

Associate Teaching Diploma ANZCA [A.T.Dip.A.]

For teachers working with beginner to Grade 5 students, building on the foundational skills from the T.Cert.A.

Entry Requirements

- ANZCA Gr.8 Practical (Credit or higher) on the chosen instrument, and a Gr.4 ANZCA Theory Pass
- Equivalent exams from other boards may be accepted as prerequisites upon application
- Recommended minimum age: 18 years
- Candidates are expected to be teaching a minimum of four students regularly, from beginner to Grade 5 level

Study Recommendations

Enrolling in one of ANZCA's Teaching Qualifications represents the culmination of a journey of discovery and learning. The exam does not provide teaching or mentorship but instead evaluates your readiness and capability as a teacher.

It is strongly recommended that candidates entering the Teaching Qualifications study with a suitably qualified mentor, or participate in ANZCA's approved Music Teaching Qualifications Study Group developed and led by Paula Melville-Clark (Specialist Consultant, ANZCA Teaching Syllabus). Information may be found at: <https://themusicdiplomahub.com/>

Guide to Referencing

It is both a scholarly requirement and a common courtesy to acknowledge all sources used in preparing assignments. Presenting someone else's intellectual property as your own (plagiarism) is unacceptable and will result in loss of marks and potential failure of the Module of study.

All **written submissions** must include a bibliography listing all works that substantially influenced the writing. All evidence and sources of information must be cited appropriately either within the text or as footnotes.

The Harvard / Author-Date referencing style is internationally recognised and is recommended for this exam. However, other citation styles will be accepted. The most important thing is that the selected style is used consistently throughout.

In **video presentations**, verbal citation of a source should begin with a phrase such as '*According to...*' or '*As stated by...*', followed by the author's name and the type of source (e.g., book, article, website).

Artificial Intelligence (AI) provides emerging tools that may support students in completing some assessment tasks. Candidates must clearly reference any use of AI in each instance. A failure to reference the use of AI will result in loss of marks and potential failure of the Module of study.

Languages Other Than English

Candidates whose first language is not English may submit written work in their preferred language, provided that an English translation is included. Video assignments may also be submitted in the candidate's preferred language, accompanied by a written English transcript of the spoken content.

Viva voce exams may be conducted in the candidate's preferred language; however, the candidate is responsible for providing a qualified translator.

Course Requirements: Associate Teaching Diploma

The A.T.Dip.A. consists of four modules:

- Module 1 – Music Teaching: Planning
- Module 2 – Music Teaching: Practice
- Module 3 – Music Teaching: Repertoire
- Module 4 – Music Teaching: Context

Each module consists of two or more assignments, which are organized into Units of Study:

- Module 1 – Unit 1A, Unit 1B
- Module 2 – Unit 2A, Unit 2B
- Module 3 – Unit 3A, Unit 3B, Unit 3C
- Module 4 – Unit 4A, Unit 4B, Unit 4C, Unit 4D, Unit 4E

All Units of Study within each Module must be completed and uploaded for assessment simultaneously. A pass mark must be achieved in each Unit for the Module to be considered successful.

The assignments offer a variety of formats, including written submissions, video recordings (with some assignments offering a choice between the two), and viva voce sessions live online with an examiner.

Module 1: Music Teaching – Planning

Two submissions are required for Module 1:

- Unit 1A: Written Submission – *Lesson Planning for Beginners*
- Unit 1B: Written Submission or Video Presentation – *Supporting Commentary*

Unit 1A: Written Submission – Lesson Planning for Beginners

Word Count: 1,000 words ($\pm 10\%$)

Candidates are required to design the first THREE consecutive lesson plans for a beginner student aged 5–7 years.

An outline of each lesson plan should be submitted in table form.

The tables should include columns detailing each activity, the intended duration of each activity, the repertoire and resources used, the teaching approach, the description of learning outcomes, any assessment tasks or other information desired by the candidate.

Candidates should demonstrate:

- The ability to clearly describe the lesson activities
- The ability to design consecutive lesson plans reflecting suitable repertoire for the skill level
- The capacity to create and describe learning outcomes
- The ability to integrate a range of suitable strategies and resources

Written submissions should be presented in a scholarly manner with appropriate citation and referencing where relevant. A Bibliography must be attached at the end of the assignment. Footnotes and the bibliography are not included in the word count. Resource materials and examples of repertoire may be included for illustrative purposes, either as hyperlinks within the text or as images in an attached Appendix.

Written submissions must include a front page with:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Unit of Study – Unit 1A
- Date of Completion
- Word Count [excluding footnotes and bibliography]

Format: PDF document

Assessment: By examiner and moderator

Weighting: 50%

Pass Mark: 35%

**Refer to the 'Guide for Referencing' when preparing submissions.*

Unit 1B: Written Submission – Supporting Commentary

Word Count: 1,500 words (±10%)

Candidates should submit a written discussion based on the three lesson plans developed in Unit 1A. (1,500 words ±10%)

The discussion should provide background information about the student, including school year (if applicable), prior musical experience (if any), and any other relevant details that may influence the lesson design. 100 words (±10%)

Analyse and justify the design of the chosen lesson plan, discussing how it addresses the student's learning needs and musical development. Include a brief outline of the potential content of the next few lesson plans. 1400 words (±10%)

Candidates should demonstrate:

- An ability to tailor lesson content to the student's knowledge and skill level
- Clearly defined learning outcomes
- An age-appropriate repertoire selection
- A well-structured and sequential learning progression
- A variety of effective teaching strategies and methods
- Justified selection of repertoire and resources
- A brief outline of potential follow-up lessons

Written submissions should be presented in a scholarly manner with appropriate citation and referencing where relevant. A Bibliography must be attached at the end of the assignment. Footnotes and the bibliography are not included in the word count. Resource materials and examples of repertoire may be included for illustrative purposes, either as hyperlinks within the text or as images in an attached Appendix.

Written submissions must include a front page with:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Unit of Study – Unit 1B
- Date of Completion
- Word Count [excluding footnotes and bibliography]

Format: PDF document

Assessment: By examiner and moderator

Weighting: 50%

Pass Mark: 35%

**Refer to the 'Guide for Referencing' when preparing submissions.*

Module 2: Music Teaching – Practice

Two submissions are required for Module 2:

- Unit 2A: Video Recording – *Music Teaching in Practice*
- Unit 2B: Written Submission or Video Presentation – *Supporting Commentary*

Unit 2A: Video Recording – Music Teaching in Practice

Duration: 30 minutes (±10%)

Candidates must submit a 30-minute continuous, unedited video demonstrating the candidate teaching an individual instrumental lesson to a student of any level chosen by the candidate from Preliminary to Grade 5.

Candidates should demonstrate:

- An understanding of the current skills of the student
- An ability to deliver a lesson with appropriate repertoire and technical work
- An ability to integrate elements of sight reading, theory, general knowledge, and aural work into the lesson format
- Thoughtful and creative planning
- A variety of approaches to engage and inspire
- Encouraging natural musical expression in every interaction

Once recording has started, please announce the following:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Unit of Study – Unit 2A
- Date of Recording
- Duration of Session

Please refer to the ANZCA website for guidance on recording videos for this assignment. A short **test video** must be uploaded and approved to ensure that angles and visibility are sufficient for assessment purposes.

If recording in a private setting, ensure that all participants have given consent to being recorded. For students under 18, obtain written permission from their parent or guardian prior to recording and uploading videos. If recording at an educational institution, confirm that you are complying with its policies and procedures.

Once recording has started, please announce the following:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Unit of Study – Unit 2A
- Date of Recording
- Duration of Session

Format: Video recording

Assessment: By examiner and moderator

Weighting: 50%

Pass Mark: 35%

**Refer to the 'Guide for Referencing' when preparing submissions.*

Unit 2B: Supporting Commentary

Written Submission (1,500 words $\pm 10\%$) or Video Presentation (8 minutes $\pm 10\%$)

This may be a written submission 1500 words ($\pm 10\%$), or a video presentation of 8 minutes ($\pm 10\%$). The commentary should consist of a reflective review of the recorded lesson completed shortly after it concludes.

Candidates should demonstrate:

- A summary of the context in which the session took place
- A summary of the intended lesson plan outlining how this changed in practice
- An evaluation of the participant's previous experience, needs, and goals
- A clear outline of the intended objectives, along with the rationale for selecting specific content, activities, and strategies
- Participant feedback in any format of your choice, such as a brief reflection at the end of your video submission
- A thorough assessment of the session's effectiveness, including an evaluation of both planning and delivery, as well as insights for improvement and further research
- A personal reflection outlining the next steps for future lessons with this participant

Written submissions should be presented in a scholarly manner with appropriate citation and referencing where relevant. A Bibliography must be attached at the end of the assignment. Footnotes and the bibliography are not included in the word count. Resource materials and examples of repertoire may be included for illustrative purposes, either as hyperlinks within the text or as images in an attached Appendix.

Written submissions must include a front page with:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Unit of Study – Unit 2B
- Date of Completion
- Word Count [excluding footnotes and bibliography]

Video submissions may consist of the candidate speaking to the camera, or as a video demonstration at the instrument if applicable. PowerPoint presentations may be included.

Please refer to the ANZCA website for guidance on recording videos for this assignment. A short **test video** must be uploaded and approved to ensure that angles and visibility are sufficient for assessment purposes.

Video submissions must include the following for each task. Once recording has started, please announce the following:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Unit of Study – Unit 2B
- Date of Recording
- Duration of Recording

Format: PDF document or Video recording

Assessment: By examiner and moderator

Weighting: 50%

Pass Mark: 35%

**Refer to the 'Guide for Referencing' when preparing submissions.*

Module 3: Music Teaching – Repertoire

Three submissions are required for Module 3:

- Unit 3A: Written Submission – *Understanding the Repertoire*
- Unit 3B: Video Recording – *Performing the Repertoire*
- Unit 3C: Live Online – *Viva Voce Examination*

Unit 3A and Unit 3B must be uploaded for assessment at the same time, prior to the scheduling of Unit 3C (Viva Voce Examination), which is conducted online.

Unit 3A: Written Submission – Understanding the Repertoire

Word Count: 2,500 words (±10%)

Candidates must curate a balanced repertoire selection suitable for ANZCA Performance exams from Preparatory to Grade 5, in accordance with the syllabus guidelines. Candidates will then select seven pieces—one from each grade—and provide a written analysis, identifying key technical and interpretative challenges and suggesting effective teaching strategies.

Repertoire Selection. Candidates must select 28 pieces, comprising four pieces per grade from Preparatory to Grade 5. The following criteria apply:

For instruments other than piano:

- One piece must be chosen from each of Lists A, B, and C of the standard grades.
- One additional piece is a Free Choice selection.

For piano:

- Three pieces must be chosen from the Classical and/or Modern Lists.
- The fourth piece is a Free Choice selection from any source (including Classical Lists and Modern Categories).

Repertoire selections for all instruments should cover a variety of musical periods and styles, and should include works by Australian composers or, in the case of international candidates, composers from their own cultural background.

Lists of selected pieces may be presented in table or document form.

Written Discussion. Candidates must choose one piece from each grade level (7 pieces in total) from their chosen repertoire and provide a written discussion, covering the following:

1. Repertoire Details

Include the following information for each piece:

- Grade Level
- Title
- Source (e.g., book or collection)
- Composer
- Time Signature & Key
- Form
- Tempo Marking

2. Musical Challenges & Solutions

For each piece:

- Identify the three main technical or interpretative challenges.

- Propose strategies for overcoming these challenges.
- Include and reference notated score extracts of the discussed passages.

3. General Knowledge Section

- List the terms and signs found in the piece, explaining their meanings where necessary.

Candidates should demonstrate:

- The ability to present a variety of works at each level
- The ability to select works of different styles and genres
- The inclusion of appropriate works by Australian composers, or for international candidates, composers representative of their own cultural background
- An ability to summarise the teaching merits of the piece, including analysis and general knowledge
- The ability to communicate the main considerations in the teaching of the selected work
- The ability to pinpoint the three main challenges of each piece
- The knowledge of a range of strategies to overcome difficult passages
- A working knowledge of the ANZCA syllabus

Written submissions should be presented in a scholarly manner with appropriate citation and referencing where relevant. A Bibliography must be attached at the end of the assignment. Footnotes and the bibliography are not included in the word count. Resource materials and examples of repertoire may be included for illustrative purposes, either as hyperlinks within the text or as images in an attached Appendix.

Written submissions must include a front page with:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Unit of Study – Unit 3A
- Date of Completion
- Word Count [excluding footnotes and bibliography]

Format: PDF document

Assessment: By examiner and moderator

Weighting: 50%

Pass Mark: 35%

**Refer to the 'Guide for Referencing' when preparing submissions.*

Unit 3B: Video Recording – Performing the Repertoire

Duration: Maximum 15 minutes (±10%)

Candidates should record a continuous, unedited video of themselves playing the 7 pieces selected in Unit 3A.

The performances should demonstrate:

- Accuracy of note reading and integrity of rhythm and metre
- Fluency, technical facility, intonation, and articulation appropriate to the chosen repertoire
- A stylistic understanding of the articulation, dynamics, and expressive techniques

Please refer to the ANZCA website for guidance on recording videos for this assignment. A short **test video** must be uploaded and approved to ensure that angles and visibility are sufficient for assessment purposes.

Once recording has started, please announce the following:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Unit of Study – Unit 3B
- Date of Recording
- Introduce each piece with its title, composer, and grade level

Format: Video recording

Assessment: By examiner and moderator

Weighting: 20%

Pass Mark: 14%

**Refer to the 'Guide for Referencing' when preparing submissions*

Unit 3C: Live online – Viva Voce Exam

Duration: 20 minutes (±10%)

This is an online discussion with the examiner using Zoom. We provide full instructions after you have submitted Units 3A and 3B. The discussion may be in any language but, if not in English, you must provide your own translator.

The discussion will be focussed on the Written Submission in Unit 3A as well as a wider discussion of the selected pieces to demonstrate the candidate's broader understanding of correcting and guiding students with the challenges of performance.

Candidates should demonstrate:

- Understanding of performance conventions in historical context
- Ability to correct and assist with technical issues
- Understanding of good fingering in context
- How to teach effective pedalling [piano candidates]
- Ability to direct expressive elements including phrasing, dynamics, and articulation
- Rationale for selection and knowledge of repertoire
- Communication and Presentation

Format: Examined online

Assessment: By examiner

Weighting: 30%

Pass Mark: 21%

Module 4: Music Teaching – Context

Five submissions are required for Module 4.

- Unit 4A: *Mandatory Task*
- Unit 4B: *Choice of Task*
- Unit 4C: *Choice of Task*
- Unit 4D: *Choice of Task*
- Unit 4E: *Choice of Task*

These tasks are designed to give candidates the opportunity to research topics of interest and importance related to effective studio practice and music teaching.

Unit 4A and Unit 4B are written submissions. Units 4C, 4D and 4E may be completed as a written submission or a video presentation.

Unit 4A: Mandatory Task – Business Planning for a Successful Music Studio **Written Submission (1200 words ±10%)**

Running a successful music studio requires careful planning and management. Develop a business plan that outlines how your studio operates, ensuring sustainability, growth, and a high-quality learning experience for students.

Your response should cover key aspects of studio management, including:

- **Mission Statement** – Define the studio’s purpose and values.
- **Premises & Setup** – Describe the studio’s location, facilities, and equipment.
- **Marketing & Target Market** – Identify your ideal students and how you will attract them.
- **Student Numbers & Lesson Delivery** – Explain class sizes, lesson formats, and scheduling.
- **Timetabling & Studio Policies** – Detail lesson structures, cancellations, and payment policies.
- **Instruments & Equipment** – Discuss the resources available for students.
- **Software & Technology** – Explain how technology supports learning and administration.
- **Professional Memberships** – Outline relevant associations and networks.
- **Financial Management** – Address budgeting, pricing, and revenue strategies.
- **Legal & Compliance Considerations** – Ensure adherence to regulations and policies.
- **Communication with Parents & Students** – Describe how you will maintain strong engagement.

Your response should be well-organized and professionally written, demonstrating an understanding of effective business practices in music education.

Format: PDF document

Assessment: By examiner and moderator

Weighting: 25%

Pass Mark: 17.5%

**Refer to the ‘Guide for Referencing’ when preparing submissions.*

Unit 4B: Choice of Task – Written Submission

Word Count: 1200 words ($\pm 10\%$)

Choose one of the following:

1. Write a personal statement describing your teaching philosophy. Elaborate on what your philosophy means in practical terms, including examples of how you apply your teaching philosophy in your studio teaching.
2. The Kodály method, Dalcroze approach and Orff-Schulwerk are considered three of the major philosophies of music education. Choose one of them and discuss how the methods used and the suggested learning activities might be integrated into your own teaching.
3. Discuss the contribution of Piaget, Vygotsky, Bruner & Gardner to our understanding of human and musical development and the implications these have for your teaching.

Format: PDF document

Assessment: By examiner and moderator

Weighting: 25%

Pass Mark: 17.5%

**Refer to the 'Guide for Referencing' when preparing submissions.*

Unit 4C: Choice of Task

Written Submission (800 words $\pm 10\%$) or Video Presentation (8 minutes $\pm 10\%$)

Choose one of the following:

1. What does inclusive teaching mean and how can it be incorporated into the teaching of music?
2. Discuss the development, structure, and mechanism of the instrument pertaining to your practical study.
3. Discuss the historical periods of music and how the performance repertoire pertaining to the instrument of your practical study has evolved through the centuries.
4. Good technique on your instrument is vital to proficient playing. Discuss the fundamental principles involved in securing good technique with reference to contemporary literature.
5. Teaching an instrument creatively can help foster a deeper connection to music and make learning more engaging for students. Discuss creative approaches that can be used in teaching such as improvisation, chord progressions, embellishments, scales and modes, backing tracks, use of technology, cross-genre exploration, group work, etc.

Format: PDF document or Video recording

Assessment: By examiner and moderator

Weighting: 20%

Pass Mark: 14%

**Refer to the 'Guide for Referencing' when preparing submissions.*

Unit 4D: Choice of Task

Written Submission (800 words \pm 10%) or Video Presentation (8 minutes \pm 10%)

Choose one of the following:

1. Discuss approaches to motivation and how teachers can assist students to build good practice habits.
2. Discuss your approach to Aural training. Include reference to the requirements of the ANZCA syllabus from Introductory to Grade 5.
3. Sight reading is an essential skill and forms part of many instrumental exams. Discuss how you ensure your students are competent, with examples of your approach.
4. How do you prepare students for performance to ease anxiety and ensure a positive experience?
5. Discuss the preparation of Technical Work for exams with reference to how ANZCA develops this work from Introductory to Grade 5 of the syllabus.

Format: PDF document or Video recording

Assessment: By examiner and moderator

Weighting: 20%

Pass Mark: 14%

**Refer to the 'Guide for Referencing' when preparing submissions.*

Unit 4E: Choice of Task

Written Submission (500 words \pm 10%) or Video Presentation (5 minutes \pm 10%)

Choose one of the following:

1. Reflect on your experiences as a learner and consider how these have shaped your approach to teaching.
2. Discuss the importance of Professional Development with reference to events you have attended.
3. Describe a session (or sessions) you have observed of someone teaching that you found inspirational and motivating, and discuss the impact that this had on your teaching.
4. Give an example of a resource you have adapted to use in a creative way. Describe how you have incorporated it into your teaching.
5. Talk about a topic relevant to music teaching that interests you. You can pick from any of the subjects in Group D or choose your own subject.

Format: PDF document or Video recording

Assessment: By examiner and moderator

Weighting: 10%

Pass Mark: 7%

**Refer to the 'Guide for Referencing' when preparing submissions.*

Candidates should demonstrate:

- An ability to research a topic in a systematic manner
- An ability to organise material in a concise and logical manner
- An ability to use correct grammar, usage, punctuation, and spelling
- An ability to document evidence and sources of information
- An ability to address the given task and purpose
- An ability to support the discussion with specific details, examples, and facts from personal experience or other sources

Written submissions should be presented in a scholarly manner with appropriate citation and referencing where relevant. A Bibliography must be attached at the end of the assignment. Footnotes and the bibliography are not included in the word count. Resource materials and examples of repertoire may be included for illustrative purposes, either as hyperlinks within the text or as images in an attached Appendix.

Written submissions must include a front page with:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Module of Study – Module 4
- Unit of Study
- Date of Completion
- Word Count [excluding footnotes and bibliography]

Video submissions may consist of the candidate speaking to the camera, or may include a video demonstration at the instrument, if applicable. PowerPoint presentations may also be included.

Video submissions must include the following for each task. Once recording has started, please announce the following:

- Your Full Name
- Qualification Level and Instrument – e.g., A.T.Dip.A. Pianoforte
- Module of Study – Module 4
- Unit of Study
- Question Number
- Date of Recording
- Duration of Recording

Please refer to the website for guidance on recording videos for this assignment. If presenting at an instrument, it is a requirement that a **test video** be uploaded and approved to ensure that angles and visibility are sufficient for the purpose of this assessment.

The final mark for Module 4 will be calculated from the combined weighted results of all five submissions.

Module 4 Assessment Summary

Format: PDF document or Video recording

Assessment: By examiner and moderator

Weighting: 100%

Pass Mark: 70%