

**Master of Education (Music)**

<b>Course Code</b>	<b>Course Title</b>	<b>Course Synopses</b>	<b>AU</b>
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MUE901	Issues in Music Education	<p>This course focuses on the historical, psychological and sociological foundations of teaching and learning music. The course also explores in depth current curricular thinking and issues in music education.</p> <p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"><li>i) Articulate the historical underpinnings of music education in Singapore</li><li>ii) Relate current thinking about the teaching and learning of music from an international perspective to the local context</li><li>iii) Identify current issues within music education with theoretical and pedagogical understanding.</li></ul>	4

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MUE902	Philosophy of Music Education	<p>This course centres on the philosophical foundations of music education. In particular, it seeks to address the “big questions” that confront contemporary music education. Course readings range from ancient to living scholars and philosophers, and cut across cultural borders in its inclusion of Asian and comparative philosophical writings.</p> <p>(a) Philosophy of music education in the ancient world (b) Utilitarian philosophy of music education (c) Aesthetic philosophy of music education (d) Praxial philosophy of music education (e) Music education through postmodern lenses (f) Asian philosophies of music education and comparative approaches</p>	4

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MUE903	Popular Culture and ICT in Music Education	<p>This course consists of two main components. Firstly, it examines the development and practice of popular musics through practical sessions and critical review, and explores fundamental concepts and issues on their applications and implications in the music classroom. Secondly, it provides a theoretical basis for developing music curriculum and pedagogy for schools by examining ways in which ICT is used in music and music education.</p> <ul style="list-style-type: none"><li>• Popular musics and their significance in music education.</li><li>• Development of popular musics from its Anglo-American Roots; development of vernacular pop musics in Asia such as J pop, K pop, Bhagra, Mat-Rok and Canto-Mando pop.</li><li>• Exploring musical genres: Rhythm &amp; Blues, Funk, Soul, Blues, Rock &amp; Roll, Rock, Fusion Rock, Heavy Metal and standard Top 40's pop and media music charts.</li><li>• "Learning to Perform" in a "real" music setting; practical sessions on the basic techniques of various pop instruments.</li><li>• Popular music pedagogical practices and their applications in the music classroom.</li><li>• Theoretical survey of ICT applications and platforms and their practical applications in music teaching and learning.</li></ul>	4

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MUE904	Studies in Musical Behaviours	<p>This course involves a study of musical practices around the world with special emphasis on interdisciplinary perspectives such as philosophy, music education, analysis and sociology. An important corollary will be the ramifications for the teaching and learning of the various musical traditions.</p> <ul style="list-style-type: none"><li>i) Deconstruction of Music/al and Behaviour</li><li>ii) Music as human-constituted activity; aspects of disciplinarity</li><li>iii) Music and discourses of behaviour</li><li>iv) Means, methods, media/tion/Systemic and Systematic practices</li><li>v) Cap/abilities in Music-making</li><li>vi) Consequences involving music and behaviour</li><li>vii) What does musical behaviour mean?</li><li>viii) Musical practices - exemplars</li><li>ix) Seminar Presentations</li></ul>	4