture series covers fundamental areas of current teaching practice and educational policy The departmental seminars allow for more focussed exploration of departmental-specific teaching techniques and resources 			

	<ul style="list-style-type: none"> 4 hours of teaching observation (Usually 2 hours for the student's Principal Study discipline and 2 hours on related instruments and/or approaches. At least one hour should be completed in a pre-HE context.) 												
Learning Outcomes	On successful completion of this module you will be able to:												
LO1	Employ knowledge of current teaching practices and resources to develop effective learning and teaching approaches and strategies												
LO2	Demonstrate an understanding of professional values and ethical issues within the educational setting, including the health and wellbeing of learners												
LO3	Demonstrate effective communication skills in responding to a learner's needs.												
Assessment 1, Type and Weighting	<p>You will be assessed through:</p> <p>Video documentation of teaching practice (20 mins)* with and commentary (1000 words) and portfolio of supporting materials (100%)</p>												
Assessment 1 Criteria for Assessment	<p>Assessors will look for:</p> <ul style="list-style-type: none"> Practical application of knowledge of content, resources and delivery strategies appropriate to current teaching practices awareness of professional values and ethical issues in an educational setting effective communication skills and responsiveness in a practical teaching environment 												
Alignment of Assessment and Learning Outcome	<table border="1"> <thead> <tr> <th></th> <th>Assessment 1</th> <th></th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>X</td> <td></td> </tr> <tr> <td>LO2</td> <td>X</td> <td></td> </tr> <tr> <td>LO3</td> <td>X</td> <td></td> </tr> </tbody> </table>		Assessment 1		LO1	X		LO2	X		LO3	X	
	Assessment 1												
LO1	X												
LO2	X												
LO3	X												
Feedback	You will receive written reports for Assessments 1 and 2. You will receive verbal feedback during seminars as appropriate.												
Recommended Resources	<p>Harris, P. and Crozier. R. (2000) <i>The Music Teacher's Companion: A Practical Guide</i> (London: ABRSM)</p> <p>Harris, P. (2008) <i>Improve Your Teaching: Teaching Beginners: A New Approach for Instrumental and Singing Teachers</i> (London: Faber Music Ltd)</p> <p>Harris, P. (2006) <i>Improve Your Teaching: An Essential Handbook for Instrumental and Singing Teachers</i> (London: Faber Music Ltd)</p> <p>Harris, P. (2012). <i>The Virtuoso Teacher</i>. (London: Faber Music).</p> <p>ISM (2017) <i>Incorporated Society for Musicians: Teachers' Pack</i>. Available at: http://www.ism.org/images/files/ISM-Teachers-Pack-DOWNLOAD.pdf (Accessed 7 March 2017)</p>												

	<p>Jarvis, M. (2005) <i>The Psychology of Effective Learning and Teaching</i> (Cheltenham: Nelson Thornes Ltd)</p> <p>Marks, A. (ed.) (2004) <i>All Together: Teaching Music in Groups</i> (London: ABRSM)</p> <p>Mills, J. (2007) <i>Instrumental Teaching</i> Oxford Music Education Series (Oxford: Oxford University Press)</p> <p>Hallam, S. (2015) <i>The Power of Music: a research synthesis on the impact of actively making music on the intellectual, social and personal development of children and young people.</i> (London: iMerc).</p> <p>In addition, you will receive materials recommended by discipline-specific tutors as well as online resources via Moodle.</p>
Other Relevant Details	<p>*In order to complete the assessment all students must complete the ethical clearance proforma for this module. If the student intends to conduct a lesson with a child or vulnerable adult then either the student must be PVG certified or a PVG certified adult must be present in the room while the lesson is taking place. Detailed guidance on these elements will be provided in the module lecture series. If you intend to undertake your teaching in England or Wales (e.g. outside term time), you will need to apply under the DBS scheme.</p> <p>Students are encouraged to engage with the Effective Learning Service (els@rcs.ac.uk) for advice on essay writing, structuring, citing and referencing. This service is available throughout the academic year.</p>
Next steps	<p>Professional Project: Music Education Professional Project: Social Action through Music Instrumental and Vocal Pedagogy</p> <p>BMus (Classical Performance or Jazz) students can take supplementary classes in terms 1 and 2 of either BMus3 or BMus4 to complete requirements for the additional award of DipABRSM in Instrumental/Vocal Teaching. Students will write an essay in term 1 and the take an exam (quick study and viva voce, held in term 3) to be awarded this qualification. An exam fee is payable for this supplementary qualification.</p>