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APPLICATION FOR MUSIC ELECTIVE PROGRAMME (MEP) (2025) INFORMATION SHEET FOR APPLICANTS

INTRODUCTION

- 1 All Secondary 1 students from schools that do not offer the Music Elective Programme (MEP) or Enhanced Music Programme (EMP) can apply for the [centre-based MEP](#) at Anglo-Chinese School (Independent) (ACS (I)) or Dunman High School (DHS) as an external student. The application window for the 2025 intake will be open from **2 January 2024 to 15 January 2025**.

MEP CURRICULUM

- 2 The [MEP](#) provides opportunities for musically-inclined students to pursue a deeper and more comprehensive study in the subject and develop an appreciation of the cultural diversity in music. The curriculum aims to develop students' analytical, conceptual and creative thinking through active music learning. Learning experiences include analysing, creating and performing music across genres and traditions, including Asian, Jazz, Popular, Western Classical Music and Music in Multimedia. Opportunities will be provided for students to follow their own musical interest while discovering new strengths. In addition, students will also participate in combined enrichment events where they will learn and collaborate with peers across MEP schools and participate in programmes designed in partnership with the arts and creative industries and institutions.
- 3 At the end of the 4-year programme, MEP students sit for the G3 Higher Music examination. For more information on how the Higher Music grade may be computed for admission to post-secondary institutions, please click on this [link](#) (scroll to "Post-secondary admissions" near the bottom of page).
- 4 In light of the required commitment to the programme, MEP students may take MEP in place of lower secondary Design & Technology (D&T) and Food & Consumer Education (FCE) lessons to manage their curriculum time and learning load. At the Upper Secondary level, they will hence not be eligible to offer D&T and Nutrition and Food Science (NFS).
- 5 MEP Centre students attend lessons weekly at Anglo-Chinese School (Independent) or Dunman High School (DHS), starting from Term 2 Week 1 for the 2025 cohort. The Centres take in both male and female students. MEP Centre students will continue to attend Lower Secondary Music lessons in their own secondary schools.

Centre	Address	Lesson days & timings for 2025 Secondary 1 cohort	
		Lower Sec	Upper Sec*
Anglo-Chinese School (Independent)	121 Dover Road S139650	Thursdays 3.30 – 5.30 pm	Fridays 3:00 – 6:45 pm
Dunman High School	10 Tanjong Rhu Road S436895	Mondays 3.30 – 5.30 pm	Wednesdays 3.30 – 6.45pm

- 6 Prior to application, interested students and their parents should work closely with the students' secondary schools to ensure that their school timetable and commitments would allow them to participate fully in the MEP. Students who are selected and admitted into the secondary-level MEP are expected to commit to the programme for 4 years. Withdrawal from the MEP is strictly subject to the approval of MOE Arts Education Branch.

HOW TO APPLY

- 7 Key application dates are summarised in the table below. Changes, if any, will be reflected on the MEP webpage. Late applications will not be accepted.

Dates (2025)	MEP Selection Exercise Event
2 Jan – 15 Jan	Phase 1A: Online application including submission of student's recorded video performance <i>*For interested students, music coordinators may assign these lesson packages located within the SLS MOE Library:</i> <ul style="list-style-type: none"> • 'O-Level Music Taster': Teasers of O-Level Music content • 'Music Theory Companion': Music theory fundamentals
3 Feb	Phase 1B: e-Listening Test held in applicant's own secondary school from <u>3:00 - 4:00pm on 3 Feb.</u>
21 - 28 Feb [for shortlisted applicants only]	Phase 2: E-interview held in applicant's own secondary school (via Zoom)
By 7 Mar	Notification of Results via Secondary School Music Coordinator
From 24 Mar (Term 2 Week 1)	Commencement of Programmes at MEP Centres

8 Details for Phase 1A and Phase 1B of the Selection Exercise are provided below:

Phase 1A: Submission of recorded video performance

Applicants must ensure that submitted videos are their own performances and have not been doctored or digitally enhanced.

Selection of Pieces:

- Two solo pieces of different styles, moods and/or traditions, reflecting applicant's current abilities, should be selected and performed in the recorded video performance.
- Applicants are discouraged to play two movements from the same piece so that a better range of repertoire can be presented.
- Applicants can submit two solo pieces, each on a different instrument/voice, should they choose to do so.
- If pieces selected exceed five minutes in length, applicants should record only a selected portion of the piece.
- Accompaniment is not necessary for the recorded video performance, but applicants are still required to observe the tempo indicated in the score and notated rests.

Specifications:

- The recorded video performance must be applicants' own authentic performance and must not be edited. The video must not be recorded earlier than June 2024. Expensive professional recording services are not necessary and are strongly discouraged.
- The following must be in clear view in the recorded video performance(s), and not be obstructed by music stands or other objects:
 - Applicant's face
 - Applicant's posture when playing the instrument (e.g. arms, hands, fingers, instrument; recording of piano performance should include sight of pedalling; recording of cello performance should be of the full body, including sight of feet)
- The video must be recorded in a quiet environment (i.e. switch off fans, TV, and other sound-emitting devices; no background chatter).
- Applicants must be appropriately attired for the recorded video performance.

Submission:

- Upload to Google Drive and submit the sharing link on the online application.
- Ensure file-sharing permissions are set as '*Public*' or '*Anyone with the link*'.



- Acceptable file formats: MP4, M4V, AVI, FLV, MOV
- File name: *school_class_student's full name*
- Applicants may watch [an instructional video for uploading the video-recording here](#).
- Applicants should preview and test the links to their video-recordings before submitting the online application form.
- [Optional] Applicants who have composed music could upload their scores/recordings in the same folder containing the performance video-recordings.

Phase 1B: e-Listening Test
(Conducted at applicant's own school on Monday, 3 February, 3pm)

In this one-hour e-Listening Test, applicants will listen to 8 – 10 short musical extracts, taken from a range of musical traditions, and respond to 25 multiple-choice questions.

The scope of the questions will include the identification or description of the following:

- **Melody** (for example, accidentals, articulation, contour, melodic devices, phrase structure and mood)
- **Tonality** (major and minor keys up to 1 sharp and flat, pentatonic mode)
- **Harmony** (chords I and V)
- **Rhythm** (for example, dotted rhythms, syncopations, triplets, rhythmic devices)
- **Time Signature** (simple and compound duple, triple and quadruple)
- **Tempo**
- **Instrumentation or tone colour** (description of tone colours of musical instruments from western and non-western traditions, families of instruments, and how they are played)
- **Texture** (for example, call and response, monophony, unison, homophony, polyphony), **and functions of musical layer(s)**
- **Dynamics and Expression** (for example, loud/soft, performing decisions)
- **Form or Structure** (for example, binary, ternary, rondo, verse and chorus)

If an applicant were to miss the e-Listening Test without any valid reason (e.g medical), his/her application will be considered void.

9 For more information about the MEP, visit the [MEP page](#) on the MOE website. For FAQs about the MEP, please click [here](#).

10 For clarification, please contact:

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2025 MEP Centre Selection Exercise Information Package



MINISTRY OF EDUCATION,
SINGAPORE

A Note To Parents & Students

What is this package for?

This set of slides aims to help parents and students make an informed decision in their application to centre-based Music Elective Programme (MEP).

How do I use it effectively?

There are hyperlinks provided on the content page to help you navigate to specific information and Frequently Asked Questions (FAQ) which you may be interested to find out more about.

You can also use the 'Ctrl F' function to find keywords specific to your query.

Thank you for your interest in MEP and we wish you all the best in your application!

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1. Introduction to MEP & Centre-based MEP

1.1 | Introduction to MEP & Centre-based MEP

Music Elective Programme (MEP)

The secondary-level MEP is a 4-year programme designed for musically-inclined students. The MEP curriculum aims to develop students as practitioners, scholars, advocates and leaders in the arts.

Establishment of the MEP Centres

MEP Centres were established at Anglo-Chinese School (Independent) and Dunman High School to broaden student access to music development opportunities.

As MEP Centres, ACS(I) and DHS offer **centre-based MEP** to students from non-MEP and non-EMP (Enhanced Music Programme) secondary schools only.

1. Introduction to MEP & Centre-based MEP

1.2 | What does the MEP curriculum entail?

MEP students can expect:

- An extended and balanced music curriculum that develops skills in Listening, Creating, Performing and Research.
- An in-depth study of Asian, Classical, Jazz, Popular and Multimedia genres.
- Access to specialised facilities such as practice studios, music technology equipment and other resources (e.g. scores and audio-visual materials).
- Opportunities to learn and collaborate with MEP and EMP students from other schools.
- Opportunities to learn from music industry professionals through masterclasses and studio sessions.
- Opportunity to offer G3* Higher Music.

*This applies to students sitting for the national examinations from 2027. Students sitting for the national examinations before 2027 will take the O-Level Higher Music examinations.

1. Introduction to MEP & Centre-based MEP



1.2 | What does the MEP curriculum entail?

The MEP curriculum also entails MEP special enrichment programmes, such as:

- The **Annual Combined EMP & MEP Camp for Secondary 3 Students** is an opportunity for EMP and MEP students across schools to collaborate and interact with one another, as well as learn from local music practitioners and thought leaders.
- The **Biennial Combined Music Schools' Concert** is a platform for MEP students to showcase and apply their musical learning by collaborating on a performance.

1. Introduction to MEP & Centre-based MEP

1.3 | What do students learn/experience at the MEP Centres?

MEP students will learn music through hands-on experiences to develop them in the areas of music listening and analysis, creating, performing as well as research.



**Music Analysis
and Perception**



**Creating
Portfolios**



**Class performances
Recitals
Music Workshops
MEP School Concert**

Research

2. Eligibility and Suitability

2.1 | Who is eligible to enroll at MEP Centres?

Students from all Posting Groups are eligible to apply for the programme. Students must **not** be from schools that offer Music Elective Programme (MEP) or Enhanced Music Programme (EMP). Please refer to the linked MOE website for a full listing of [MEP](#) and [EMP](#) schools.

2.2 | Can students enroll in MEP at Secondary 2 or 3?

No. Enrolment in the MEP Centre is strictly through the selection exercise at the beginning of Sec 1 only. Students wishing to enroll in the study of G3 Music / Higher Music from Secondary 3 may apply for the upper secondary G3 Music Course at Secondary 2. Applications open in May every year. Interested students can apply and can find out more from the Music Coordinators of their own secondary schools.

2.3 | Do applicants require external music certification to be eligible for MEP?

No, applicants do not require external music certification to be eligible for MEP. However, applicants should be fluent in an instrument / singing at the time of application. Applicants who have attained certifications from external examination boards must still complete all components of the MEP Selection Exercise.

The MEP also differs from externally graded music examinations. The MEP explores a wide range of musical genres and styles (e.g. Asian, Classical, Jazz, Popular, Multimedia) and deepens skills in Listening, Performing and Creating to provide a firm foundation for further studies in music at post-secondary level.

2. Eligibility and Suitability

2.4 | How do students know if they are suited for MEP?

Students who demonstrate strong interest in music, are open to learning about music from various cultures (e.g. Asian, Classical, Popular, Jazz) and have put in effort in developing musical abilities can consider applying to the MEP.

MEP students are expected to continue engaging in the practice of their instrument(s) outside curriculum hours on a regular basis, such as by joining a Music CCA to ensure that there is consistent progress and proficiency in their performing abilities.

2.5 | How demanding is the MEP in terms of learning load and time commitment?

In opting to join the MEP, students are making a conscious and intentional choice to commit to a rigorous and in-depth study in Music over four years. Students will need to consider their ability to cope with the requirements and demands of their own schools' and other programmes, and how these will support their future goals.

3. Subject Combination

3.1 | How will taking MEP affect my subject choices?

At Lower Secondary:

- Due to the need to manage their curriculum time and their learning load, students may take MEP in place of Design and Technology (D&T) and Food and Consumer Education (FCE) lessons, and hence will not be eligible to offer D&T and Nutrition and Food Science (NFS) at the Upper Secondary Level.

At Upper Secondary:

- MEP students will offer G3* Higher Music as a subject.
- Depending on schools' resourcing, certain upper secondary subject combinations may not be available to MEP students. Prospective students and parents may check with their schools before deciding.

*This applies to students sitting for the national examinations from 2027. Students sitting for the national examinations before 2027 will take the O-Level Higher Music examinations.

3. Subject Combination

3.2 | Can students apply to join both AEP and MEP?

If a student possesses interest and abilities in both Art and Music, he/she can apply for both the AEP and MEP Centres concurrently. However, to enable students to better manage their school schedules and commitments, students who are successful in their application for both AEP and MEP can only choose one programme to enroll in.

3.3 | Can students take Centre-based MEP and Third Language concurrently?

Students should check if their schools have policies on enrolment in external programmes. MEP and Third Language are rigorous programmes that students need to attend outside of normal school hours and are additional to the students' school workload and co-curricular commitments. MEP also requires a 4-year commitment. Students will need to consider their ability to cope with the requirements and demands of their own schools and other programmes, and how undertaking MEP and a third language will support their future goals.

4. Syllabus & National Examinations

4.1 How is G3 Music different from G3 Higher Music?

MEP students will offer G3 Higher Music instead of G3 Music, for an in-depth study of music. In terms of assessment, both G3 Music and G3 Higher Music share common components. However, G3 Higher Music includes an additional assessment component – Higher Elective– where students pursue an area of interest in either Creating, Performing or Research, and deepen their knowledge through independent inquiry processes and self-directed research:

Component / Paper	G3 Music (6085)	G3 Higher Music (6086)
Music Studies: Engages students through in-depth study of a broad range of musical traditions from five Areas of Study (AoS); Asian Music, Jazz, Music in Multimedia, Popular Music and Western Classical Music.	•	•
Creating: Encourages students to experiment with musical ideas in the creation of original music across a variety of styles, within and beyond the five AoSs.	•	•
Performing: Students experience performing solo, accompanying and ensemble repertoire; learn to communicate effectively within a musical group; and pick up effective rehearsal strategies.	•	•
Higher Elective (Creating, Performing or Research): Students pursue an area of interest and deepen knowledge through independent inquiry processes and self-directed research.		•

For more information, please refer to the [Teaching and Learning Syllabus](#) and [Examination Syllabus \(2025\)](#) for more information.

5. Venue, Schedule, Timing, & Cost

5.1 Where are MEP Centre lessons held at? What is the schedule and timing for MEP Centre lessons?

MEP lessons are held at the following venues with the following schedule for the **2025 intake**:

Venue	Lower Sec Timing	Upper Sec Timing
Anglo-Chinese School (Independent) 121 Dover Road Singapore 139650	Thursdays (3.30 – 5.30pm)	Fridays (3.00 – 6.45pm)
Dunman High School 10 Tanjong Rhu Road Singapore 436895	Mondays (3.30 – 5.30pm)	Wednesdays (3.30 – 6.45pm)

5. Venue, Schedule, Timing, & Cost

5.2 Will transport be provided?

No. Students must make their own way to the allocated MEP Centres for lessons.

5.3 Are there additional fees to enroll in the MEP Centre?

No. There are no additional fees to enroll in the MEP Centre.

5.4 What happens if students' CCA/timetable clashes with their MEP Centre Lesson?

Schools may make timetabling arrangements such as offering early dismissal and/or scheduling the subjects that MEP students are exempted from (E.g D&T and FCE/NFS) at the end of the day to allow students to attend MEP lessons on time.

5.5 Can I change to another centre midway through the programme because of timetabling clashes?

This is not advised, as centres plan their curriculum differently – i.e. students may miss the content already covered in the centre they want to transfer to but not yet covered in the centre they were from. A transfer is also dependent on whether vacancies are available in the other centre and must take into account the student's ability to adapt to a new learning environment.

6. Post-secondary Pathways

6.1 What are the possible pathways to pursue music in post-secondary institutions?

MEP students would be able to continue their study of music through the following pathways:

MEP Centres

10 MEP Sec Schools

G3 HIGHER MUSIC

6 MEP Junior Colleges

ACJC, ACS(I), DHS, EJC, RI and TJC.

Learn more about the admission criteria to MEP JCs [here](#).

GCE A-LEVEL MUSIC (H2 AND H3)

Local Universities

Music-related courses
(E.g NIE, NTU, NUS, SUSS,
UAS)

Overseas Universities

**Local Institutes of
Higher Learning (IHL)**

Music-related diploma
courses at:

- LASALLE
- NAFA
- Polytechnics, such as:
 - Republic Polytechnic's School of Technology for the Arts
 - Singapore Polytechnic's Media, Arts and Design School)

6. Post-secondary Pathways

6.2 How can G3 Higher Music be used in the computation of aggregate score for JC/Poly/ITE admission, and would MEP students enjoy bonus points for such admission?

MEP students will offer G3 Higher Music, which can be used as a Humanities Subject in JC/Poly/ITE admission. It does not provide any additional bonus points.

Learn more about Post-Secondary Admissions [here](#) (scroll to “Post-secondary admissions” near the bottom of page).

6. Post-secondary Pathways

6.3 Do secondary MEP students automatically qualify for MEP in JC?

No. Interested students can only offer MEP by first gaining admission into one of the 6 JCs offering MEP via the Joint Admissions Exercise (JAE). Once enrolled into these MEP JCs, all students who have obtained a pass in G3 Music or Higher Music can be admitted into the JC MEP. (Students who have not completed G3 Music/Higher Music will need to pass a selection exercise).

6.4 Are MEP Centres affiliated to their respective schools?

MEP Centre students would not be awarded affiliation bonus points when applying for Anglo-Chinese School (Independent) or Dunman High School under the JC Joint Admission Exercise.

7. Other FAQs

7.1 Aside from the MEP, what other pathways can students consider to best develop her/his ability and interest in music in school?

Depending on students' interest, readiness and commitment towards music learning, while bearing in mind other interests she/he may have, other pathways to consider include:

- Offering Music as a subject at upper secondary level
- Joining Music-related CCA or school-specific Applied Learning / Learning for Life Programmes (ALP/LLP)

7.2 Can MEP students withdraw from the programme at any time?

Students and parents should note that the programme constitutes a 4-year commitment. Once enrolled, students are strongly encouraged to commit to the programme's full duration to experience its full scope and maximise its benefits. Withdrawal from the MEP is subject to MOE's approval on a case-by-case basis.

7.3 Who should I contact if I have further questions regarding MEP?

If you have any queries or require assistance, you can email Arts Education Branch at moe_aeb@moe.gov.sg