

Music Education (Ed 612.20) Self-Assessment Worksheet

Ed 612.20 Music

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 612.20 MUSIC	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) The following requirements shall apply to the teacher preparation program for music in grades K-12.		
(b) The teacher preparation program for music in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:		

<p>(1) Personal musicianship and performance ability including:</p> <ul style="list-style-type: none">a. Performing as a soloist and as a member of a musical ensemble accurately and expressively from notation either vocally or instrumentally;b. Improvising to a structured harmonic accompaniment, in a variety of styles, including but not limited to jazz;c. Playing and transposing on;<ul style="list-style-type: none">1. Piano; and2. Guitar;d. Conducting representative musical literature; ande. Researching, planning, and presenting a musical performance;		
<p>(2) Aural skills and theory including:</p> <ul style="list-style-type: none">a. Hearing and correcting individual parts;b. Aurally recognizing a variety of historical and contemporary musical forms and genres;c. Sight singing;d. Notating music from listening; ande. Reading and writing music in:<ul style="list-style-type: none">1. Traditional notation using a variety of clefs; and2. Non-traditional notation;f. Making common transpositions;g. Analyzing formal and expressive elements in written music; andh. Composing and arranging music;		

<p>(3) Music history and culture including:</p> <ul style="list-style-type: none">a. Describing the development of Western art music beginning with The Middle Ages;b. Analyzing the role of music in a variety of cultures; andc. Describing the music of a variety of cultures;		
<p>(4) K-12 general music pedagogy including:</p> <ul style="list-style-type: none">a. Develop in students the ability to read and write music in traditional and non-traditional notation;b. Guide students to express themselves musically through singing, playing instruments, moving purposefully, improvising, composing and arranging;c. Develop in students the ability to describe, analyze and evaluate music and musical performances through a variety of methods including guided listening;d. Create sequential instruction in music history, its role in culture, and its relationship to other disciplines;e. Design standards-based curriculum, planning and instruction and assessments including modifications to meet the needs of all learners;f. Use competency-based assessment strategies to determine and communicate student progress and achievement;g. Work with colleagues to provide inter-disciplinary instruction;h. Describe and advocating for a comprehensive K-12 music program; and		

<p>i. Use current technologies and multimedia to:</p> <ol style="list-style-type: none"> 1. Plan and prepare instruction; 2. Delivers instruction; 3. Provide opportunities for music students to create, perform, and respond; and 4. Amplifies and augments performance; 		
<p>5) K-12 music performance pedagogy including:</p> <p>a. Develop in students the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways including:</p> <ol style="list-style-type: none"> 1. Tone production in the general and extended ranges of the voice including the changing voice; 2. Vocal techniques, including, but not limited to diction, breathing, and posture; and 3. Varied repertoire; and 		
<p>b. Develop in students the ability to play and perform expressively alone and with others at a beginning level on classroom instruments, beginning band, and orchestra instruments in healthy, age appropriate ways including:</p> <ol style="list-style-type: none"> 1. Tone production; 2. Articulation; 3. Fingerings; and 4. Transposition for commonly used instruments; 		

<p>c. Instruct, rehearse, assess and refine either:</p> <ol style="list-style-type: none">1. Vocalists throughout their school career and in performances of choral music with knowledge of advanced techniques of:<ol style="list-style-type: none">(i) Tone production in the general and extended ranges of the voice including the changing voice;(ii) Vocal techniques, including, but not limited to diction in English and in foreign languages; and(iii) Varied repertoire, including music of four or more parts, accompanied or a cappella; or2. Instrumentalists throughout their school career in performances including advanced techniques of:<ol style="list-style-type: none">(i) Tone production;(ii) Articulation;(iii) Fingerings, including alternate fingerings; and(iv) Transposition for less commonly used instruments.		
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Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-89, EXPIRED 2-21-92

New. #6366, eff 10-30-96; ss by #7924, eff 7-24-03; (See Revision Note at part heading for Ed 612) (renumbered from Ed 612.13); ss by #9939, INTERIM, eff 6-9-11, EXPIRED: 12-6-11

New. #10130, eff 5-18-12