

DIPLOMA IN ART/MUSIC EDUCATION PROGRAMME

CURRICULUM STRUCTURE FOR DIPLOMA IN ART/MUSIC EDUCATION PROGRAMME

The curriculum structure for Diploma in Art/Music Education Programme is shown in Table 8 below:

Table 8: Curriculum Structure for Diploma in Art/Music Education Programmes

Year 1

Category/ Subject	Module Code	Title	No. of AUs
EDUCATION STUDIES			
	DED130	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED131	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED132	ICT for Engaged Learning	2
CURRICULUM STUDIES (Select Art or Music)			
Art	DCA130	Visual Representation & Expression I: Issues in two-dimensional praxis	3
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	3
	DCA132	Art Theory in Action I	2
	DCA133	Visual Representation and Expression III: Issues in new media praxis	3
Music	DCI130	General Musicianship I	3
	DCI131	General Musicianship II	3
	DCI132	Secondary School Music	3
	DCI133	Choir I	2
	DCI134	Band I	2
	DCI135	Conducting	2

cont'd

Category/ Subject	Module Code	Title	No. of AUs
SUBJECT KNOWLEDGE (To align with the Curriculum Studies subject)			
Art	DSA130	Understanding Visual Literacy	3
	DSA131	Concepts and Practices in Art Education	3
	DSA132	The Development of Adolescent Art and its Implications for Teaching	3
Music	DSI130	World Music in Education	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK130	Communication Skills for Teachers	2
PRACTICUM			
	DPR130	Teaching Assistantship	3

Note: In addition to the core modules and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 17.

Year 2

Category/ Subject	Module Code	Title	No. of AUs
EDUCATION STUDIES			
	DED230	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
Art	DCA230	Visual Representation and Expression IV: Issues in new media praxis	3
	DCA231	Visual Representation and Expression V: Issues in two-dimensional praxis	3
	DCA232	Visual Representation and Expression VI: Issues in three-dimensional praxis	3
	DCA233	Art Theory in Action II	2
	DCA234	Visual Arts Research Project	3
Music	DCI230	General Musicianship III	3
	DCI231	Choir II	2
	DCI232	Educational Perspectives in Music	3
	DCI233	Band II	2
SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)			
Art	DSA230	Visual Arts Education in Museums and Galleries	3
	DSA231	Contemporary South East Asian Art	3
Music	DSI230	Creativity in the Classroom	3
	DSI231	Music in Media	3
	DSI232	Music of Popular Culture in Education	3
	DSI233	Western Art Music in Education	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK230	English for Academic & Professional Purposes	2
PRACTICUM			
	DPR230	Teaching Practice	12

CONTENTS OF CORE MODULES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

The modules for DED130-132 & DED230 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Art

Year	Module Code	Title	Module Category	No. of AUs	Pre-requisites
1	DCA130	Visual Representation & Expression I: Issues in two-dimensional praxis	Core	3	-
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	Core	3	-
	DCA132	Art Theory in Action I	Core	2	-
	DCA133	Visual Representation and Expression III: Issues in new media praxis	Core	3	-
2	DCA230	Visual Representation and Expression IV: Issues in new media praxis	Core	3	-
	DCA231	Visual Representation and Expression V: Issues in two-dimensional praxis	Core	3	-
	DCA232	Visual Representation and Expression VI: Issues in three-dimensional praxis	Core	3	-
	DCA233	Art Theory in Action II	Core	2	DCA132
	DCA234	Visual Arts Research Project		3	

DCA130 Visual Representation and Expression I: Issues in two-dimensional praxis

Introduction to the concept and practice of representation and expression. Student teachers will consider the use of two-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in two-dimensional representation and expressive processes. Additionally, links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made. Student teachers will also explore innovative methods of documenting the range of investigative and research-oriented activities undertaken in this module.

DCA131 Visual Representation and Expression II: Issues in two-dimensional praxis

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of three-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in three-dimensional representation and expressive processes. They will be encouraged to undertake projects in which they will develop an understanding of the relationships which link Sculpture and Ceramics. Links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made.

DCA132 Art Theory in Action I

Student teachers will consolidate previous knowledge of art theory and critical studies as they relate to their own art practices.

DCA133 Visual Representation and Expression III: Issues in new media praxis

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of the role of digital and interactive technologies in expressive and representational media and their role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will use new media technologies to develop their own competence

in representation and expressive processes. Links with classroom practice will be made.

DCA230 Visual Representation & Expression IV: Issues in new media praxis

Student teachers will have the opportunity to build on their knowledge of concepts of representation and expression. They will further consider the use of digital and interactive technologies in relation to expressive and representational media and their role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will continue investigate the use of new media and digital technologies to formulate, develop and sustain a self-generated inquiry. Student teachers will acquire working methods, research skills and knowledge necessary for the successful implementation of concepts. They will continue to develop a critical awareness of contemporary and historical art issues relevant to the new technologies and their application in the teaching environment.

DCA231 Visual Representation & Expression V: Issues in new media praxis

Student teachers will further their investigations into the concept of representation and expression and their role in the formation of symbolic systems. Student teachers will be encouraged to generate interdisciplinary links between an area of two-dimensional studio practice (drawing, painting or printmaking) and an aspect of either three dimensional studio practices or interactive, digital and new media studio practice. Student teachers will be expected to acquire working methods, research skills

and knowledge necessary to successfully carry out concepts. They will continue to develop a critical awareness of contemporary and historical art issues and their application in the teaching environment. Student teachers will also explore innovative methods of documenting the range of investigative and research-oriented activities undertaken in this module.

DCA232 Visual Representation & Expression VI: Issues in three-dimensional praxis

Student teachers will have the opportunity to elect to work in either sculpture or ceramics. Through an in-depth investigation they will continue to extend their understanding of concepts of representation and expression and their role in the formation of symbolic systems. In consultation with lecturers, student teachers will produce a body of work through which they will acquire working methods, research skills and knowledge necessary to successfully realize the full scope of their project. They will also continue to develop a critical awareness of contemporary and historical art issues and their application in the teaching environment. Links with class room practice will be made.

DCA233 Art Theory in Action II

This module asks student teachers to consider and plan a form of presentation, show, display, or exhibition of artworks. Discussion will focus on exhibits in Singapore as they relate to the international art scene.

DCA234 Visual Arts Research Project

Student teacher plans and undertakes a research project related to art teaching in the secondary school. The project should be guided and illuminated by reference to appropriate theoretical frameworks. This module helps student teachers understand research methods in art education within the secondary school context.

The Teaching of Music

Year	Module Code	Title	Module Category	No. of AUs	Pre-requisites
1	DCI130	General Musicianship I	Core	3	-
	DCI131	General Musicianship II	Core	3	-
	DCI132	Secondary School Music	Core	3	-
	DCI133	Choir I	Core	2	-
	DCI134	Band I	Core	2	-
	DCI135	Conducting	Core	2	-
2	DCI230	General Musicianship III	Core	3	-
	DCI231	Choir II	Core	2	-
	DCI232	Educational Perspectives in Music	Core	3	-
	DCI233	Band II	Core	2	-

DCI130 General Musicianship I

This module seeks to establish a foundation in musicianship skills (aural-training, sight-singing, keyboard skills, functional music theory and analysis) for the music classroom via the activities of creating, performing and responding. This module is to help students develop essential functional musical concepts and skills that are required as a classroom music teacher with a view to cultivating performance and listening skills.

DCI131 General Musicianship II

This module seeks to apply these skills (aural-training, sight-singing, keyboard skills, functional music theory and analysis) to music teaching and learning for the classroom. This module is designed to prepare student teachers to formulate instructional goals and organize teaching strategies, and to utilize a variety of techniques and materials for the secondary classroom.

DCI132 Secondary School Music

This module involves a thorough survey and discussion of the Secondary School Music Syllabus in relation to practices and policies outlined by the Ministry of Education. It aims to familiarize student teachers with the requirements and guidelines defined by MOE's current Secondary Music Syllabus, to enable them to develop a congruent, comprehensive, developmental programme of music education in secondary schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

DCI133 Choir I

This module enables the development of educational practices in the classroom by an immersion in practical musical skills through participation in vocal and choral activities. This is a practical-based module.

DCI134 Band I

This module enables the development of educational practices in the classroom by an immersion in practical musical skills through participation in activities for the symphonic band. These skills are seen as a knowledge base for developing other skills in performing and ensemble directing. Also developed are knowledge and skills necessary for conducting an ensemble in the secondary music classroom and school-based ensembles. This practical-based module includes a study of rehearsal procedures and performance practice.

DCI135 Conducting

The development of knowledge and skills necessary for conducting band, choir or orchestra or any instrumental ensemble. Involves the study of rehearsal procedures and performance practice.

DCI230 General Musicianship III

This module seeks to further reinforce and sharpen students' aural perception, sight singing and keyboard skills and analytical understanding to fulfil the task of a music specialist in teaching and learning for both classroom and co-curricular music settings, managing classroom music activities and development of a secondary music programme.

DCI231 Choir II

This module builds on the initial development, in Choir I, of educational practices in the classroom by an immersion in practical musical skills through participation in vocal and choral activities. This is a practical-based module.

DCI232 Educational Perspectives in Music

This module explores current thinking in the area of music education theory through practical and creative activities appropriate for music making in the secondary school classroom. This module also examines the impact of diverse musical traditions around the world including popular culture and jazz on educational theory and practice.

DCI233 Band II

This module is a further development, in Band I, of educational practices in the classroom by an immersion in practical musical skills through participation in activities for the symphonic band. These skills are seen as a knowledge base for developing other skills in performing and ensemble directing. Also developed is knowledge and skills necessary for conducting an ensemble in the secondary music classroom and school-based ensembles. This practical-based module includes a study of rehearsal procedures and performance practice.

SUBJECT KNOWLEDGE

Art

Year	Module Code	Title	Module Category	No of AUs	Pre-requisite
1	DSA130	Understanding Visual Literacy	Core	3	-
	DSA131	Concepts and Practices in Art Education	Core	3	-
	DSA132	The Development of Adolescent Art and its Implications for Teaching	Core	3	-
2	DSA230	Visual Arts Education in Museums and Galleries	Core	3	-
	DSA231	Contemporary South East Asian Art	Core	3	-

DSA130 Understanding Visual Literacy

Visual Literacy refers to the capacity to read and interpret visual images. In contemporary culture, the visual image is being increasingly used as a vehicle through which information is relayed. From billboards to DVDs, from computer games to MTV clips, from television to internet, information is being communicated visually. It is essential that we develop the capacity to understand that visual images do more than merely decorate. Visual images need to be read with the rigor and attention that was once reserved for the printed word. This module will offer an introduction to the study and interpretation of visual culture through a range of theoretical perspectives that seek to explain how visual images generate meaning.

DSA131 Concepts and Practices in Art Education

The course will look into how the teaching of art has evolved over history. Issues that arise from the various education philosophies and theories and their curriculum implications will be discussed. The course

will also examine how government policies and initiatives in the arts influence the teaching of art in primary schools. Student teachers will

- discuss the current trends in art education
- relate concepts and theories in art education in their practice
- understand the relationship between issues in art education and the development of art curriculum

DSA132 The Development of Adolescent Art and its Implications for Teaching

Considers the development of adolescents' use of visual media. Student teachers will be helped to understand that when young children and adolescents use and organize visual media, they form important understandings about representation, symbols and signs which will prove crucial to their cognitive development. The educational implications will be considered. Student teachers will

- understand key developmental and cognitive theories that underpin artistic development in adolescents
- evaluate critically these theories and their relevance in today's art education in schools
- be informed and aware of their own beliefs when planning art instructions in classroom

DSA230 Visual Arts Education in Museums and Galleries

This module will explore the educational role of museums and galleries and its relationships to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Field trips will be conducted to the various

local museums and galleries.

DSA231 Contemporary South East Asian Art

This module is the first of two modules that looks at the development of art in Singapore and in Southeast Asia. The interest here is in prospecting the contemporary in historical terms. This module focuses on ways by which the contemporary and the region are diversely seen, read, desired, claimed and discussed. The approach entails studies of art practices, productions and critical texts. The module will be conducted through lectures, tutorial discussions and assignment projects.

Music

Year	Module Code	Title	Module Category	No of AUs	Pre-requisite
1	DSI130	World Music in Education	Core	3	-
2	DSI230	Creativity in the Classroom	Core	3	-
	DSI231	Music in Media	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-
	DSI233	Western Art Music in Education	Core	3	-

DSI130 World Music in Education

This module also examines the role that musics from other parts of the world may play in developing pupils understanding of the rich diversity of world music and the central role of music in many societies. The diversity of world musics introduces studies of local musics in the Singaporean context with a view to developing curriculum and context for their place in the music classroom and the ways in which National Education messages are communicated. The emphasis throughout this module is on active participation through creating, performing and listening.

DSI230 Creativity in the Classroom

Students are encouraged to explore and develop a personal idiom in composing; to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and a way in which pupils may find a way to express themselves musically.

DSI231 Music in Media

This module involves an introduction to understanding artistic and other processes in performance productions that employ multiple media. This module draws on film musicals and contemporary MTV productions as examples of music in media and looks at how Multi-media art in the form of film musicals and contemporary MTVs can be used for the teaching of music in the secondary classroom. This module looks at the ways in which music, visual arts, drama, dance and literature interact and may be understood in the broader contexts of politics, culture, sociology, philosophy, ethics, geography and history.

DSI232 Musics of Popular Culture in Education

This module introduces the study of music of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that music of popular culture plays in developing pupils understanding of the rich diversity as well as its central role of music in many societies. The emphasis throughout is on active participation through creating, performing and listening.

DSI233 Western Art Music in Education

This module involves a study of music of the western classical tradition with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that western art music in developing pupils understanding of its place in society and includes issues of aesthetics. The emphasis throughout is on active participation through creating, performing and listening.

Practicum

Year	Module Code	Title	Module Category	No. of AUs	Pre-requisites
1	DPR130	Teaching Assistantship (TA)	Core	3	-
2	DPR230	Teaching Practice (TP)	Core	12	TA

The Practicum is a very important component of the diploma programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum is spread throughout the entire course of study and is developmental in nature. It comprises two school attachment periods, i.e., Teaching Assistantship (TA), Teaching Practice (TP).

DPR130 Teaching Assistantship

At the end of the first year, the student teachers will undergo a 5-week TA. Its purpose is to provide student teachers practical experience in helping their Cooperating Teachers (CTs) plan lessons, prepare resources, manage pupils. They will also be given opportunities to observe their CTs teach and to do some guided teaching.

DPR230 Teaching Practice

TP is the last component of the Practicum. It is 10 weeks long – this duration will provide time for student teachers to have a more holistic school attachment experience which would include exploring other aspects of a teacher's life besides classroom teaching, for e.g., observing how CCAs are managed.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Module Code	Title	Module Category	No. of AUs	Pre-requisites
1	DLK130	Communication Skills for Teachers	Core	2	-
2	DLK230	English for Academic and Professional Purposes	Core	2	-

DLK130 Communication Skills for Teachers

This is a practical course designed to provide the student teachers with oral and written skills necessary for effective communication as student teachers in the classroom and in their professional interaction with colleagues, parents and the general public. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student teachers will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

DLK230 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teachers' language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to

enable student teachers to appreciate the relation between grammar form and message communicated.

DIPLOMA IN HOME ECONOMICS EDUCATION

CURRICULUM STRUCTURE FOR DIPLOMA IN HOME ECONOMICS EDUCATION

Student teachers under the Home Economics Teacher Training Scheme who have successfully completed the three-year Diploma in Consumer Science and Technology from Temasek Polytechnic are required to undergo a one-year Diploma in Home Economics Education programme. They will follow the curriculum structure shown in Table 9 below:

Table 9: Curriculum Structure of the Diploma in Home Economics Education Programme
(For student teachers under the Home Economics Teacher Training Scheme who have completed the Diploma in Consumer Science and Technology from Temasek Polytechnic)

Category/ Subject	Module Code	Title	No. of AUs
EDUCATION STUDIES			
	DED130	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED131	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED132	ICT for Engaged Learning	2
	DED230	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES			
Teaching of Home Economics	DCX130	The Teaching of Food and Nutrition	3
	DCX131	The Teaching of Clothing and Textiles	3
	DCX132	Home Economics Curriculum and Evaluation	2
	DCX133	The Teaching of Consumer Education	3
PRACTICUM			
	DPR231 ♦	Practicum	10
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK130	Communication Skills for Teachers	2
	DLK230	English for Academic & Professional Purposes	2

♦ The Practicum of 10 weeks will be scheduled in the second semester.

Note: In addition to the core modules and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 17.

CONTENTS OF CORE MODULES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

The modules DED130-132 and DED230 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Home Economics

Year	Module Code	Title	Module Category	No. of AUs	Pre-requisites
1	DCX130	The Teaching of Food and Nutrition	Core	3	-
	DCX131	The Teaching of Clothing and Textiles	Core	3	-
	DCX132	Home Economics Curriculum and Evaluation	Core	2	-
	DCX133	The Teaching of Consumer Education	Core	3	-

DCX130 The Teaching of Food and Nutrition

The Food and Nutrition syllabus at the lower and upper secondary levels; strategies and methods to teach basic principles of food management; organisation of investigative and practical work, emphasis on coursework development for upper secondary syllabus.

DCX131 The Teaching of Clothing and Textiles

The pedagogical aspects of topics such as textile studies, planning of clothing needs of individuals and families, consumer awareness in the choice and care of clothes, choice, use and care of equipment, and basic clothing construction skills.

DCX132 Home Economics Curriculum and Evaluation

The nature, history and philosophy of home economics; the rationale and objectives of teaching home economics; resources and teaching strategies which focus on learner involvement; the use of appropriate evaluation procedures in facilitating effective learning.

DCX133 The Teaching of Consumer Education

Various approaches to the teaching of consumer education. The concepts of needs and wants, as well as how to make smart consumer decisions, to identify priorities, to set realistic economic goals and manage resources effectively.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Module Code	Title	Module Category	No. of AUs	Pre-requisites
1	DLK130	Communication Skills for Teachers	Core	2	-
2	DLK230	English for Academic and Professional Purposes	Core	2	-

DLK130 Communication Skills for Teachers

This is a practical course designed to provide the student teachers with oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student teachers will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

DLK230 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teachers' language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to enable

student teachers to appreciate the relation between grammar form and message communicated.

PRACTICUM

Module code	Title	Module Category	No. of AUs	Pre-requisites
DPR231 ♦	Practicum	Core	10	-

- ♦ The Practicum of 10 weeks will be scheduled in the second semester.

DPR231 Practicum

This module will expose the student teacher to opportunities of teaching and managing students for the subject that he/she has been trained to teach. By this stage of professional training, the student teacher will be exposed to the multi-faceted role of the teacher, such as planning, instructing, managing and assessing pupils' learning, as well as having some practice in using appropriate enrichment and remedial learning activities for target students in classrooms.