

MIM[®]

Assessment
Information &
Guidelines

Music for the Intelligent Mind (MIM®)

The Music for the Intelligent Mind (MIM®) course is set up with a unique music teaching method especially for pre-school age group. The course aims to provide a holistic music education by engaging the multi-sensory experiences and using brain-based concepts to ensure fun and enjoyment in the midst of high quality music training. With a carefully planned syllabus, we gradually guide students from a tender age of 4 months to the age of 7 to explore the richness and excitement of music through interesting play, activities and musical games.

It was first launched in the year of 2002 in Singapore, wholly owned by Seimpi School of Music. It has achieved success immediately in that year. Since then, not only it is run in Seimpi centres, there are also numerous childcares and kindergartens adopting this course as part of their core program or as enrichment programs.

It is registered under the Ministry of Education, Singapore. Further details of this course can be found in this website: www.seimpi-music.com.sg

Music for the Intelligent Mind (MIM®) Assessment

In order to maintain a high quality of teaching of this course, an assessment framework has been set up, with the support of the reputable London College of Music Examination Board (LCME). Children are assessed in three levels, namely the MIM® Level 1, MIM® Level 2 and MIM® Level 3. LCME will appoint the assessors and all certificates will be issued by LCME. The certificates will only be granted to children who have successfully passed all assessment modules, with applications entered by a certified licensee teacher of MIM®.

Assessment Syllabus

1. Syllabus Introduction

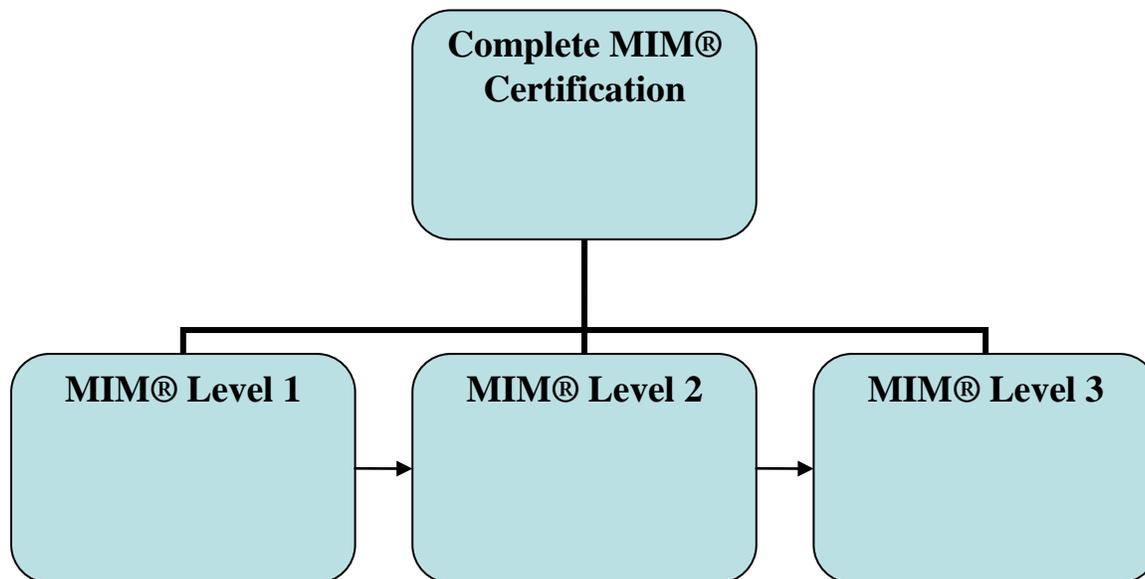
The syllabus of the assessment reflects the philosophy and the objectives of MIM® courses: *to give opportunities to every student as equal as we possibly could, to nurture and to inspire through music education in a positive and encouraging manner.* It is meant to serve as guidelines to parents on their children's learning milestone and paving ways for further improvement and achievement. It is by no means penalizing any student of their music abilities. We set a familiar environment for students to be comfortable and at ease with their teachers in the classroom so that the assessment can be carried out with minimum anxieties and pressure to effectively evaluate and investigate the real abilities of the students.

The syllabus covers the 5 main modules of the MIM® courses: *Performance, Singing Skill, Rhythmic Sense, Memory Skill/Speed Reading and Theory.* There will be a report prior to the actual day of assessment sent to the examination board by the class teachers, to serve as a report of the students'

daily achievement and abilities. This understanding effectively helps the Assessor to accurately assess the students on the assessment day to further confirm their abilities and achievements. This practice is in line with the latest development in assessing and examining especially in countries which carry an advanced and matured education system like United Kingdom and Singapore.

2. Overview of the MIM® Assessment structure and progression

Please look at the diagram below for a structure of the whole assessment structure.



3. Validity of this syllabus

This syllabus is valid from 1 January 2011 until 31 December 2013

4. Rationale

MIM® Assessment ties in well with a good curriculum, namely the MIM® course that provides a good music foundation in the pre-school years. It helps teachers and students who attend the MIM® courses to gauge the requirement of every level and work towards achieving the music abilities which are clearly stated in the assessment syllabus and structure. It makes a distinctive contribution to the music education scene every country through the following characteristics:

- Creative and fun loving nature of the assessment activities that encourage learning through play
- Developing of communication skills in children through interaction with other students and teachers in the class
- Building a love of lifelong learning of music through friendly and relaxed environment

- Provide a firm footing in the initial years, catching on the 'window of opportunity' period to make music learning a smooth pathway for more advanced learning in the future
- Provide a social network among music educators, parents and students
- Music as an international language, which should be encouraged, promoted as a tool among students in the world

MIM® Assessment is regulated strictly by the London College of Music Examination Board, together with Seimpi School of Music to ensure that the objectives and aims are carried out with the students' interests in our mind. It is comparable with those of other awarding bodies offering qualifications in early childhood music. It offers the opportunities to pursue music graded studies in all instruments awarded by the London College of Music Examination Board and other reputable examination board in the world.

5. Syllabus aims

The carefully planned syllabus intends to provide:

- A progressive and unified assessment system, enabling the teachers, parents and students to plan to obtain the objectives and targets set by MIM® courses
- Enhanced ability in acquiring discipline in the early years, through the study of music and self expression in performance
- Help to MIM® teachers and parents to plan for effective ways to nurture and cultivate the love of music, which will lead to a lifelong passion and interests in music
- Opportunities to students to develop an understanding of performance arts, to create joy and appreciation from the perspective of both participants and spectators
- All-rounded assessment system that is in line with the teaching concept, holistic approach of MIM® courses.

6. Syllabus objectives

The objectives of the Assessment syllabus are:

- To develop students' capabilities in areas such as performance, singing, rhythmic sense, memory/speed reading skill and theory. All these are crucial in the early years to ensure a smooth transition to advanced learning
- To make music together as a community, cultivate discipline and motivation to learn music
- To bridge the gap of learning and assessing, thus creating a musical environment that is relaxed and at the same time, stimulating to the physique and the mind
- To make early childhood music learning more structured with interesting play and activities
- To create an environment for public music making

7. Candidates with particular needs

Parents / Guardians of candidates with special needs should inform the School at least 2 months in advance so that the School will be able to make the necessary arrangements for the candidate on the day of the assessment.

8. Availability of Assessment and entry details

The assessments in Seimpi centres are conducted at least twice in a year. Other assessment time can be arranged with the respective representative to provide convenience and accessibility to students, with the condition of having sufficient entries to make the assessors' visit viable, and any venue-related costs are covered by the licensee teacher who makes the application. Completed entry forms, together with full fees, must be submitted to the representative of the examination centre on or before the closing date, as listed on the entry proof.

Dateline, assessment fees, assessment date, fee information, arrangement of the assessors and the dissemination of report and issuance of certificate is to be done by the respective representative of the country.

Assessment Entry Procedures

- All assessment applications have to be submitted strictly before the closing date. Late entries will not be accepted.
- Please note that, while Seimpi School of Music will make every effort to accommodate requests for the assessment dates, no guarantee can be made that such requests will be met.

The entry procedures of these assessments are as below, the timeline and description of activities given:

4 months before assessment

- Registration of assessment through any MIM® Licensee teachers

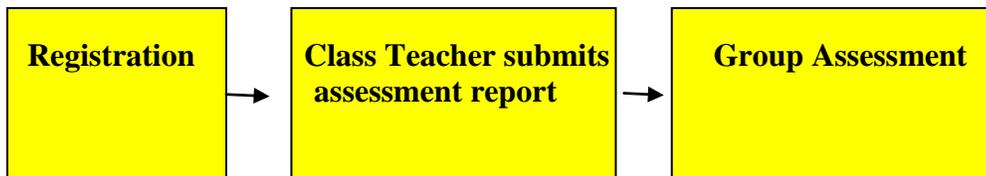
2 months before examination

- The class teacher sends an assessment report to the examination board.

Assessment day

- An assessor will be appointed to be present in the class where he/she will make an assessment report for each candidate

Below is a brief outline of the assessment procedures



Post-assessment Schedule

- LCME to moderate after receiving ALL the assessors' report, i.e from the completion of the assessment
- Issuance of certificates after the completion of the moderation by LCME

Assessment Fees

- Assessment fees can be found on the assessment application form.
- Students who are absent from the group assessment, unless for a valid reason accompanied with official documents such as Medical Certificate, will have their fees forfeited.

Substitutions

- Only students officially entered for the assessment will be accepted. Substitution of a candidate in place of a candidate originally entered for the assessment will not be allowed.

Certifications

- Incomplete entries will not be awarded with a certificate.
- Incomplete entries will not have the fees refunded, partial or full

The class teacher's role

- The class teacher is allowed to be present while his or her students are being assessed.
- The class teacher is to make an assessment report 2 months before the group assessment date.

Assessment Dress Code

- All students have to be appropriately dressed for the assessment.

(a) Enquiries and Appeals

- Should there be a need to enquire or appeal against the results after they are released, all enquiries and appeals are to be emailed to London College of Music Examination Board.

(b) Equal Opportunities

- As the assessment will be conducted in a group setting, all students will be given equal and fair opportunity, regardless of origin, status or background.

(c) Language

- The assessment is conducted in English.

9. Duration of Assessment

MIM® Level	Duration of Assessment
Level 1-3	20 - 30 minutes (assessed in a group setting)

10. Target groups

The assessment is open to all students who are studying under Seimpi School of Music centres or under the tutelage of licensee MIM® teachers. It also opens to students who are attending the MIM® program in childcares or kindergarten, or their equivalent.

There is no maximum age of entry but the minimum age of acceptance into the assessment scheme is at least 3 years of age in the year of the assessment.

ASSESSMENT SYLLABUS CONTENT

1. Syllabus Overview

The MIM® Assessment syllabus is specially designed to cover a broad spectrum of music training, which is on par with the unique holistic approach in teaching of the MIM® courses. There are 5 modules in the assessment, *Performance, Singing Skill, Rhythm Sense, Memory/Speed Reading, Theory*. It aims to lead students in the preparation of the above skills, essential to lead them to a more advanced stage of music learning. This syllabus clearly describes the requirement of each module, and how the achievements of the candidate are to be assessed, so that students can be taught to master the requirement and be able to demonstrate the skills during the assessment.

The syllabus content is solely designed by Seimpi School of Music, approved by the London College of Music. Please refer to the below for further details of the assessment.

2. Attainment levels

MIM® Level 1 – Candidates who enter this level are expected to have completed the main targets and objectives of MIM® Level 1 syllabus. It requires candidates to demonstrate the ability to play any piece from MIM® Piano Book/Score Reading Book 1, be able to sing any nursery rhyme from MIM® CD 1, clap in imitation of a single bar rhythmic pattern, match 2 cards with similar music note values, and finally completing a worksheet, which focuses on note values and its counts.

MIM® Level 2 - Candidates who enter this level are expected to have completed the main targets and objectives of MIM Level 2. It requires candidates to demonstrate the ability to play any piece from MIM® Piano/Score Reading Book 2, be able to sing any nursery rhyme from MIM® CD 2, clap in imitation of a single bar rhythmic pattern, match 2 cards with note value and its counts, and finally completing a worksheet, which focuses on note value and the treble pitches.

MIM® Level 3 - Candidates who enter this level are expected to have completed the main targets and objectives of MIM® Level 3. It requires candidates to demonstrate the ability to play any piece from MIM® Piano Book 4 and transpose a song from C to G/F key from Aural & Musicianship Book 1, be able to sing in imitation of a 3-note melody, clap in imitation of a 1 to 2-bar rhythmic patterns, working with memory/speed reading games which focus on note values and pitches, and finally completing a worksheet, which focuses on note value, notation and music symbols.

3. Pre-requisite qualifications

A summary of the pre-requisites for the different MIM® levels:

Assessment Entry Level	Pre-requisites
MIM® Level 1	-
MIM® Level 2	MIM® Level 1 or equivalent
MIM® Level 3	MIM® Level 2

4. Assessment Modules Description

Below are the brief descriptions of the requirement of each level with the assessment modules:

MIM® Level 1

Performance – Students are required to play any piece from *MIM® Piano/Score Reading Book 1*. Xylophone or keyboard is allowed for this test. Keyboard used in this test should contain at least 49 full-size keys and a touch sensitive feature. The performance is done in a 'recital' manner. Students are assessed in the accuracy of their playing, rhythmic sense and musicality.

Singing Skill – Students have to be familiar with all nursery rhymes in *MM® CD 1*. The assessor will select 1 song from the CD and children are supposed to sing together with the accompaniment of the teacher on the piano or using the accompaniment tracks from CD 1.

Rhythmic Sense – The class teacher will clap a '1-bar' rhythmic pattern, and students are supposed to imitate the pattern by clapping it back. Each student is given 2 rhythmic patterns.

Memory Skill/Speed Reading – This test is done in a group setting. The class teacher will show students 3 cards, and students are supposed to remember what they see, select the matching cards and arrange in the correct order.

Theory –The class teacher will give a worksheet, comprising of a matching exercise. Students then are required to draw matching lines to match note value with its counts.

MIM® Level 2

Performance – Students are required to play any piece from *MIM® Piano/Score Reading Book 2*. Either xylophone or keyboard is allowed for this test. Keyboard used in this test should contain at least 49 full-size keys and a touch sensitive feature. Students are assessed in the accuracy of their playing, rhythmic sense and musicality.

Singing Skill – Students have to be familiar with all nursery rhymes in *MIM® CD 2*. The assessor will select 1 song from the CD and children are supposed to sing together with the accompaniment of the teacher on the piano or using the accompaniment tracks from CD 2.

Rhythmic Sense – The class teacher will clap a '1-bar' rhythmic pattern, and students are supposed to imitate the pattern by clapping it back. Each student is given 2 rhythmic patterns.

Memory Skill/Speed Reading – This test is done in a group setting. The class teacher will show students 3 cards, and students are supposed to remember what they see, select the matching cards and arrange in the correct order. The knowledge of note values, treble clef's notation is needed to pass this segment.

Theory – The class teacher will give a worksheet, comprising of a matching exercise. Students then are required to draw matching lines to match either note-value with their names or notation with their letter names.

MIM® Level 3

Performance – Students are required to play any piece from *MIM® Piano Book 4*. Only keyboard is allowed for this test. Keyboard used in this test should contain at least 49 full-size keys and a touch sensitive feature. Students are going to take turn to perform their chosen piece. The assessor will evaluate the performance based on the techniques, interpretation and style. The class teacher will also ask the students to play 'Lightly Row' or 'Ode to Joy', transposing into G or F keys.

Singing Skill – The class teacher plays a 3 notes' melody and students take turn to sing back the melody in solfege or in single syllables. The key chord will be played and the first note will be sung by the class teacher before students attempt to sing the notes back.

Rhythmic Sense – The class teacher will clap a 1- 2 bar' rhythmic patterns, and students are supposed to imitate the pattern by clapping it back. Each student is given 2 rhythmic patterns.

Memory Skill/Speed Reading – This test is done in a group setting. The class teacher will show students 5 cards, and students are supposed to remember what they see, select the matching cards and arrange in the correct order. They will then ask to match the cards further with other cards, for ex: note value with the correct counts, notations with the appropriate letter names, or music symbols with their meanings.

Theory – The class teacher will give a worksheet, comprising of a theory test.

ASSESSMENT

1. Achievement Award

The examination board requires the teachers of the student to send in a progress report 2 months prior to the actual assessment date, together with the theory worksheet completed by the student. The examiner will then evaluate the student on the actual date based on the following assessment system:

The examiner will award distinction, merit or pass to every module of the assessment. Each award carries a mark: distinction = 3 merit = 2 pass = 1. He or she will then add up the total marks of each assessment and award the student based on the following system:

Overall Results Band	Marks range
Distinction	12 - 15
Merit	8 - 11
Pass	7 & below

There is no failure awarded for this assessment, as the objective of this assessment is to provide an encouraging environment for the development of music interests.

2. Description of the award system

Performance

Assessment Domain	Description of Abilities (Distinction)	Description of Abilities (Merit)	Description of Abilities (Pass)
Technical accomplishment	Technically fluent	Technically quiet fluent although with some slips and mistakes	Attempt to complete playing the repertoire with some hesitance
Musicality	With appropriate style and mood	Shown some understandings of style and mood	Needs improvement in tonal control
Communication	Confident in performance and tonal control	Quite confident, but slips in tonal control	Needs to build confidence in performance
Presentation	Shown confidence and appropriate performance etiquette	Shown some confidence and understanding of performance etiquette	Needs to build an understanding of performance etiquette
Transposition (only for MIM® Level 3)	All notes are played very accurately	Completed the task with some slips	Completed half of the task

Singing Skill

Assessment Domain	Description of Abilities (Distinction)	Description of Abilities (Merit)	Description of Abilities (Pass)
Pitch Accuracy	Very accurate	Quite accurate	Completed the song but need to work on achieving more pitch control
Musicality	With appropriate style and mood	Shown some understandings of style and mood	Needs improvement
Communication	Confident in performance and communicate well with audience	Quite confident, but slips in some words or notes	Needs to build confidence in performance
Presentation	Shown confidence and appropriate performance etiquette	Shown some confidence and understanding of performance etiquette	Needs to build an understanding of performance etiquette

Rhythmic Sense

Assessment Domain	Description of Abilities (Distinction)	Description of Abilities (Merit)	Description of Abilities (Pass)
Accuracy	Very accurate	Quite accurate	Needs improvement
Sense of pulse	Strong sense of pulse	Quite strong in sense of pulse	Needs improvement
Response	Respond immediately with the correct pulse	Respond with a little hesitation	Managed to complete the task

Theory

Assessment Domain	Description of Abilities (Distinction)	Description of Abilities (Merit)	Description of Abilities (Pass)
Accuracy	Very accurate	Quite accurate	Needs improvement
Presentation	Very attractive and neat	Quite neat and the answers are clearly stated in the worksheet	Needs improvement

Memory Skill/Speed Reading

Assessment Domain	Description of Abilities (Distinction)	Description of Abilities (Merit)	Description of Abilities (Pass)
Accuracy	Very accurate	Quite accurate	Needs improvement
Response	Immediate	After given some thoughts	Needs improvement