

Music teachers training at academies and universities in Poland

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1. Introduction

The education of music teachers in the field of artistic education in the scope of music art is realized in Poland at:

Eight Music Academies

1. Music Academy in Bydgoszcz
2. Music Academy in Gdańsk
3. Music Academy in Katowice
4. Music Academy in Cracow
5. Music Academy in Łódź
6. Music Academy in Poznań (a branch in Szczecin)
7. Music Academy in Warsaw (a branch in Białystok)
8. Music Academy in Wrocław

Seven Universities

1. University of M. Curie-Skłodowska in Lublin
2. University of Łódź
3. Silesia University (a branch in Cieszyn)
4. University of Zielona Góra
5. University of Bydgoszcz
6. University of Rzeszów
7. University of Warmia-Mazury

Two Academies, made of Higher Pedagogical Schools

1. Academy in Kielce
2. Academy in Częstochowa and Higher Pedagogical School in Słupsk.

The trend of music education (artistic education in the field of music art) was created on the basis of two traditions. The first one is the education of teachers in Warsaw Conservative in 1927 after war in public music schools in departments called: directional, pedagogical, the music education, artistic education in the field of music art which end with the title Master of Art. The second one is the tradition developed from institutions which trained teachers and after war pedagogical higher school and these ones in turn were the basis for after graduation teacher studies (60s–70s years) higher teachers' school, converted later in higher pedagogical school, academies and universities.

The increasing demands caused the necessity of preparing better and more precise standards of music teachers' education. There was created a model of studies based on the model of institutions (academies) with the priority to artistic education. The detailed report of music teachers' model of education was conducted by Prof. J. Kurcz¹ from the Department of Musical and Educational Researches in Cracow in the years (1997–1999) and by group of experts directed by prof. M. Przychodzińska and Dr. A. Białkowski.² The analyses caused the preparation of new standards for teaching music teachers in department artistic education in the field of music art.

2. The music teacher – The normative model

The scope of knowledge and skills that should be realized at studies artistic education in the field of music art, is huge and highly complicated. It refers to skills connected with this occupation: singing, playing musical instruments, having experience in music literature, accompaniment, the aural training and music improvisation; practical and general knowledge of music, collective edition, harmony and knowledge of instruments, the history of music, music forms, music folklore, didactics and methodology of teaching subject "music" at schools but also humanistic knowledge: economics, psychology, pedagogy, sociology, philosophy, the history of culture. Nowadays, there is an obligatory model connected with areas of teaching future teachers is known in literature as normative model, in-

1 Kurcz (1999).

2 Przychodzińska and Białkowski (2002).

roduced by M. Przychodzińska (1989). She writes “It is an ideal model that shows a model of professional teacher who fulfills functions in agreement with expectations pointed by theory and good music practice” (Ibid. p. 171).

The teacher should possess appropriate competences in three areas

- general knowledge of intellectual culture, based on: philosophy, sociology, the history of art, the language learning, psychology and pedagogy,
- the knowledge and psychological and pedagogical interests and pedagogical culture that comes from theory of upbringing and training, the evolutionary psychology, the psychology of music, the theory of music training and music didactics,
- objective specialization in the field of music skills and knowledge and training the imaginary.

The level of education in first spheres defines the standards at humanistic studies. The level of mastering the third sphere refers precisely to framed programs that corresponds with the subjective contents and Master and Bachelor Studies.

The normative model of music teacher is a model of a huge scope. Such teachers can learn at all steps of education from kindergarten to teacher studies. That is why, students want to have a specialization.

3. Training music teachers at 1st and 2nd degree studies

Students raised postulants connected with specialization in the basic and directional contents at studies, and to minimize costs and to exclude subject related to teacher specialization from standards of the artistic education. All these things led to elaborate new general and frame demands of the teacher training. On the 12th of July 2007 based on the Science and School Minister’s disposition in the case of teaching standards for particu-

lar direction and the levels of training³ and based on the Law of Higher Education (27th of July 2005) there was established new teaching standards among others: artistic education in the area of music art.

The first degree studies last six terms and the number of classes should equal 1800 with the number of ECTS 180. A graduate should have qualified musician's skills or a teacher in a field of education and music animation but also theoretical and practical knowledge to conduct didactic classes in music education of 1st degree and in the scope of artistic education in kindergarten and lower secondary school.

In the scope of basic contents (360 hours) the following issues are realized:

1. A piano.
2. Harmony.
3. The history of music.
4. Interpretation of Literary Work.
5. Aural Training.
6. The music literature.
7. Choir/instrumental band.

However, in the group of directional contents, the standards contain classes in 240 hours in the range of:

1. Conducting.
2. Score Reading.
3. The Instrumentation.
4. The second instrument.
5. Training the accompaniment a-vista.
6. The music with Elements of Dance.
7. The school instruments.

However, to get a job at school is possible after finishing teacher specialization-according to Minister's disposition related to training teachers (7th of September 2004).

³ The science and Higher School Minister's ordinance in the case of standard of teaching for particular specialization and level of teaching but also about the procedure of creating and conditions connected with carrying on studies.

The preparing to teacher occupation should be connected with acquiring competences in the fields:

- didactic;
- educational and social, that is connected with the ability of identifying students' needs but also with the ability to co-operate with other people;
- creative, the ability to self-training, innovation and non-standard actions linked with adaptive, mobile and elastic abilities;
- the effectiveness in planning, realization, organizing, controlling and evaluation of educational processes;
- informative and media; the ability to manage the information technology, and to use it;
- language; the knowledge of at least one foreign language at the intermediate level.

In order to detain the specialization of artistic education in the field of music art, there must be realized the following points:

1. Specialization subjects (basic and specialist contents) – according to standards of teaching for particular specialization.
2. The subjects connected with teaching (at least 360 hours): Psychology (60 hours), Pedagogy (30 hours), Objective didactics (150 hours), The vocal emission (30 hours), the rest (30 hours) are intended to complete above-mentioned classes.

Moreover, students must conduct practical training – 180 hours and classes connected with Information Technology and Foreign Language. It is possible to study another subject (from 2002). Apart from preparing to teaching a given subject, students have the opportunity to study another subject as an additional specialization (teaching Music and Math). The subject in the additional teacher specialization should be realized in at least 400 hours, then the graduate can obtain the possibility to teach another subject (e.g. Math).

The second studies last four terms. The number of hours should equal 800 with 120 points from ECTS. The graduate should have the ability to manage different administrative tasks, to demonstrate the creative initiatives, to make decision and to know the primary law issues. The graduate also should possess not only theoretical music knowledge but also the ability to conduct didactic classes and other ones in music education in the 2nd degree. Also to lead rhythmic classes and to lead other didactic classes

up to secondary school, including leading professional vocal bands, instrumental and vocal-instrumental, of vocal bands and the same at music schools at 2nd grade. The graduate can work at school after finishing the teaching specialization-according to appropriate Minister's disposal connected with High Schools in the case of teaching standards.

The basic contents are realized at (30 hours):

1. The history of culture.

The specific contents contain the following issues (210 hours):

1. Specialization of Music Literature.
2. The interpretation of literature text from the diction point of view.
3. The piano improvisation.
4. Propedeutic view on composition and adaptive.
5. Social communication and organization of Music Art.
6. The promotion and marketing of culture.

If a student wants to work at school, both at first and second degree studies, one should complete the knowledge in the range of teacher training (together at least 60 hours): psychology 15 hours, pedagogy 15 hours, didactics 30 hours and a second language. A practical training should be realized at 30 hours. There is a possibility to get another specialization, studying the subject adapting all the rules.

The number of hours together at first degree studies should be 1800 and 180 points. However, there has been stated 600 hours and 80 points in standards. The disagreement is realized by a given High School according to its possibilities and preferences (staff, local conditions, instruments available).

At 2nd degree studies, the number of hours amounts to 240 and 32 ECTS, and to High School's disposal there were 560 and 88 p. ECTS left. This relatively great number of hours and subjects created the possibility of individualization in the training contents but also it makes a difficulty during unification and ECTS points transfer and to obtain compatibility in demands and aim achievements.

4. Artistic education studies in the field of music of music art at University of Rzeszów

At University of Rzeszów, artistic education in the field of music art conducted at Pedagogical and Artistic Department in a stationary and non-stationary way. According to directives of Bologna Process this specialization is divided into first (Bachelor) – six terms and second (Master) degree – four terms.

At first degree studies in teacher specialization music education (main and additional: leading the choir and other bands) there are subjects:

1. Piano (90 hours; 13 points ECTS)
2. Harmony (60 hours; 6 points ECTS)
3. The history of music (90 hours; 6 points ECTS)
4. The analysis of Music Art (30 hours; 2 points ECTS)
5. Aural Training (120 hours; 8 points ECTS)
6. The music literature (60 hours; 4 points ECTS)
7. The Choir (120 hours; twelf points ECTS)

In the range of specific training there are following subjects:

1. The Conducting (60 hours; 5 points ECTS)
2. Score Reading (15 hours; 2 points ECTS)
3. The Instrumentation (15 hours; 2 points ECTS)
4. The second instrument (60 hours; 6 points ECTS)
5. Training the accompaniment a-vista (30 hours; 4 points ECTS)
6. Music with elements of Dance (60 hours; 8 points ECTS)
7. The school instruments (30 hours; 2 points ECTS)
8. The music principles and Musicianship (15 hours; 4 points ECTS)
9. The vocal band with methodology (105 hours; 4 points ECTS)
10. The instrumental groups with methodology (75 hours; 3 points ECTS)
11. The ethno-musicology (15 hours; 3 points ECTS)

The subjects of basic education are represented by:

1. Physical Education (60 hours; 2 points ECTS)
2. Foreign Language (one 20 hours; 5 points ECTS)
3. Information technology (45 hours; 4 points ECTS)
4. The methodology of research (15 hours; 1 points ECTS)
5. The protection of intellectual possession (15 hours; 1 points ECTS)
6. The diploma tutorial (30 hours; 10 points ECTS)

In the range of pedagogical training there are the following subjects:

1. Pedagogy (60 hours; 5 points ECTS)
2. Pedagogy of music (30 hours; 7 points ECTS)
3. Psychology (60 hours; 8 points ECTS)
4. Psychology of music (30 hours; 3 points ECTS)
5. The methodology of Theory and Music Education (120 hours; 13 points ECTS)
6. The methodology of leading vocal groups (15 hours; 7 points ECTS)
7. The vocal techniques with Methodology (60 hours; 8 points ECTS)
8. The history of philosophy, sociology, the basic educational system laws – alternative (60 hours; 4 points ECTS)

The students have to conduct student practice in 180 hours and they can obtain four points ECTS. At second degree studies, the students can choose three specializations: choir, church music or leading music bands and orchestras. At all these specializations have common classes – obligatory for all students and in the range of specialization – optional classes. Due to the facts of the length of this article, choir classes are only discusses:

In the range of common classes there are:

1. The history of culture (60 hours; 4 points ECTS)
2. Specialization of Music Literature (60 hours; 4 points ECTS)
3. The interpretation of literary text with diction (30 hours; 4 points ECTS)
4. The piano improvisation (30 hours; 8 points ECTS)
5. The propaedeutic composition and adaptation (60 hours; 10 points ECTS)

6. Social communication and organization of Music Events (30 hours; 2 points ECTS)
7. The promotion and marketing of culture (30 hours; 2 points ECTS)
8. Vocal groups (60 hours; 12 points ECTS)
9. Choir (60 hours; 12 points ECTS)

In the area of choir classes there are following subjects:

1. Conducting with score reading (60 hours; 11 points ECTS)
2. The training the audition (45 hours; 4 points ECTS)
3. Harmony (45 hours; 4 points ECTS)
4. The history of choir music (45 hours; 3 points ECTS)
5. The literature of choir (15 hours; 2 points ECTS)
6. The analysis of music work (15 hours; 3 points ECTS)
7. Gregorian Chorale (30 hours; 2 points ECTS)
8. The basis of Latin language (30 hours; 5 points ECTS)
9. The vocal emission (15 hours; 5 points ECTS)
10. The methodology of collective singing (15 hours; 2 points ECTS)
11. The methodology of leading the choir (30 hours; 1 points ECTS)
12. Diploma Seminar (45 hours; 20 points ECTS)

In the plan of these studies there is also a recording taken from Science and High School Minister's disposition in the case of standards of teaching for specific specialization but also about the level of training, which relates to the realization of 10% general number of hours without academic teachers' participation. These underlined subjects embody contents of teaching that are in standards for a given direction but also for training teachers. On turn, the rest contents are the proposals of Music Institute, depending on staff opportunities and students interests. The first degree studies lead to Bachelor Degree, whereas the second degree studies end with Master Degree.

5. Final remarks

Nowadays, it seems that the system of music education is approaching in a good direction. There are some elements that can be implemented in order to improve music education:

- as far as enrollment for music studies is concerned, there should be some things corrected while testing the candidates' knowledge and skills (there is a different level of it),
- there should be a correction of the number of hours, in particular for general and practical subjects,
- implementing another specializations e.g. choir conducting, instrumental pedagogy, leading instrumental and vocal groups and rhythmic. Also there should be new subjects; Information Technology, Electronic Instruments, Adaptation.
- the co-operation between future students' work and university (intensification of contacts with Secondary School, MusicSchool, and other ones)

According to M. Przychodzińska and A. Białkowski's report (2002), only 36,67% of students want to work at school, but 26,11% want to deal with music education but not at school. The reasons students' unwillingness are different:

- the low prestige for teachers, in particular difficult situation of music teachers in the range of school subjects,
- classrooms that are not well-equipped, in general; the lack of music classes and also lack of appropriate preparation, which makes students in helpless situations during lessons, and it does not give work satisfaction.

All these results suggest that there should be numerous program corrections implemented at this specialization. To satisfy these needs, in May 2007 the management of Polish Music System Training called a Group of Experts to solve a difficult music situation in Polish schools. The most important tasks are:

- the working out the report about the state of music education in Poland,
- the co-operation with MEN while creating new program base for music,
- the correction of teaching music rules for little children,
- preparing new standards in music education.

There is a number of devoted people, who want to reveal the appropriate report (according to specific researches) in the near future.

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