



Syllabus Guide

Licentiate in Music Teaching LRSL (Level 6)



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Introduction

This Syllabus Guide covers the following Diploma:

LRS� Level 6 in Music Teaching (QAN 501/0778/1)

The aim of both qualifications is to provide flexible, vocationally relevant qualifications in instrumental/vocal teaching at both Level 4 (Diploma) and Level 6 (Licentiate). These qualifications are designed to offer direct progression into certain sectors of music education while also acting as an introduction, or preliminary stage, to undergraduate or postgraduate teacher training qualifications depending on the qualification taken.

The level and content of the qualifications are ideal for experienced/skilled musicians working in educational activities such as peripatetic teaching, music workshops/masterclasses and music facilitation. Candidates will be looking to gain recognition of their skill set to pass on their knowledge to others through teaching-based activities.

Accreditation & credits

All Rockscool Diplomas are regulated by Ofqual and can be found on their register <http://register.ofqual.gov.uk/>.

LRS� is worth 180 QCF credits, 105 credits for the Unit 1 portfolio and 75 credits for the Unit 2 examination.

Candidates are given a maximum of two years from registration to complete and pass both Units in order to obtain the qualification.

Instrument/Genre specialisms

Applications for the Teaching Diplomas can be made by candidates of any instrument or discipline offered in the Rockscool syllabus range. Please see www.rslawards.com

Diploma definitions and post-nominal letters

Rockscool Diploma Qualifications are available at:

Level 4 which is a Diploma of RSL (DipRSL)

Level 6 which is a Licentiate of RSL (LRS�)

Candidates may use DipRSL or LRS� post-nominally if they wish after gaining the qualification.

Prerequisites

Suitable for: Established teacher

Teaching: QCF Levels 1, 2 and 3

Licentiate candidates must have achieved the Diploma (DipRSL) or Level 4 equivalent and have at least three years regular teaching experience. If the candidate does not have the Diploma (DipRSL) or Level 4 equivalent, applications can be made on the basis of having the entry requirements for Level 4 and more than five years teaching experience.

For either option, candidates must show evidence of the following:

- Group teaching
- One to one teaching
- Teaching of Level 3 learners

Evidence of this experience must be supplied on application in the form of supporting letters of reference describing the writer's knowledge of the candidate's work. Suitable references will come from a Head of Music, Centre Manager or other authoritative position in music teaching.

Entry application

Candidates are only allowed to enter for the Teaching Diplomas using the official entry form that can be found at www.rslawards.com. All entries will be accompanied by the pre-requisite evidence and full payment for the relevant Diploma. Alternatively candidates can request to pay by card and be sent a payment link but no Diplomas will be registered until this payment has been made.

Candidate must be **18 years of age or older** to apply for the Level 6 Teaching Diploma.

Fees

All current fees for the Diplomas are available at www.rslawards.com/music/diplomas/dates-and-fees

Units

The Level 6 Diploma consists of two Units of work:

Unit 1 (coursework)

- Written portfolio of Lesson Overviews, Lesson Plans and Home Study Plans
- Three video submissions

Unit 2 (examination)

- Evaluation of pre-recorded teaching clips
- Assessment of four pre-recorded performances
- Preparing and delivering a Given Teaching Scenario
- Written paper

Unit 1 – Music Lesson Planning and Delivery

For this Unit the following work should be submitted digitally to diplomas@rslawards.com. Candidates may submit this Unit at any point after their entry application.

Learning Outcome 1.1 – Group Lesson Delivery

Candidates need to complete a video recording of a Group Lesson at Level 1. This lesson needs to be a full 20–30 minute lesson with an additional introduction and concluding evaluation.

If any of the learners recorded in the video are under 18 then the candidate must submit a release form from the parents/guardians of each learner agreeing to the recording being used for assessment purposes, without which this video cannot be marked.

Candidates will be marked on the following criteria:

- Detail/clarity of aims and objectives
- Appropriateness/variation of lesson tasks, content and material
- Range and effectiveness of teaching methods
- Effectiveness of communication, use of language and engagement of learners
- Structure of delivery and timekeeping
- Learner differentiation
- Detail and variation of suggestions in lesson evaluation

Introduction

Before the lesson the candidate should state the aim and objective of the lesson to camera. They should give a brief outline of each learner, including age, other instruments played, learning style, previous music education to date etc. A lesson plan must also be included for the examiner. The introduction should be precise and specific, giving the outline of the lesson that will follow and detailing what the learners will be covering as well as what the candidate hopes to achieve. The introduction should last for no more than 2–3 minutes.

Lesson

The lesson will be a live, unedited video of a real lesson, preferably with learners the candidate is already teaching. The candidate should aim to include clear indications of dealing with group differentiation both in advance of and during the lesson.

Evaluation/Conclusion

At the end of the lesson the candidate should evaluate and assess the lesson focusing on both the learner and themselves as the teacher. The evaluation requires candidates to comment upon the following:

- At least two areas of strength shown by the learners
- At least two areas of development for the learners
- Two suggestions of ways to help learners achieve
- Own areas of strength
- Two suggestions of areas for own development with detailed and varied ideas/suggestions to achieve them.
- The evaluation/conclusion should last for no more than 2–3 minutes.

Learning Outcome 1.2 – Individual Lesson Delivery

Candidates need to complete a video recording of an Individual Lesson at Level 2. This lesson needs to be a full 20-30 minute lesson plus an additional introduction and concluding evaluation.

If the learner recorded in the video is under 18 then the candidate must submit a release form from the parents/guardians of the learner agreeing to the recording being used for assessment purposes, without which this video cannot be marked.

Candidates will be marked on the following criteria:

- Detail/clarity of aims and objectives
- Appropriateness/variation of lesson tasks, content, material to achieve aims/objectives
- Range and effectiveness of teaching methods to achieve aims and objectives
- Effectiveness of communication, use of language and engagement of learner
- Structure of delivery and timekeeping
- Detail and variation of suggestions in lesson evaluation

Introduction

Before the lesson the candidate will state the aim and objective of the lesson to camera. They must give a brief outline of the learner, including age, other instruments played, learning style, previous music education to date etc. A lesson plan will also need to be included for the examiner.

The introduction should be precise and specific, giving the outline of the lesson that will follow and detailing what the learner will be covering as well as what the candidate hopes to achieve. The introduction must last for no more than 2-3 minutes.

Lesson

The lesson will be a live, unedited video of a realistic lesson, preferably with a learner the candidate is already teaching.

Evaluation/Conclusion

At the end of the lesson the candidate needs to evaluate and assess the lesson focusing on both the learner and themselves as the teacher. The evaluation requires candidates to comment upon the following:

- At least two areas of strength shown by the learner
- At least two areas for development for the learner
- Two suggestions of ways to help learners achieve
- Own areas of strength
- Two suggestions of areas for own development with detailed and varied ideas/suggestions to achieve them.
- The evaluation/conclusion must last for no more than 2-3 minutes.

Learning Outcome 1.3 – Music Analysis and Performance (MAP)

Candidates need to submit an unedited video of a 15-18 minute Music Analysis and Performance of a Level 3 piece.

Candidates can choose any piece they wish however the expectation is that the piece will not exceed 3-4 minutes and that the candidate aims for a minimum of 2 minutes to give sufficient time and material for a proper analysis.

There is no requirement for the piece to be from the Rockschoool repertoire.

Candidates will be marked on the following criteria:

- Context and quality of introduction and performance
- Ability to recognise musical difficulties at the correct level
- Range and suitability of resolutions and teaching methods
- Effectiveness of demonstrations and explanations
- Structure of delivery and timekeeping

Introduction

Before the performance the candidate needs to introduce the piece they have chosen and briefly outline the key areas of the music that make it a Level 3 piece of music.

Performance

Candidates must then perform the piece once through in its entirety. The full performance is compulsory in order to demonstrate the need to be convincing to a learner and set the correct tone.

Analysis

The candidate will then identify 5-6 elements of musical difficulty found in the piece and present 2-3 suitable teaching methods for each one. Regular demonstrations will be required throughout to support the ideas and comments made. In addition use of normal teaching resources to support analysis would be encouraged.

Candidates need to submit the full score of the piece with their video upload.

Learning Outcome 1.4 – Lesson Overviews and Lesson Plans

Candidates will be asked to submit a full portfolio of Lesson Overviews, Lesson Plans and Home Study Plans. The Overviews and Lesson Plans will be marked as one Learning Outcome and the Home Study Plans as another. They are, however directly related to each other.

Candidates will be marked on the following criteria (for Lesson Overviews and Lesson Plans):

- Usability, including clarity, structure, layout, language
- Appropriateness of aims & objectives, including brief learner history and teaching to date
- Appropriateness/variation of content, including assessment & progression
- Range and effectiveness of teaching methods
- Accuracy of timings
- Presentation, extent and relevance of supplementary material
- Attention to individual involvement/progress within a group

Lesson Overviews

30 for a Level 1 Group (beginner)

30 for a Level 2 Individual (intermediate)

This equates to three terms of lessons for each learner.

Lesson Overviews should be realistic and show clear and appropriate progression, relevance and cohesion over the 30 weeks. Title, aims and objectives should be clearly shown and all pertinent information for each lesson should be shown concisely. At lower levels of learning it is expected that teachers may have to amend Lesson Plans to fit learner needs. It is therefore reasonable for candidates to include regular reviews within their Lesson Overviews.

Candidates must make sure to include the background of the learner, with age, music experience and type of learner all clearly detailed.

Each Lesson Overview needs to be structured for a lesson lasting between 20–30 minutes.

Lesson Plans

20 for a Level 1 Group (beginner)

20 for a Level 2 Individual (intermediate)

Candidates need to develop and fully detail the first 20 Lesson Plans as contained in each set of their Lesson Overviews (40 lesson plans in total). Each Lesson Plan must be no more than one page in total and aims, objectives, and timings should all be clear to the examiner. It is expected that Lesson Plans will be clear, well-structured and concise, and be usable enough to enable a supply teacher to cover the candidate's lesson.

Any supplementary material must be clearly indicated and included with each appropriate plan.

Each Lesson Plan needs to be structured for a lesson lasting between 20–30 minutes.

Learning Outcome 1.5 – Home Study Plans (HSPs)

Candidates will be marked on the following criteria:

- Usability, including clarity, structure, layout, language
- Reference to and record of lesson content/achievement
- Range, depth and effectiveness of HSP tasks/content/supplementary material
- Clarity of targets for next lesson
- Accuracy of timings
- Extent and effectiveness of guidance/tips

Candidates need to produce a set of 20 detailed Home Study Plans each corresponding to the 20 Lesson Plans for an individual and a group (40 home study plans in total). These must be clear, well structured and concise, and be usable for the student(s) outside of the lessons.

Any supplementary material must be clearly indicated and included with each appropriate plan.

Unit 2 – Assessing and Observing Teaching Practice

This Unit will be wholly exam based and assessed via examination.

Candidates are required to arrange with the Head of Operations as to the best exam dates and venue for them on the successful completion of their Unit 1.

Examination Timings

Exam 1 - Preparation

- Initial reading time – 15 minutes
- Watching exam video – 70 minutes
- Preparation of Given Teaching Scenario – 15 minutes

Exam 1 – Interview with examiner

The interview will last approximately 90 minutes and cover the following Learning Outcomes.

It is possible the interview will be in a group.

- Observed Teaching Practice
- Observed Learner Performance
- Delivery of Given Teaching Scenario

Exam 2 – Written

This will be a formal written exam, held under standard invigilated exam conditions. Candidates should note that this exam will take place on a separate date from the first exam.

- Question paper – 90 minutes

Learning Outcome 2.1 – Observed Teaching Practice

Candidates will be marked on the following criteria:

- Evaluation of the materials shown
- Structure and balance of criticism and praise
- Ability to recognise problems at the appropriate level
- Clarity and inclusion of own teaching methods/solutions
- Awareness of CPD and impact on own development

Candidates will watch a video containing four or more different teaching clips, which may include one to one teaching and/or group teaching. Candidates will be given the accompanying notes for all the clips 15 minutes before the video starts. Candidates should read through the paperwork carefully and are permitted to make their own notes. The examiner or invigilator will then start the video which will run straight through without any breaks.

Candidates will aim to assess each teaching clip offering a balanced view of positive and critical aspects of the teaching. They should also be prepared to offer and illustrate alternative methods of their own where critical aspects are observed.

Learning Outcome 2.2 – Observed Learner Performance

Candidates will be marked on the following criteria:

- Ability to assess learners at the appropriate level with regard to:
Technical Competence, Musical Communication, Confidence, Stylistic Understanding
- Use of grading criteria and language at the appropriate level
- Structure and balance of criticism of praise

Candidates will watch a video containing four performances of two different Level 3 pieces performed by four different learners.

The candidate will be provided with a score and assessment criteria and will need to mark and assess each student's performance. After watching the performances candidates will present a spoken report to the examiner, using the assessment criteria to justify the mark and comments for each learner. It is acceptable for candidates to make and refer to notes.

The instruments being performed by the learners in the video may or may not be the specialist instrument of the candidate.

Learning Outcome 2.3 – Given Teaching Scenario Delivery

Candidates will be marked on the following criteria:

- Appropriateness of lesson tasks, content and material to achieve scenario aims / objectives
- Effectiveness of teaching methods to achieve the scenario aims / objectives
- Effectiveness of communication, use of language and engagement of learner
- Structure of delivery and timekeeping
- Evaluation of the lesson

Candidates will receive a Given Teaching Scenario, randomly selected by the examiner, directly after they have watched the video for Learning Outcomes 2.1 and 2.2.

At Level 6 this will contain an outline learner background and will ask the candidate to include two key elements of learning into the lesson e.g. sight-reading, aural work etc. The Given Teaching Scenario will not be instrument specific so the candidate will be able to tailor the scenario to their instrument specialism. The candidate will need to outline to the examiner the structure of proposed lesson, including content, approach, tasks, methods and wider considerations. This will take place in the form of a spoken report. This report will need to be presented at the end of the interview. It is acceptable for candidates to take and refer to notes.

Learning Outcome 2.4 – Other Issues

Candidates will be marked on the following criteria:

- Health & safety
- Child protection
- Small business practice
- Special educational needs (SEN)

At Level 6, candidates will be expected to have an excellent awareness of each subject area, including legislation, good application in a teaching context and where to source further guidance and information.

Candidates should refer to the Recommended Resources list in order to study for this part of the qualification.

Unit 1 Submission Checklist

Group Lesson delivery (Video)		Individual Lesson delivery (Video)	
Introduction/conclusion included		Introduction/conclusion included	
Learners are Level 1		Learner is Level 2	
Full 20-30 minute lesson		Full 20-30 minute lesson	
Sound quality good		Sound quality good	
Total length doesn't exceed 26 minutes		Total length doesn't exceed 26 minutes	
Release forms obtained from parent/guardians		Release form obtained from parent/guardians	
MAP (Video)			
Introduction, Performance & Analysis included			
Piece is Level 3			
Minimum of 5 Level 2 elements identified			
Minimum of 10 teaching methods discussed			
Full score of piece included			
Total length doesn't exceed 18 minutes			
Overviews & Lesson Plans (Written Portfolio)		Home Study Plans (Written Portfolio)	
Total of 60 Lesson Overviews		Total of 40 Home Study Plans	
Total of 40 Lesson Plans		Home Study Plans correspond with Lesson Plans	
Supplementary material included		Supplementary material included	

Full Assessment criteria can be found on the website at the bottom of the page at <http://www.rslawards.com/music/diplomas/teaching-diploma/level-six>

Results and Ratification

Results

Candidates will receive their results no more than four weeks after their final submission/exam. Results will be sent digitally via a PDF report to the email address registered with the candidate's online account.

Ratification and certificates

Due to the professional value and high level of Diploma qualifications, all Diploma results must be assessed and ratified before confirmation of final result and certificates issued. RSL aims to have this done within 8 weeks of the report being sent to the candidate.

Special Considerations/Reasonable Adjustments/Appeals

All current policies with regard to RSL Diplomas can be found on our website www.rslawards.com