

Diploma in Vocal and Music Teaching

聲樂及音樂教學法文憑

2 Years Part-time

Course Feature 課程特點:

1. Suitable for singing / instrumental teacher who urge to improve their teaching skills effectively.
適合有志提升教學技巧的聲樂及樂器老師。
2. Weekend course structure. 課程設於星期六，適合在職人士。
3. 完成兩年課程，老師將可應考英國聖三一音樂學院教學文憑。資歷相等於全日制大學課程一年級(資歷架構第四級)。 Upon finishing this course, candidates will be ready to take ATCL in Principles of Instrumental/Vocal teaching. Qualification equal to full-time undergraduate course year 1 (Ofqual Level 4).
4. Our course provides practical teaching and observation experience to our diploma candidates.
為使老師可以順利完成文憑的應考要求，本課程提供教學實習及觀摩課。
5. Our candidates will enjoy hourly pay outside practical teaching time.
在實習經驗以外，考生可透過本校提供的教學機會即時賺取收入。
6. By finishing this course, it will increase employment opportunities.
畢業後，可增加從事音樂教育工作的就業機會。
7. Join our teaching community, develop your network, stimulate your teaching.
加入 TLVPA 教學群組，發展你的網絡，激發你的教學。

Learning Outcomes 學習重點:

1. Build up awareness, through practical experience, of how to engage effectively with a range of students in the teaching studio, showing sensitivity to individual needs.
通過實踐經驗，建立對如何有效地在教學中的與學生互動，從而表現出對學生需要的靈敏度。
2. Develop their knowledge of music drawn from a variety of different style.
培養學員從各種不同風格汲取的音樂知識。
3. Execute collaborative work effectively at a professional level, adjusting their practice in the light of self-evaluation.
以專業水平有效地執行及協作工作，並根據自我評估調整與實踐。
4. Demonstrate an awareness of the material they are working with in relation to graded music examination (ABRSM & Trinity).
展示分級音樂考試(英國皇家音樂學院及英國聖三一學院)相關的材料知識。
5. Develop original approaches to presenting concepts to students, including working in ways which develop students' creativity.
開發及向學生展示概念的始創方法，包括以發展學生的創造力。
6. Demonstrate secure command in communicating subject knowledge.
熟練地展示及傳達知識及技巧時。
7. Demonstrate an awareness of Planning work to achieve and evidence set goals.
計劃教案以實現並設定的目標。
8. Demonstrate awareness of the relevant legislation and professional values.
表現出對相關專業價值觀的認識。
9. Reflect critically on their own practice and that of others.
嚴格地地反思自己和他人的教學方法。

Programme Structure 課程結構：

Year 1

	<i>Vocal and Music Pedagogy</i> 聲樂及音樂教學法	<i>Practical Training</i> 實習時數	<i>Teaching Observation and Analysis</i> 教學觀察與分析	<i>Vocal Coaching</i> 聲樂指導
Module 1	Analysis of Experience as a Learner (5 hours)	12 hours	12 hours	2 hours
Module 2	Observation of other Teachers (5 hours)	12 hours	12 hours	2 hours
Module 3	Initiative Test of Teaching Skills (5 hours)	12 hours	12 hours	2 hours
Module 4	Presentation on technique (5 hours)	12 hours	12 hours	2 hours

Year 2

	<i>Vocal and Music Pedagogy</i> 聲樂及音樂教學法	<i>Practical Training</i> 實習時數	<i>Teaching Observation and Analysis</i> 教學觀察與分析	<i>Vocal Coaching</i> 聲樂指導
Module 1	Case studies of Teaching Experience (5 hours)	12 hours	12 hours	2 hours
Module 2	Original Teaching Resources (5 hours)	12 hours	12 hours	2 hours
Module 3	Viva Voce Practice (5 hours)	12 hours	12 hours	2 hours
Module 4	Practical Application (5 hours)	12 hours	12 hours	2 hours

Year 1

Module 1

Analysis of experience as a learner (500 words)

Candidates should write a reflective piece on their experiences as learners in the instrument/voice they are presenting. They should consider the different contexts in which their learning took place and which of these they found most effective and motivating. They should identify and analyse the teaching methods and strategies of their teachers, reflecting on the ways that the teaching and learning relationship impacted on their achievement, either positively or negatively. They should identify any outstanding features they remember, particularly those that provided motivation to continue and improve. Finally, they should describe the ways in which their own teaching differs from that of their teachers, particularly if working in a different context from that in which they learned.

學員應以樂器/聲樂作為學習者的經歷寫一篇大約 500 字反思性文章。學員應該考慮他們學習的不同背景以及他們認為最有效的背景及資料。他們應確定並分析其教師的教學方法和策略，並反思教學關係對他們的成就有正面或負面的影響。

Module 2

Observation of other teachers (1,000 words)

Candidates should provide evidence, in the form of a written report of approximately 1,000 words of observed teaching. The observations should cover at least two instrumental/vocal teachers working in different settings, and track at least one pupil per teacher over a minimum of 10 lessons.

學員應以書面報告的形式提供大約 1000 字的證據，以證明其對教學觀察的。觀察結果應涵蓋至少兩名在不同環境中工作的樂器/聲樂教師，並且追蹤每位老師至少一名學生達十節課堂。

Module 3

Initiative test of teaching skills – 10 minutes presentation 10 分鐘的教學技能測驗

Candidate will be given one piece of repertoire drawn from the current ABRSM/ Trinity syllabus for their instrument or voice drawn from Grades 1–5. Candidates will have five minutes to look through it during which they may play parts if they wish, noting any areas of technical or musical interest. Candidate will then be asked first to describe these to the examiner, and then outline to the examiner a series of activities they would use to work on these elements in the context of a lesson.

學員應說明如何通過以下方式促進和整合技術和音樂發展曲目更廣泛。學員應通過語言表達清楚地表達自己的想法並有效地進行交流和自己的表演技巧。它們還應包括對學生採取的策略的引用。難以完成要求他們做的事情，以及如何快速開展工作並提供進一步的幫助挑戰學生是否輕鬆實現目標。

Module 4

Establishing a successful teaching/learning environment – 10 minutes presentation

建立成功的教學環境 - 10 分鐘的簡報演示

Candidates should avoid broad generalisations, instead drawing wherever possible on live experience, including that documented in Year 1. Candidates are encouraged to use their own instrument to demonstrate, and also to model singing and movement activities. (e.g. the teaching/learning relationship, motivating students, encouraging practice, keeping pupils safe, using assessment constructively)

學員應避免廣泛概括，而應盡可能藉鑑現場經驗，包括第一年中記錄的內容。鼓勵考生使用自己的工具進行演示和建模審查員的唱歌和運動活動。例如：教學/學習關係，激勵學生，鼓勵實踐，即興創作，合奏，整合音樂和其他技術活動，保持學生安全，建設性地使用評估。

Year 2

Module 1

Case studies of teaching experience (2,000 words)

Candidates should submit case studies based on two environments in which the candidate has worked as a teacher, typically in a support role. This could include deputising to cover a teacher's absence, coaching a small ensemble, leading a sectional rehearsal or creative session, or working as part of a team.

學員應以書面報告的形式提供大約 2000 字的個案研究。學員應基於自己曾在其中工作過的兩種環境提交案例研究擔任支持角色。這可能包括代表彌補老師的缺席，指導一個小合奏，領導一個部門排練或創意會議，或作為團隊的一部分。

Module 2

Original teaching resources (500 words)

Candidates should design two original teaching resources, one for each of the pupils or groups of pupils described in the case studies (Module 3). Examples include: a composition or an arrangement, a practical exercise or game, a visual aid, a creative use of ICT, etc.

學員應以書面報告的形式提供大約 500 字教學資源文章。學員應設計兩個原始創新的教學資源，針對案例中 (Module 1) 描述的每位學生或一組學生研究。示例包括：構圖或佈置，實踐練習或遊戲，視覺輔助，創造性，使用電腦技術等。

Module 3

Viva voce Practice - 教學討論

Candidates should be able to discuss and link up all the materials and teaching experience in the previous modules. Candidates should be able to respond positively to feedback, evaluate their own performance, set realistic targets for continuing professional development (CPD), understand professional value systems and standards, including relevant legislation, refer to a variety of different teaching methods and approaches, demonstrate knowledge of underlying concepts and principles associated with the subject, and an ability to evaluate, and interpret these within the wider context of the sector. Candidates should be able to present, evaluate, and interpret information, develop lines of argument and make sound judgements in accordance with the basic theories and concepts of the subject, evaluate the appropriateness of different approaches to solving problems related to the subject and communicate the results of their study accurately and reliably, with structured and coherent arguments. At the end of the discussion candidate should be able to identify suitable training to develop their skills further.

學員應該能夠與考官討論並連接先前所有課程中的所有材料和教學經驗。

Module 4

Practical Application – 實踐與應用

During this module, candidates will have mock examination and discussion with lecturer and peer. before their ATCL Principles of Instrumental/ Vocal teaching Diploma.

正式考試前的模樣考試及討論。