

MUSIC ENDORSEMENTS

The goal of music education is to develop in each student an understanding of diverse styles of music and the ability to make aesthetic judgments in performing, creating, and responding to music. The music teacher will demonstrate the following knowledge and skills:

I. Instruction/Professional

- _____ A. Ability to inspire and develop the imagination of students _____
- _____ B. Understanding of child growth and development and identification and understanding of the principles of learning as they relate to music _____
- _____ C. Ability to assess aptitudes, experiential backgrounds, and interests of students and to develop learning experiences related to assessed need; ability to adapt music instruction for exceptional students _____
- _____ D. Ability to teach music reading and to adapt teaching to students of varied age and ability levels _____
- _____ E. Knowledge of an ability to use current methods and materials (including music textbooks) available in appropriate fields and levels of music education _____
- _____ F. Knowledge of sequentially developed music curriculum to be used in the schools; awareness of national developments in curriculum to be used in the schools; awareness of national developments in curriculum and ability to select and implement curriculum _____
- _____ G. Knowledge of current technology related to the creation, storage, and performance of music _____
- _____ H. Ability to implement music instruction (including demonstrable proficiency in listening, describing, reading, evaluating, performing, and creating music) for the general student at the elementary, middle, and high school levels _____
- _____ I. Knowledge of music literature suitable for various age levels; ability to select music appropriate for the ensemble and/or individual student _____
- _____ J. Ability to lead students in analyzing and describing the music being performed _____
- _____ K. Ability to formulate a rationale for and philosophy of music education and the ability to articulate the rationale to students, colleagues, administrators, and parents _____
- _____ L. Knowledge of the role of music in the total school program _____
- _____ M. Knowledge of organizations and structures for professional music education and understanding of importance of utilizing such organizations for continued professional growth and as outlets for student participation _____
- _____ N. Awareness of the wide range of skills necessary to develop, organize, and maintain a music program in the schools _____
- _____ O. Ability to counsel students on professional issues, career opportunities, and competencies required for college entrance _____

II. History/Theory

- _____ A. Knowledge and understanding of music of various styles, historical periods, and cultural sources, including western art music, non-western music, popular music, and folk music of Europe and America _____
- _____ B. Knowledge of the language and grammar of music; understanding of the common elements of music (rhythm, melody, harmony, expressive qualities, form, and style) and their interaction, as well as the ability to employ this understanding _____
- _____ C. Proficiency in composing, improvising, arranging, and adapting music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations _____
- _____ D. Ability to form and defend evaluative judgments about music _____

III. Performance

- _____ A. Advanced level of proficiency as a solo performer; reasonable performance proficiency in an additional instrument or voice _____
- _____ B. Ability to read music at sight utilizing primary instrument or voice _____
- _____ C. Proficiency in sight-singing _____
- _____ D. Functional piano proficiency _____
- _____ E. Conducting skills and rehearsing techniques which produce accurate and expressive performances with various types of ensembles and in the general classroom setting _____
- _____ F. Specific performance knowledge and skills required for the vocal/general music endorsement:
 - 1. Functional proficiency in sight-reading, accompanying, transposition, and improvisation on the piano _____
 - 2. Sufficient vocal skill to assure effective use of the voice in demonstrations _____
 - 3. Proficiency in classroom instruments sufficient to employ these instruments as teaching tools _____
- _____ G. Specific performance knowledge and skills required for the instrumental music endorsement:
 - 1. Proficiency in solo instrumental performance _____
 - 2. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach students effectively _____
 - 3. Sufficient vocal ability to use the voice in an instrumental ensemble rehearsal or in private instrumental Instruction _____

GUIDELINES:

- 1. Teacher education programs will enable teacher candidates to acquire knowledge and skills specified for endorsement in vocal/general music K-12 and/or instrumental music K-12.
- 2. The knowledge and skills will be developed primarily in the major; course work related to music history may be included in the general education core; and course work related to instruction may be included in the professional education core. It is understood that institutions may require more than 120 semester hours for the program if necessary to meet the standards of national professional organizations.
- 3. Course work in education methods specific to music education will be taught by faculty who have had successful experiences teaching music in public schools and who maintain close contact with the schools.

COMMENTS: _____

DEFICIENCIES: _____

ADVISER APPROVAL: _____
Blair Faculty Adviser Date

This audit should accompany FORM A (blue undergraduate liberal arts audit) and FORM B (yellow graduate-level audit). After all three audit forms are appropriately signed by Teaching and Learning and/or Blair faculty advisers, the audit forms should go to the Director of Teacher Licensure 301 Wyatt Center, for final processing. Approved audits will be copied and sent to the advisers and the student.