

RECOGNITION OF TEACHER COMPETENCES IN WORLD MUSIC AND DANCE

Course Outline



Registered Charity Number 328062

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PRSSV RECOGNITION OF TEACHER COMPETENCES IN WORLD MUSIC AND DANCE

Training Programme: Unit A, Unit B & Unit C

Preparing students for Level 1, Level 2 & Level 3 examinations

This training programme is concerned with producing teachers who aim for excellence in their teaching. If teachers are to promote their students' skills, it is necessary to have a plan or curriculum, an idea of how skills are developed and an understanding of how these skills can be nurtured.

It was to that end that in 1986, PRSSV initiated examinations in Indian Music and dance, producing a plan to support student's development and performance. This was an initiation that has spread to include many world cultures including that of the Steel Pan originating in the Caribbean

The Teacher Competences Training Programme for World Music and Dance will give learners the expertise and confidence to prepare students of world music and dance for graded examinations. By undertaking this course, teachers will gain understanding on how to prepare for, organise, conduct, record, and evaluate their teaching.

Learners will study the PRSSV syllabuses, developing the necessary knowledge of notation and other aspects of musical theory, and acquiring information regarding musical history both in European and World Musical arts.

A study of the practicalities of teaching this in the classroom will be undertaken, from the formulation of lesson planning to considerations of working within the school environment and in the wider community.

Learners will utilise technology to support their teaching and will learn how to prepare their students, not only for examinations but also for fulfilling musical experiences as part of a broader musical curriculum.

The course is planned to build upon teachers' considerable existing experience, whilst assisting them to develop awareness of reflective practice and the importance of personal professional development.

The Course is designed at OCN Credit4Learning Level 4.



CERTIFICATE IN TEACHER COMPETENCES

World Music and Dance

UNIT A Preparing Students for Level 1

Development of teaching skills

1. Health and safety issues:
2. The National Curriculum and links to instrumental teaching:
3. Instrumental teacher and the learning process
4. Planning successful lessons:
 - Teaching Principles for the Instrumental / Dance
 - Motivation:
 - Framework for ideas re motivation:
 - Differentiation:
 - Planning for Differentiation:
 - Readiness:
 - Learning Styles:
 - Multiple Intelligences
 - The Integrated Lesson
5. Lesson Planning – An Overview:

UNIT A Technical section.

The technical section of the course will be combined, using a '*world music*' approach where possible, and *subject specific* when necessary.

Areas to be covered:

Knowledge of the syllabuses (Steel Pan):

1. Introduction to notation:- Solfa, Staff, Sargam, Tala, Graphic etc.
2. Reading staff notation to include treble clef, sharps and flats Basic Notation:
Pitch; Some exercises, further exercises
 - Sharps and flats
 - Majors and Minors
3. Basic Notation: Pulse: and simple time values
 - Understand time signatures including 2, 3, 4,
 - Compound time and 6/8
 - Rhythm; Rhythm and pulse exercises



- Rests
- 4. Chord and Chord inversions
- 5. Technical terms for musical elements and Italian (etc) terms used
- 6. Recognition of Musical styles: waltz; march; calypso; lullaby; call and response
- 7. Preparation for Examinations at Initial and Level 1
 - Scale and Broken Chord presentation
 - Introduction to aural training
 - Use of 'elements' for interpretation:
- 8. Information about exam pieces from European Tradition:
- 9. Information about steel pan:
- 10. Information about Caribbean Culture:
- 11. Final assessment of Lesson Planning:

Knowledge of the syllabuses (Carnatic and Hindustani):

Introduction to Syllabuses Technical Knowledge (Carnatic and Hindustani)

1. Introduction to notation:- Solfa, Staff, Sargam, Tala, Graphic etc.

Reading staff notation to include treble clef, sharps and flats Basic Notation:

Pitch; Some exercises, further exercises

- Sharps and flats
- Majors and Minors
- 2. Basic Notation: Pulse: and simple time values
 - Understand time signatures including 2, 3, 4,
 - Compound time and 6/8
 - Rhythm; Rhythm and pulse exercises
 - Rests
- 3. Chord and Chord inversions
- 4. Indian notation systems
- 5. The repertoire:
 - Form and structure
 - Musical styles



6. Preparation for Examinations at Initial and Level 1
 - Exercises and studies (technique, practise)
 - Aural training (incl. conventions, aims)
 - The prepared performance (content & presentation)
 - Theory and notation
7. Classification criteria for Musical instruments incl. Natya Shastra and Western
8. **Final assessment of Lesson Planning:**

UNIT B: Preparing Students for Level 2

Development of Teaching skills will require understanding of matters in Level 1

1. The place of music in students' education, and the purpose of the lessons to the student
2. Understanding the reality for students studying 'world music' and the 'oral tradition' in western communities
3. Managing relationships with parents and the wider community and understanding cultural attitudes to teaching and learning
4. Further strategies: interactive teaching
5. Planning successful lessons 2:
 - Observing and evaluating students learning during lessons
 - Recognising continuity and progression
 - Assessment, recording and reporting
6. Revision of planning strategies for final assessment

UNIT B Technical section.

The technical section of the course will be combined, using a '*world music*' approach where possible, and *subject specific* when necessary.

Areas to be covered:

Knowledge of the syllabuses (Steel Pan): all information required will be subject specific

1. Reading notation including ledger lines, bass clef and more complex rhythmic groupings
2. Recognising styles included in level 2 with knowledge of common musical devices - form & structure, imitation/sequence etc
3. Strategies for Students including:



- Understanding scale, chord structure and symbols
 - Good practice advice for students
 - Teaching specific techniques; How to achieve excellence
4. Information about exam pieces to Grade 5
 5. Information about all steel pans; their range and uses
 6. Cultural development of music in Europe, the Caribbean and their shared roots
 7. Performers and participants of the Caribbean; information to grade 5
 8. Assessment of long-term planning

Knowledge of the syllabuses (Carnatic and Hindustani): *all information required will be subject specific*

1. Oral and written notation: developing accuracy and speed
2. Teaching an oral tradition: responsibilities and considerations
3. Strategies for developing correct playing technique and speed.
4. Introducing improvisation.
5. Preparation for Examinations at Level 2
 - Exercises and studies (technique, practise)
 - Aural/oral training (incl. conventions, aims)
 - The prepared performance (content & presentation)
 - Theory and notation
6. An introduction to the history of Indian music
7. Teaching tuning and care of your and relevant instruments.
8. **Assessment of long-term planning.**

UNIT C: Preparing students for Level 3

Development of Teaching skills required will require understanding of matters in Level 1 & 2.

1. Understand the significance of equality, diversity and inclusion in education and the implications for music students. Develop guidelines that you would wish to influence your work in future. This will be developed during the course.
2. Managing pupil behaviour
3. Recognise ways of developing positive attitudes in students.
4. Consider the importance of professionalism, innovative practice and creativity in music education.
5. Develop awareness of reflective practice and the importance of personal professional development
6. Revision of all matters covered in Units 1 & 2.



UNIT C Technical section.

The technical section of the course will be combined, using a '*world music*' approach where possible, and *subject specific* when necessary.

Areas to be covered:

Knowledge of the syllabuses (Steel Pan)– all information required will be subject specific

1. To be able to teach a piece of grade 8 music using the interconnecting skills of listening and reading notation and fully understand how Information regarding exam pieces can be found
2. Develop a working knowledge of scale and chord structure (including whole tone, blues scale and common jazz chords) and their use in improvisation
3. Learn to extend practice opportunities, further developing differing techniques
4. Develop a basic recognition of musical styles in both music of the Caribbean and of Europe, understanding the technical musical language used, and show awareness when interpreting these different styles
5. Understand the principles of arranging music for steel orchestra and be able to effectively convey these principles to students; demonstrating how they can be successfully orchestrated for a steel orchestra, whilst exhibiting sensitivity to the original orchestration
6. Create an arrangement for full steel orchestra that demonstrates understanding of newly acquired information. Describe your choices. This arrangement may be developed during the course.

Knowledge of the syllabuses (Carnatic and Hindustani): *all information required will be subject specific*

1. Introduction to recognising common Western musical styles.
2. Introduction to non-Indian instruments commonly played by students in schools.
3. Understand the basics of composing and arranging for Awards exams and performances.
4. Using practice to develop a student's creativity, playing techniques and improvisational skills.
5. Further understanding of relevant musical genres and instruments.
6. Preparation for Examinations at Level 3
 - Exercises and studies (technique, practise)
 - Aural/oral training (incl. conventions, aims)
 - The prepared performance (content & presentation)
 - Theory & notation



7. Create two arrangements: (i) for a medium sized student group learning your instrument that you would like to perform on stage together (ii) for a small group of students from different genres wanting to appear for the Awards.

