PROGRAM
PROFESSIONAL ENTRANCE TEST
FROM SPECIALTY 014.13 SECONDARY EDUCATION
(MUSICAL ART)
when entering the study for the degree of "Master"

TERNOPIL – 2023
The program of professional entrance examination (exam) in the specialty 014.13 Secondary education (Music) when entering the study for the degree of "Master". Ternopil, 2023. 17 p.

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**Explanatory note**

One of the important principles of modern higher education is the high requirements for the quality of training of specialists with higher education. The program of professional entrance examination (oral exam) for entrants to the Specialty 014.13 Secondary education (Music Art) is developed taking into account the requirements of state standards of higher education, current curricula.

The program is based on the principles of integrity, continuity, systematic and variability of content, organic unity, dialectical interaction of different approaches to the study of theory and methodology of music education. During the exam it is necessary to demonstrate the acquired practical skills, in particular: to perform on a musical instrument two works, different in genre and style and to perform two vocal works, different in nature: one – a cappella; the second – under their own support.

The content of the tasks includes knowledge of the history of formation and development of world and domestic music education, theory and methods of music education and upbringing of students (indicative questions are attached).

The purpose of the entrance test is to assess knowledge and skills:

- on the functions and principles of general art education;
- the essence of the concept of "integration" in pedagogy and art education;
- features of art education of schoolchildren in the conditions of realization of the concept of the New Ukrainian school;
- main provisions and content of school programs "Musical Art", "Art" for students of different classes;
- the specifics of organizing and conducting lessons of musical art and art of different types;
- the main forms of organization of musical activities of students in general secondary education;
- skills and abilities to own a musical instrument;
- skills and abilities to own a vocal apparatus.
Form of entrance examination for entrants in the Specialty 014.13 Secondary education (Music) when entering the study for "Master"– verbal exam.

1. STRUCTURE AND CONTENT OF THE PROFESSIONAL TEST

Professional entrance test involves listening to a musical instrument, performing vocal works and assessing knowledge and skills in the theory and methods of music education and upbringing of students on a scale of 124 to 200 points, which entrants will receive separately from musical instruments and separately from vocals and separately on the methods of music education and upbringing of students by setting the final average score for the exam program.

Practical skills

1.1. Perform two works on a musical instrument, different in genre and style.

Piano

Focused difficulty:

Bakh Y.S. Prelyudiya i fuha f-moll № 12 z II tomu DTK;
Bakh Y.S. Intentsiya h-moll.
Betkhoven L. Sonata №1 B-dur or.22 ch.I
Betkhoven L. Sonata №20, ch.I
Skoryk M. Burleska
Rakhmaninov S. Etyud-kartyna № 8 g-moll.
Haydn Y. Sonata c-moll. CH I.
List F. Mriyi kokhannya.
Lysenko M. Elehiya
Hliyer R. Romans
Kulau D.Sonatyna
Shchurovskyy YU. Prelyudy

Bayan, accordion

Focused difficulty:

Bakh Y.S Orhanni prelyudiyi
Bakh Y.S Prelyudiyi i fuhy z DTK
Bakh Y.S Largo
Bakh Y.S Adagio
Motsart V.A. Sonaty
M.Klementi Sonatyna F-dur
Yashkevych I. Sonatyna v starovynnomu styli.
Panits kyy I. Variatsiyi na temu rosiys rosiy narodnykh pisem
M Myaskov K. Sonaty, vybrani tvory
Rizol M. Chardash. Kontsertni variatsiyi, sonaty
Kachchini D. Ave maria
Obr V. Dmitriyeva Pid nebom Paryzha
Soroka V. Vybrani tvory.
Derbenko E. V rytmi chasu
Hubanov V. Retro-syuyita ch. III. Veselyy uikend
Chaykin M. Sonaty, kontserty

**Violin**

*Focused difficulty:

Bakh Y.-S Sonata №1 (Adagio)
Hendel H. Sonata №3 (Adagio, Allegro)
Danklya SH. Variatsiyi na temu Merkadante (tv. 89 №6)
Korelli A. Sarabanda
Motsart V. Kontsert (I ch.)
Teleman T. Fantaziya №10

**Pandora**

*Focused difficulty:

Dremlyuha M. Prelyudiya i fuha e-moll
M Myaskov K. Kontsertna pyesa Hendel H. Chakona per. S. Chernorada
Kytastyy T. Homin stepiv
Hembera H. Variatsiyi na temu ukrayinskoyi vesnyanky «Marena»
Chechenya K. Recitativo lament

**Wind instruments**

*Focused difficulty:*

Persel H. Sonata
Chaykovs kyy P. Romans
Bakh Y-S. Syuyita
Rakhmaninov S. Vokaliz
Veber K.M. Variatsiyi
Shpor A. Andantino
Rossini Dzh. Z-hadka pro bal
Kurt A. Polisandr
Ryms kyy-Korsakov M. Kontsert B-dur
Botstsa É. V styli Bakha

1.2. Perform two vocal works, different in nature:

- one – a capella;
- the second – under own support.

*Focused difficulty:*

Kachchini Dzh. Ave Maria
Monyushko S. Zolota rybka
Motsart V. Vesnyanka
Skarlatti D. De vzyat mits terpit strazhdannya
Hulak-Artemovs kyy S. Misyatsyu yasnyy
«Oy kazala meni maty» pisnya Odarky z opery «Zaporozhets za Dunayem»
Lysenko M. Astry
Bezmezhneye pole
Misyatsyu-knyazyu
Pisnya Vybornoho z opery «Natalka Poltavka»

Sichyns   kyy D. Iz sliv moyikh
Babyne lito
Ne spivayte meni seyi pisni
Stepovyv YA. Utoptala stezhechku
Rozviytesya z vitrom
Matyuk V. Vesnivka Rodymyy krayu
Lyudkevych S. Tayna
Spy, divchyno moya
Kos-Anatol   s   kyy A. Oy ty, divchyno, z horikha zernya.
Oy viz   mu vidertse
Karpat·s   ke tanho
Bilash O. Yaseny Dva kol   ory
Lelechen   ky
Lastivka
Sabadash S.Marichka
Vermenych V.Chornobryvtsi
Maybaroda P. Ridna maty moya
Pisnya pro vchytel   ku Shamo I. Kyyeve miy
Osinnye zoloto
Misto spyt

1.3. List of questions on the theory and methods of music education and upbringing of schoolchildren

1. Purpose, tasks and content of the subject "Musical Art", "Art" in general secondary education (ZSSO).
2. Modern professional requirements for a teacher of music, art.
3. To reveal the main provisions of the music-educational system of Emile Jacques-Dalcroze, Carl Orff.
5. To reveal the main provisions of the music-educational system of Zoltan Koday, Shinichi Suzuki.
6. Highlight the main provisions of the concept of music education DB Kabalevsky and the methodical system of music education of Borys Trichkov.
7. Lesson of musical art, art in modern ZZSO (typology, structure).
8. Vocal and choral education of junior schoolchildren (purpose, tasks, content, methods).
9. Organization of listening activities in the classroom: educational purpose and objectives.
11. Methods of learning songs in primary school.
12. The role of musical literacy in the development of musical abilities of students.
13. Methods of conducting art lessons, music art at NUS.
15. Types of musical activity in the lesson of musical art, art (purpose, content, relationship)
17. Content and thematic structure of the program "Art" 10-11 classes.
18. The use of relative and absolute solmization in music lessons, their tasks and relationships.
20. Content and thematic structure of the program "Musical Art", "Art" 1-4 classes.
22. Music education in Great Britain, Germany, Hungary.
23. The value of musical heritage МВ Лисенка, К.Г. Stetsenko in the formation of musical culture of schoolchildren.
25. The main signs of mutation in girls and boys. Singing mode in the mutation period.
26. Mass forms of extracurricular musical work with students.
27. Group forms of musical work with students.
28. Interactive artistic and pedagogical technologies in art lessons.
29. The main forms of control over the results of musical work of students.
30. Organization and content of vocal and choral work in a music lesson.
31. Computer and multimedia technologies in music lessons, art.
32. Methods of learning songs in primary school.
33. Features of musical perception and pedagogical problems of its development in adolescent students.
34. The role of musical improvisation in the development of creative abilities of students.
35. Game technologies in music lessons.
36. Singing unaccompanied in a music lesson at ZZSO, its role and methods of work.
37. Vocal and choral skills and methods of their formation.
39. Features of singing development of pupils of 5 - 7 classes.
40. Instrumental music making in music lessons, its purpose, tasks.
41. The relationship of different arts in music lessons.
42. Methods of organization and work of school choir.
43. Information support of musical perception of schoolchildren.
44. Problem-heuristic artistic and pedagogical technologies in art lessons.
45. Methods of working with inaccurately intoned children in music lessons.
46. The use of distance learning technologies in music lessons.
47. Assessment of musical and educational achievements of the student.

48. Suggestive and aesthetic therapeutic artistic and pedagogical technologies in art lessons.

49. Content and thematic structure of the program "Art" 5-9 classes, "Musical Art" 5-7 classes.

50. Music education in the United States, Japan.

2. CRITERIA FOR EVALUATION OF ENTRANTS DURING TESTS

Evaluation is carried out on a scale from 100 to 200 points.

If the entrant received 100 – 123 points – the exam is passed with a grade of "unsatisfactory".

2.1. Musical instrument evaluation criteria:

195-200 – high artistic level of performance of program material, comprehensive disclosure of stylistic features of a musical work, conformity of interpretation, high artistry and stage culture;

188-194 – high artistic level of performance of instrumental works, comprehensive disclosure of style and genre of performed works;

180-187 – the appropriate artistic level of performance of the program material, the assumption of certain inaccuracies in the interpretation of the style and genre of the work;

170-179 – the appropriate artistic level of the performed works, the assumption of certain inaccuracies in the execution of strokes;

160-169 – the appropriate artistic level of the performed works, making mistakes when performing strokes, dynamic shades;

150-159 – an attempt to reveal the artistic image of the executed program material, making textual errors;

140-149 – insufficient artistic level of performed works, making text errors (tempo, metro rhythm, strokes, superficial reproduction of stylistic features of works);

124-139 – textual disruptions during the performance of the work;

101-123 – underperformance to the end;

100 – non-performance of the work.
2.2. Vocal evaluation criteria:

195-200 – high artistic level of performance of program material, disclosure of vocal naturalness of a voice (flexibility, ease in performance of various technical, dynamic and bar receptions);

188-194 – high artistic level of performance of program material, disclosure of vocal naturalness of voice (flexibility, ease in performance of various technical, dynamic receptions, assumption of some bar inaccuracies);

180-187 – high artistic level of performance of program material, disclosure of vocal naturalness of voice (flexibility, ease in performance of various technical receptions, assumption of some dynamic and bar inaccuracies);

170-179 – high artistic level of performance of program material, disclosure of vocal naturalness of voice (flexibility, ease of performance of receptions, assumption of some technical, dynamic and bar inaccuracies);

160-169 – high artistic level of performance of program material, admission of certain inaccuracies in the transfer of means of musical expression;

150-159 - the appropriate artistic level of performance of program material, the assumption of certain inaccuracies in the transfer of means of musical expression (sluggish diction);

140-149 - intonationally clean performance of program material, but making a number of mistakes (accompaniment of singing with too loud accompaniment, forced sound, tempo, rhythmic inaccuracies, superficial reproduction of the musical image of the work);

124-139 - partial performance of the work with a violation of intonation, singing without reliance on breathing, disruption during performance;
101-123 - intonationally unclean performance of program material, lack of fricative feeling, underperformance of the work to the end;
100 - non-performance of the work.

2.2. Vocal evaluation criteria:
195-200 – high artistic level of performance of program material, disclosure of vocal naturalness of a voice (flexibility, ease in performance of various technical, dynamic and bar receptions);
188-194 – high artistic level of performance of program material, disclosure of vocal naturalness of voice (flexibility, ease in performance of various technical, dynamic receptions, assumption of some bar inaccuracies);
180-187 – high artistic level of performance of program material, disclosure of vocal naturalness of voice (flexibility, ease in performance of various technical receptions, assumption of some dynamic and bar inaccuracies);
170-179 – high artistic level of performance of program material, disclosure of vocal naturalness of voice (flexibility, ease of performance of receptions, assumption of some technical, dynamic and bar inaccuracies);
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150-159 – the appropriate artistic level of performance of program material, the assumption of certain inaccuracies in the transfer of means of musical expression (sluggish diction);
140-149 – intonationally clean performance of program material, but making a number of mistakes (accompaniment of singing with too loud accompaniment, forced sound, tempo, rhythmic inaccuracies, superficial reproduction of the musical image of the work);
124-139 – partial performance of the work with a violation of intonation, singing without reliance on breathing, disruption during performance;
101-123 – intonationally unclean performance of program material, lack of fricative feeling, underperformance of the work to the end;
100 – non-performance of the work.

2.3. Criteria for assessing knowledge and skills in the theory and methodology of music education and upbringing of students:

"Excellent" (181 - 200 points) – is given for the answer, in which the entrant shows a comprehensive and systematic nature of learning knowledge of the theory and methods of music education, knowledgeable on methods of teaching music (art), art and pedagogical technologies, best practices.

"Good" (161 - 180 points) – is given to the entrant who has the material provided by the program of entrance examination in the theory and methods of music education. He is mainly acquainted with modern methods of teaching music (art), theoretical concepts and approaches. Familiar with the main state documents on the nature and content of education in ZZSO. Partially acquainted with scientific research and practical developments of domestic and foreign teachers and practitioners. Understands ways to create favorable conditions for students' learning, taking into account the individual approach, but makes minor mistakes in the answers.

"Satisfactory" (124 - 160 points) – is given to the entrant who is familiar with the material provided by the program of the entrance test in the theory and methods of music education and reproduces it at the reproductive level. Familiar with some theoretical concepts and approaches to teaching music (art). Name the main state documents on the education of students, but fragmentarily demonstrates knowledge of their essence, without showing the skills of independent creative thinking.

"Unsatisfactory" (100 - 123 points) – is given to the entrant who is poorly oriented or does not have the material of the entrance exam program on the theory and
methods of music education. The answer is fragmentary and superficial or contains numerous errors and inaccuracies. The set of knowledge is chaotic.

3. RECOMMENDED REFERENCE:

4. INFORMATION RESOURCES:
1. Derzhavnyy standart pochatkovoi zahal noyi osvity. URL:
1. Державний стандарт базового середньої освіти. URL: https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/derzhavni-standarti

2. Державний стандарт базового середньої освіти. URL: https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/derzhavni-standarti


4. Закон України «Про освіту». URL: https://zakon.rada.gov.ua/laws/show/2145-19/paran186#n186

5. Інститут модернізації змісту освіти. Електронні версії підручників для 1-11 класів. URL: https://lib.imzo.gov.ua/elektronnn-vers-pdruchnikv/


7. Інтернет-магазин навчальних матеріалів «Розумники». Мультимедійні підручники «Мистецтво». URL: http://rozumniki.net/


10. Методичний портал Інтернет ресурсів для вчителів художньо-естетичного циклу. URL: http://metodportal.com/node/597


12. Мистецтво. Навчальна програма для загальноосвітніх навчальних закладів. 5-9 класи. URL: https://mon.gov.ua/ua/osvita/zagalna-serednyaosvita/navchalni-programi/navchalni-programi-5-9-klas

13. Мистецтво. Навчальна програма для загальноосвітніх навчальних закладів. 10-11 класи. Рівень стандарту. URL:
https://drive.google.com/file/d/1wjV1XtLeKhRJLPBSkrms3

14. Mystetstvo. Navchal na prohrama dlya zahal noosvitnikh navchal nykh zakladiv. 10-11klasy. Profil nyy riven URL: https://drive.google.com/file/d/1mW-UMw6uUCyOaMaviqUiLXJuDn1_bzQS/view

15. Muzychne mystetstvo. Navchal na prohrama dlya zahal noosvitnikh navchal nykh zakladiv 1–4 klasy


