



Music teaching professions and new teacher training in Italian Conservatories of Music: from music educator to teacher of music and instruments

Cristina Fedrigo, Tiziana Rossi (Italy)¹

¹ Cristina Fedrigo, Professor of Pedagogy of Music, Conservatory of music “G. Tartini” of Trieste, cristina.fedrigo@conts.it

Tiziana Rossi, Professor of Pedagogy of Music, Conservatory of music “A. Boito” of Parma, tiziana.rossi@conservatorio.pr.it

Abstract (for Turkish translate)

Present changes in society determine educational problems: 1) students have new necessities – growing up in multicultural contexts in possession of modern technology, living together with new responsibilities as citizens in a global World, having access to numerous new tools to communicate, to learn and to express themselves; 2) as a consequence, necessities for teacher training are changing. Italian laws already approved and now in progress define the long term reform process, which is proceeding in fits and starts without so far any definitive and complete solutions. The resolutions regarding teacher training and putting into operation of music specialization in the Secondary School are strategically important now. We show, for example, the study plans of Liceo coreutico-musicale, of the new Degrees for Music educators and for teachers of Music and Instruments in the Secondary School, already in practice. In the Trieste and Parma Conservatories students can also obtain Diploma Supplement Certificate, to improve the international value of certificates for academic and professional purposes. Excellent practices which exist in schools offer new incentives, from the guide lines set out by the National Commission of the long term plan for music practice in all schools: “A new way, both concrete and practical, is indispensable: everybody playing music”. Music teachers are required to have specialized and scientific training both in theoretical and practical fields. This kind of training needs a coordinated process between different Institutions. The present paper, founded on comparison of the Italian laws already approved and now in progress, aims to describe the changes taking place in Italy useful for comparison in the international context; the complexity of institutional relationships which actually structures music studies, during the long and difficult process to put into full working order the Law 508/99 and the other laws regarding musical studies; and to show that a high quality project is possible, in spite of the reduction of funding in State education.

Introduction

Present changes in society determine educational problems: 1) students have new necessities – growing up in multicultural contexts in possession of modern technology, living together with new responsibilities as citizens in a global World, having access to numerous new tools to communicate, to learn and to express themselves; 2) as a consequence, necessities for teacher training are changing. Italian laws already approved and now in progress define the long term reform process, which is proceeding in fits and starts without so far any definitive and complete solutions. The resolutions regarding teacher training and putting into operation of music specialization in the Secondary School are strategically important now. We show, for example, the study

plans of Liceo coreutico-musicale, of the new Degrees for Music educators and for teachers of Music and Instruments in the Secondary School, already in practice. In the Trieste and Parma Conservatories students can also obtain Diploma Supplement Certificate, to improve the international value of certificates for academic and professional purposes. Excellent practices which exist in schools offer new incentives, from the guide lines set out by the National Commission of the long term plan for music practice in all schools: “A new way, both concrete and practical, is indispensable: everybody playing music”. Music teachers are required to have specialized and scientific training both in theoretical and practical fields. This kind of training needs a coordinated process between different Institutions. The present paper, founded on comparison of the Italian laws already approved and now in progress, aims to describe the changes taking place in Italy useful for comparison in the international context; the complexity of institutional relationships which actually structures music studies, during the long and difficult process to put into full working order the Law 508/99 and the other laws regarding musical studies; and to show that a high quality project is possible, in spite of the reduction of funding in State education.

From a single profile of the musician ...

The Italian Music Educational System comes from one prevalent idea of the musician: a person who plays instruments and also teaches them, in the same way he/she had learned from a sole teacher. So music specialization meant, until some years ago, playing different kinds of music in different kinds of ensemble.

... to the necessity for more and different music professions

What has changed? Present society requires (sometimes even in informal ways) different professional profiles of musicians: people who have been educated in a more complex and richer way, able to perform, teach, compose and do research, both individually, in groups, and in different contexts.

Today we need to think about music not as a sort of beauty apart from daily living, but as a life experience and an area where we can find precious tools for human development.

Also excellent practices which exist in schools offer new incentives and now we can read from the guide lines set out by the National Commission of the long term plan for

music practice in all schools: “A new way, both concrete and practical, is indispensable: everybody playing music”. Consequently, music teachers are required to have specialized and scientific training both in theoretical and practical fields. This kind of training needs a coordinated process between different Institutions and cannot be left to chance.

Synthesis of the Italian Music Educational System

We can observe the three different levels of the new Italian Music Educational System (Fig. 1).

1st: Kindergarten, Primary School and Lower Secondary School (until fourteen years old). At this level Music Education is considered part of the general process of learning and development in childhood and in early teens also playing instruments.

2nd: the new High School with Music or Dance specialization (Liceo Coreutico–Musicale, until eighteen years old, now in progress in no more than 40 + 10 schools in Italy).

3rd: Music Conservatory (from eighteen /nineteen years old, there are two degrees): Three Year Degree for Music educators (Triennio di I Livello), this is the period of the basic professional studying; Two Year Degree for teachers of Music and Instruments in the Secondary School (Biennio di II Livello), this is the period of the professional specialization.

The Italian Music Educational System

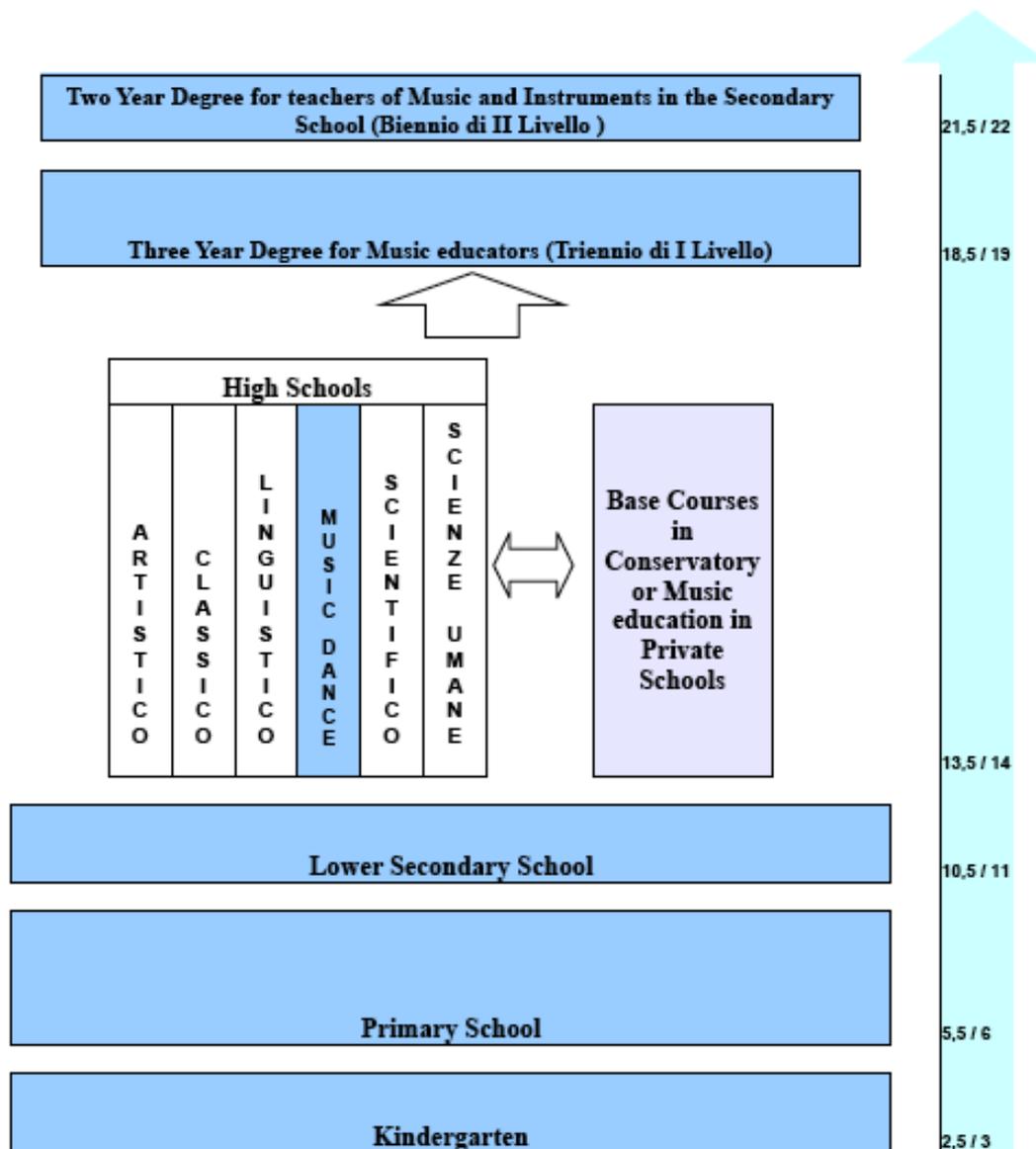


Figure 1. The different levels of the new Italian Music Educational System

We show the study plans of High School with Music or Dance specialization (Fig. 2).

We can observe that in the High Schools there is no longer a general subject called “music education”, but different musical and instrumental subjects only in High School with Music or Dance specialization: Music Technologies; Performing and interpretation; Music History; Theory, Analysis and Composition; Laboratory ensemble. These subjects need teachers with new and different qualifications.

High School with Music or Dance specialization completes the path which precedes the Conservatory, but the negative consequence is that the teaching of music in all the other High School has been lost. There is only the possibility for individual schools, to organize, within the autonomous management of the educational curriculum, the following subjects: Music Technologies, Instrument, Music History, Music. Really, this possibility is difficult because of the reduction of the number of teachers in all the schools.

Another problem concerns the unequal distribution of the High Schools with Music specialization on the national territory. Consequently, where there is no High School with Music specialization this level of study can be followed in the Conservatory or in Private Schools. In this case there is a risk that different level of preparation could be found when students enter the Conservatory, for professional study. Furthermore, in this way all students do not have the same opportunities to study.

“Fits and starts” ...

The institutional relationships which presently structure music studies are complex. It's a long and difficult process to put into full working order the Law 508/99 and the other laws regarding musical studies. The Law 508/99 gave the guide lines for the change:

1st step - the new organization of the administration and management of Institutions belonging to the State Department of Higher Education for Arts and Music (Alta Formazione Artistica e Musicale);

2nd step - to put into full working order the curricula, indicating new ways and new subjects of teaching.

In the Trieste and Parma Conservatories students can also obtain Diploma Supplement Certificate, to improve the international value of certificates for academic and professional purposes.

Now we can take a look at the new structure of the Three Year Degree for Music

Educators in propedeutic music and playing instruments. This will go into practice from the next academic year, with differences: every Conservatory bases its studies on the following plan but can structure local curricula (Fig. 3).

The Two Year Degree for teachers of Music and Instruments in the Secondary School (Biennio di II Livello) represents the point of arrival in the long process (approximately from the Seventies) regarding music teachers training reform.

It established, for the first time in Italy, that music (and generally the artistic) professional studies have the same validity and dignity as all other university studies, and the titles achieved are the same as others under Law and for professional perspectives.

Here we have the period of music teacher specialization with two profiles (both in the Secondary Schools): teachers of Music or Teachers of Instruments.

Here we can take a look at the Department of Music Education Plan for Two Year Degree, remembering that every Conservatory bases its studies on this plan, without many differences in the local curricula (Fig. 4, Fig. 5).

The Two Year Degree, at the moment, is still under discussion to follow the more general plan of teacher training, approximately structured in:

1. First Level Academic Diploma (Three Year Degree, presently, for Music Educators)
2. Second Level Academic Diploma (Two Year Degree, presently, for Teachers in Music Education / Instrument in the Secondary School)
3. One Year in Site Training (Tirocinio) and Final Examination.

Note: First Level Academic Diploma (1.) and One Year in Site Training (3.) are the innovation to make the system complete.

At the moment, in site training is carried out within the Two Year Degree, later this will be done after the completion of the Two Year Degree, independently (Fig. 6).

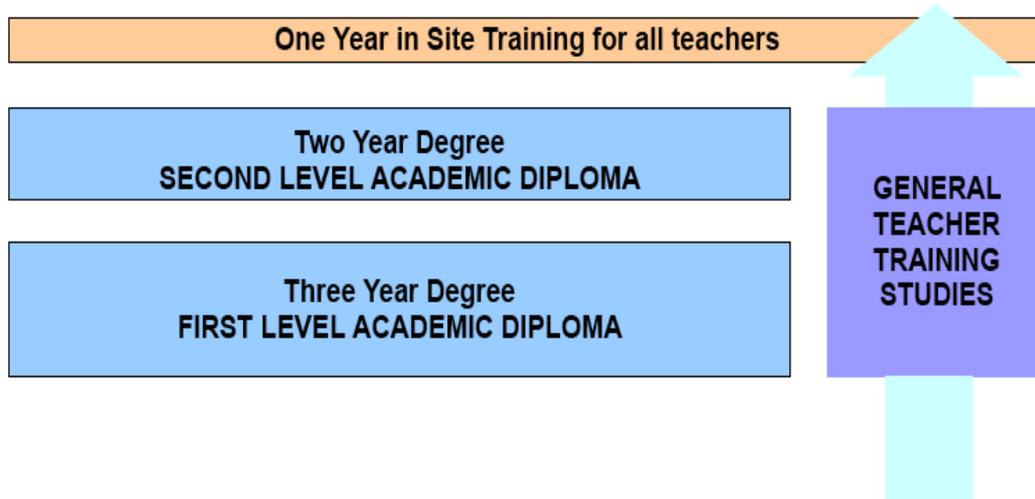


Figure 6. In site training will be done after the completion of the Two Year Degree

Regarding the Two Year Degree, we can observe that probably there are a lot of subjects and hours of lessons in only two years, already in the first application of D.M 137, of 2007. The high density of this study project results in complex sustainability and management, first of all for students. In fact they are adult, generally not regular employed, or they are changing professional roles in order to find a job in a very unsure environment.

... to harmonize the System

It's a problem for the Music Education System that there is no stable and coherent connection between professional opportunities and educational profiles.

Reality doesn't allow us to go back: we can find our resources in the richness of complexity, in new technologies and good practices, which can be found both inside and outside the public school.

The new Italian System now in progress risks giving us more subjects (and new academic subjects) to study instead of more professional music profiles, which is what the reality of our changing society is asking for. It's also important that the Public Administration gives the resources to guarantee these job opportunities to spread music

culture.

The future of Music, of its studies, practices, resources for education, of the spread of music culture fundamentally depends on music teachers.

The present system cannot answer real and different possibilities and needs of work, especially where music expresses a fundamental part of life long personal education, e.g. fields of therapy, difficult situations, giving and managing information and producing music, wellness and cultural richness for people, etc..

Perhaps we can find possible answers in the lines traced by the Law n. 508/99 (Music Studies Reform): specifically through management of Masters, after the First Degree for Music Educators and after the Second Degree for teachers of Music and Instruments in the Secondary School.

The new step in the development of the Italian music teacher training studies should be to structure the research, to check if teaching processes are suitable at the different levels and to study practices, contents, resources and strategies to spread the music through the teachers knowledge.

Sitegraphy : <http://www.miur.it>

PLAN OF STUDY of HIGH SCHOOL MUSIC and DANCE					
	1st period		2nd period		5° Year
	1° Year	2° Year	3° Year	4° Year	
Activities and lessons compulsory for all students – Annual timetable					
Italian Language and Literature	132	132	132	132	132
Foreign language and culture	99	99	99	99	99
History and Geography	99	99			
History			66	66	66
Philosophy			66	66	66
Mathematics *	99	99	66	66	66
Physics			66	66	66
Natural Sciences **	66	66			
Art History	66	66	66	66	66
Catholic religion or Alternative Activities	33	33	33	33	33
Total Hours	594	594	594	594	594
Music Section					
Physical Education	66	66	66	66	66
Performing and interpretation ***	99	99	66	66	66
Theory, analysis and composition ***	99	99	99	99	99
Music History	66	66	66	66	66
Ensemble Laboratory ***	66	66	99	99	99
Music Technologies ***	66	66	66	66	66
Total hours	462	462	462	462	462
Dance Section					
Dance History			66	66	66
Music History			33	33	33
Dance Techniques	264	264	264	264	264
Dance Laboratory	132	132			
Choreographic Laboratory			99	99	99
Music theory and practice of dance	66	66			
Total Hours	462	462	462	462	462
Grand total hours	1056	1056	1056	1056	1056

* Computer with the first two years

** Biology, Chemistry, Earth Sciences

*** Courses governed, initially, in accordance with a special agreement between Conservatories and High School

NB Some subjects may be taught in a foreign language CLIL

Figure 2. High School with Music or Dance specialization completes the path which precedes the Conservatory

DEPARTMENT OF EDUCATION SCHOOL OF MUSIC EDUCATION		
FIRST LEVEL ACADEMIC DIPLOMA IN MUSIC EDUCATION		
Learning Outcomes		
<p>Students completing required courses for the first level Academic Diploma in Music Education will have acquired the technical ability and specific competences that will allow them to express their educational and interpretative vision. To meet this goal, students will study closely the fundamental pedagogic and psychological tools pertaining to music education, as well as acquire vocal, choral, instrumental and compositional skills for the field. Special attention will be paid to vocal and instrumental technique for solo and ensemble performance, as well as to historical analysis. Students will develop specific professional skills regarding educational methods for the teaching of music, their chosen instrument, and singing, as well as perceptual abilities in aural training and memorization. The various models of music analysis and its evolution will also be studied. Considerable attention will be paid to the student's acquisition of proper emotional and postural control. Students will learn the skills needed to use computer technology in music and be able to use a second European Union language.</p>		
Type of Learning Activity	Subject Area	Artistic and Scientific Sector
Basic learning activities	Theory-analysis-practice	Music theory, rhythm, perception
	Education	Composition for music education
	Education	Music history
	Education	Vocal and piano score-reading for music education
Subject-specific learning activities	Education	Music pedagogy for music education
	Education	Choir conducting and choral repertoire for music education
		Elective instrument* or elective voice**
	Ensemble interpretation	Chamber music
Integrative learning activities		
Additional learning activities		
Electives		
Learning activities for final exam preparation and foreign language knowledge		

Figure 3. First Level Academic Diploma: Three Year Degree for Music Educators

DEPARTMENT OF EDUCATION SCHOOL OF MUSIC EDUCATION SECOND LEVEL ACADEMIC DIPLOMA IN MUSIC EDUCATION	
Basic learning activities (common area)	General Pedagogy General psychology and developmental General Education Legislation and school organization
Basic learning activities (music area)	Music pedagogy for music Education Psychology of Music Composition for music education Arrangement and transcription techniques Choir conducting and choral repertoire for music education Elements of vocal technique Music history Survey methodology music history Elements of semiology Music Elements of Music Sociology Vocal and piano score-reading for music education Impromptu practice of accompaniment Methods harmonization and transposition at the piano
Subject-specific learning Activities	Methodology of music education Teaching improvisation (for music education) Teaching of composition (for music education) Choir repertoire Teaching of Choral Music Teaching of Listening Teaching of music history Practices ensemble Anthropology of music Techniques of awareness and physical expression
Integrative learning activities and Electives	Music Informatics, Voice improvisation, Instrument improvisation, "Musiche d'uso" History, Technics of Management, Communication Technics - Systems – Technologies - Applications and Programming Languages for multimedia, Filming and audio recording techniques, Repertoire and procedures for playing ethnic music, Composition for popular music
Learning activities for final exam preparation and foreign language knowledge including in site training	

Figure 4. Second Level Academic Diploma: Two Year Degree for Teachers in Music Education

DEPARTMENT OF EDUCATION SCHOOL OF MUSIC EDUCATION SECOND LEVEL ACADEMIC DIPLOMA IN MUSIC EDUCATION / INSTRUMENT	
Basic learning activities (common area)	General Pedagogy General psychology and developmental General Education Legislation and school organization
Basic learning activities (music area)	Music pedagogy for music Education Psychology of Music Composition for music education Arrangement and transcription techniques Choir conducting and choral repertoire for music education Elements of vocal technique Music history Survey methodology music history Elements of semiology Music Elements of Music Sociology Vocal and piano score-reading for music education Impromptu practice of accompaniment Methods harmonization and transposition at the piano
Subject-specific learning Activities	Teaching improvisation (for teaching instrumental) Teaching composition (for teaching instrumental) Practice and repertoire for instrumental ensembles Instrumental teaching methodology Elective instrument Chamber Music Functional body techniques
Integrative learning activities and Electives	Music Informatics, Voice improvisation, Instrument improvisation, "Musiche d'uso" History, Technics of Management, Communication Technics - Systems -Technologies - Applications and Programming Languages for multimedia, Filming and audio recording techniques, Repertoire and procedures for playing ethnic music, Composition for popular music
Learning activities for final exam preparation and foreign language knowledge including in site training	

Figure 5. Second Level Academic Diploma: Two Year Degree for Teachers in Instruments