Music Education, BME

Column headers (course codes):

MUE2040 Intro to Music Teaching · MUE3210 Music for the Elem Teacher · MUE3311 Elem Music Methods · MUE3312 Kodaly Method · MUE3413 Chamber Music Coaching · MUE3355 Instrumental General Music · MUE3423 Instrumental Programs: Strings and Orchestra · MUE4330 Music in Middle/Sec Schools · MUE4343 String Methods and Materials · MUE4411 Special Methods/Choral Tech · MUE4451 Woodwind Methods and Materials · MUE4465 Brass Methods and Materials · MUE4475 Percussion Methods and Materials · MUE4493 Special Methods/Instrumental Techniques · MUE4940 Music Education Internship · MUE4344 Class Piano Methods and Materials · MUE4447 Advanced String Pedagogy · MUE4481 Jazz Band Techniques · MUG2101 Conducting · MUG3104 Conducting 1 · MUG3108 Conducting 2 · MUH2052 Music in World Cultures · MUH3211 Music History I · MUH3212 Music History II · MUL3503 Symphonic and String Literature · MUL3551 Band/Wind Literature · MUL3643 Choral Literature · MUN3133 Symphonic Band · MUN3213 Symphony Orchestra · MUN3313 UWF Singers · MUN4714 Jazz Band · MUS2241 Diction I: Italian · MUS3253 Diction II: French/German · MUS2360 Music Technology · MUT1111 Freshman Theory · MUT1112 Freshman Theory I · MUT1271 Freshman Theory Lab · MUT1272 Freshman Theory Lab II · MUT2116 Sophomore Theory · MUT2117 Sophomore Theory II · MUT2276 Sophomore Theory I Lab · MUT2277 Sophomore Theory II Lab · MUT3401 Counterpoint · MUT3611 Musical Structure and Style · MUT4311 Instrumentation · MVK4641 Piano Pedagogy · MVK4932 Piano Interpretation · MVV4640 Vocal Pedagogy · MVX1XXX Freshman Applied Music · MVX2XXX Sophomore Applied Music · MVX3XXX Junior Applied Music · MVX4XXX Senior Applied Music · MVX4971 Senior Recital

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Knowledge

1. Content (CF – Problem Solver)

UWF Domains and CF Outcomes: 1. Content (CF – Problem Solver)

Program Learning Outcomes – Music Education: BME students will recognize effective curriculum, identify best practices in pedagogy and performance, and implement this knowledge in instruction.

Course Level Outcomes	FTCE Music Competencies & Skills*
Instruction:	
Identify the cognitive, linguistic, emotional, and physical needs of the child from birth to adolescence and match them appropriately to instructional plans	4.4, 4.7, 5.2, 6.3, 5.4, 7.1
Develop pedagogical techniques appropriate to area of study (e.g., musical phrasing, intonation, etc.)	3.3, 3.8, 5.1, 6.1, 5.3, 5.4, 7.4
List appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction	2.4, 2.6
Identify appropriate skills, teaching strategies, and sequence of concepts for developing students' musical independence	2.1, 3.3, 7.2
Identify factors in creating a music curriculum that provides a balance of musical experiences for all students	2.9, 4.4, 4.6, 4.7
Identify trends and research affecting music curriculum development and instruction	2.7, 4.6
Describe strategies for incorporating current resources from media, technology (e.g., sound recording and reproduction systems, visual aids) and professional organizations in instruction	3.7, 4.1, 4.2, 4.3, 4.6
Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted	2.2, 4.7, 5.5, 6.5
Characterize the historical periods in music, including how performance practices vary	1.4, 1.5, 1.6, 1.8

2. Critical Thinking (CF – Critical Thinker)

Program Learning Outcomes: BME students will analyze, select, and perform musical literature and curriculum that is high quality and level appropriate.

Course Level Outcomes	FTCE Music Competencies & Skills*
Collect and use data gathered from a variety of sources, including formal and informal measures, to develop educational goals	4.4, 4.6
Master performance assessment techniques to promote and measure the thinking skills of students	3.4, 3.5, 4.4
Analyze musical works as to their harmonic structure and form	3.4
Apply professional techniques to performance	3.4
Distinguish audibly between works of different time periods	3.4
Differentiate between repertoire of high and low quality	3.4
Develop a repertoire of realistic projects and problem solving activities that will enable students to improve their life skills and creative thinking abilities	3.5, 4.4
Design and establish effective learning environments that are conducive to high achievement of students	3.5
Identify techniques for developing students' creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.5, 3.5, 4.4
Design reasonable timelines of practice for performance preparations	3.5
Select appropriate repertoire by integrating music analysis knowledge with performance practice	3.4, 6.5

Action

3. Communication (CF – Counselor/Mentor)

Program Learning Outcomes: BME students will articulate and sequentially plan clear musical and classroom objectives leading to a comprehensive music curriculum.

Course Level Outcomes	FTCE Music Competencies & Skills*
Communicate accurately and effectively through oral presentation skills and the written word to deliver high quality education for students	2.1, 2.3, 2.4, 2.5, 2.9, 3.2
Establish high performance expectations for students and communicate these expectations to the students	3.4, 3.5
Perform proper musical phrases	1.1, 1.2, 1.3, 3.1
Create and deliver effective oral presentations	2.1, 2.3, 2.4, 2.5, 2.9, 3.2
Collaborate effectively with an accompanist	3.1
Develop appropriate ensemble performance and participation skills	3.1, 5.6, 6.2, 6.4, 6.6
Develop effective written presentations	2.1, 2.3, 2.4, 2.5, 2.9, 3.2

Leadership

4. Values/Integrity (CF – Lifelong Learner)

Program Learning Outcomes: BME students will develop personal, professional, and artistic integrity.

Course Level Outcomes	FTCE Music Competencies & Skills*
Engage in continuous improvement activities	3.1, 3.5, 4.4
Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession	4.4, 4.5, 4.7
Select teaching strategies that motivate and promote students' musical growth, independence, and creativity	3.2, 3.5, 4.4, 7.3
Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation	3.6, 4.4
Recognize the importance of personal and professional integrity	4.5
Adhere to professional performance standards related to music	3.1, 3.5, 4.5, 4.7
Evaluate the performances of others honestly and respectfully	3.4
Seek the involvement of students to design effective learning experiences to meet students' needs and interests	4.4,

5. Diversity Skills (CF – Ethical/Moral Professional)

Program Learning Outcomes: ME students will demonstrate healthy foster a classroom climate of openness, and master educational strategies to effectively teach all students.

Course Level Outcomes	FTCE Music Competencies & Skills*
Practice and teach strategies of tolerance and acceptance related to individual and cultural differences	1.7, 4.4, 4.5
Create educational climates that foster openness, inquiry and concern for others	1.7, 4.4, 4.5
Employ suitable strategies resulting in successful conflict resolutions	4.5
Use appropriate ESOL strategies and instructional methods to develop experiential and literary activities to effectively deliver instruction to ESOL students	4.5, 4.5
Identify appropriate instructional strategies for the exceptional student	2.3, 3.5, 4.4, 4.7

| updated 2-14-2022 | Key: I=Introduction, A=Application, M=Mastery |

*FTCE Music Competencies & Skills

1 - Knowledge of music theory, history, and literature
1.1 - Identify/discriminate between rhythmic structures
1.2 - Identify/discriminate between melodic structures
1.3 - Indentify/discriminate between harmonic structures
1.4 - Identify/discriminate between standard misc forms
1.5 - Identify/discriminate between stylistic features, genres, composers
1.6 - Identify/discriminate between stylistic features in American music
1.7 - Identify/discriminate between musics of other cultures
1.8 - Identify/interpret terms and symbols found in music scores

2 - Knowledge of curricula and instructional planning
2.1 - Identify skills, teaching strat etc, for dev student's musical independence
2.2 - Select appropriate materials for student's capabilities and maturity
2.3 - Identify appropriate strategies for teaching the exceptional students
2.4 - Identify instructional strategies for teaching music history and theory
2.5 - Identify tech for dev student's creative skills (improv, etc.)
2.6 - Identify appropriate org of rehearsals and classroom activities to include music history, theory, listening, sight reading and performance
2.7 - Identify trends and research affecting music curriculum dev and inst
2.8 - Identify the relationship between music, the other arts and other disc
2.9 - Identify factors in creating a music curr that provides balance of experiences

3 - Knowledge of instructional assessment procedures
3.1 - Identify performance problems and methods for correcting problems
3.2 Select teaching strat that promote student's music growth, ind, creat
3.3 - Read, Interpret, and identify appropriate tech for conducting music
3.4 - Make critical judgements about expressive qualities of music perf
3.5 - Identify techniques for assessing and evaluating student progress
3.6 - Eval the effectiveness of music instruc in terms of content, process, and teacher self-evaluation
3.7 Select strategies for implementing technology in music instruction
3.8 - Identify qualities of music performance: tone quality, phrasing, blend

4- Knowledge of professional and instructional resources
4.1 - Identify resources and technology for instructional purposes
4.2 - Select acoustic and electronic music for instructional purposes
4.3 - Identify and select appropriate computer hardware for admin and instruction
4.4 - Identify techniques and resources for advocating music ed and generating community support
4.5 - Identify legal and ethical issues that impact music ed
4.6 - Identify resources available through pro org, music industry, and publications
4.7 - Identify procedures for student selection, recruitment, retention, including feeder articulation and placement in appropriate music courses

5 - Knowledge of instructional emphasis: choral
5.1 - Identify basic vocal diction tech in different languages
5.2 - Identify problems of ind vocal production and determine corrections
5.3 - Identify practices in the care and maintenance of the vocal mech
5.4 - Classify vocal char and ranges at various levels of dev and maturation
5.5- Identify representative solo and small/large ensembles at various levels
5.6 - Identify musical problems in ensemble performance and corrections

6 - Knowledge of instructional emphasis: instrumental
6.1 - Identify basic perf tech for wind, string, and perc instruments
6.2 - Identify families of wind, perc, and string inst and their ranges, etc.
6.3 - Identify prob of individual tone production and determine corrections
6.4 - Identify musical prob in ens perf and determine methods of correction
6.5 - Identify rep rep for solo and small/large ensemble at var levels
6.6 - Identify practices in the care and maintenance of inst and accessories

7 - Knowledge of instructional emphasis: general music
7.1 - Identify appropriate materials and rep for use at various levels
7.2 - Identify practices in the care and maintaenance of classroom inst
7.3 - Identify methods for incorporating creative movement in music inst
7.4 - Identify techniques for teaching students how to play classroom inst