

DEPARTMENT OF MUSIC
Bachelor of Arts in Music

MISSION STATEMENT

The mission of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation and to educate students in such a way that they understand and appreciate music, not only as an art form with a rich historical and cultural heritage, but as an ongoing, contemporary endeavor that incorporates tradition and technological advancements through individual and group participation.

The Department of Music at UNC Pembroke is accredited by the National Association of Schools of Music (NASM).

GOALS AND OBJECTIVES

This degree is intended for the undergraduate student with a serious interest in music as part of a broader liberal arts program. As is often the case with liberal arts degrees, the music component of this program is less extensive and less career-oriented than that of a professional baccalaureate degree in music. Its chief goal is to place the study of music within the framework of a much broader study of man’s intellectual and artistic achievement. This degree is therefore best suited to the student who does not seek employment in a specific music profession or who does not plan to pursue a graduate degree in music, but one who desires to broaden his/her own musical skills and knowledge within the framework of a degree program that allows the greatest degree of flexibility.

Categories of Competencies	Bachelor of Arts in Music (Liberal Arts): Student Learning Outcomes <i>A student can:</i>
<i>I. A fundamental level of musicianship demonstrating aural, analytical, and technological skills.</i>	I.A-LA Demonstrate the ability to hear, identify, and work conceptually with the elements of music – harmony, melody, rhythm, texture, and form/structure.
	I.B-LA Demonstrate an understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces
	I.C-LA Identify and work conceptually with the elements of music - rhythm, melody, harmony, and

	structure - culminating in the creation of an original work.
	I.D-LA Use technology.
<i>II. A proficiency in performance skills.</i>	II.A-LA Sight-read musical notation (both pitch and rhythm) to the level of successfully performing a melody.
	II.B-LA Accompany or transpose a simple melody, play scales and chord progressions in any given key, and perform a piano solo effectively on the keyboard.
	II.C-LA Realize a variety of musical styles in performance.
	II.D-LA Demonstrate the discipline to practice on his/her instrument.
	II.E-LA Communicate effectively through live performance on an instrument or voice as a soloist or in an ensemble.
<i>III. A fundamental level of knowledge in music history and literature.</i>	III.A-LA Listen critically to a performance and analyze it from historical, stylistic, and formal perspectives.
.	III.B-LA Identify, describe, compare, and contrast the characteristics of various musical cultures and historical periods.
	III.C-LA Identify a wide selection of musical literature, the principal eras, genres, and cultural sources.
	III.D-LA Define and classify musical terminology and use it correctly.
	III.E-LA Demonstrate an open mind, an appreciation, and a positive attitude toward music and music endeavors of all kinds.
	III.F-LA Develop and defend musical judgments.

<p><i>IV. A fundamental knowledge in the program areas of Liberal Arts, of Education and Music Education, or of Business.</i></p>	<p>IV-LA.1. Think, speak, and write clearly and effectively.</p> <p>IV-LA.2. Investigate the workings and developments of modern society through mathematical and experimental methods, analysis, and historical and quantitative techniques.</p> <p>IV-LA.3. Address culture and history from a variety of perspectives.</p> <p>IV-LA.4. Demonstrate an understanding of and experience in thinking about moral and ethical problems.</p> <p>IV-LA.5. Respect, understand, and evaluate work in a variety of disciplines.</p> <p>IV-LA.6. Explain and defend one's views effectively and rationally.</p> <p>IV-LA.7. Demonstrate an understanding of and experience in art forms other than music.</p>	<p>IV-B.1. Apply a fundamental knowledge of financial accounting to basic accounting equation, transaction analysis, and financial statements.</p> <p>IV-B.2. Employ a fundamental knowledge of basic economic issues such as the nature of an economic system, supply and demand, monopolies, pollution and public good, ethics and law, unemployment, inflation, the Federal Reserve System, and money.</p> <p>IV-B.3. Effectively use oral and written communication skills as needed within a business context.</p> <p>IV-B.4. Apply a fundamental knowledge of the principles of management to the decision-making process tied to the planning, organizing, leading, and controlling of profit and non-profit organizations.</p> <p>IV-B.5. Demonstrate a fundamental understanding of basic marketing principles.</p> <p>IV-B.6. Illustrate a fundamental knowledge of advertising planning</p>
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		<p>and strategy. IV-B.7. Apply the basics of good business practice as encountered in an appropriate internship setting.</p>
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The NASM goals of musicianship correspond directly to the Music Department student learning outcomes (SLO) as follows:

1. The ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure. (SLO: I.A-LA)
2. An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. (SLO: I.B-LA)
3. An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources. (SLO: III.C-LA)
4. The ability to develop and defend musical judgments. (SLO: III.F-LA)

These competencies are pursued through making and listening to music.

The NASM goals of performance also correspond to the Music Department student learning outcomes as follows:

1. Ability in performing areas appropriate to the student’s needs and interests (SLO: II.E-LA)
2. Ability to sight read (SLO: II.A-LA)
3. An understanding of procedures for realizing a variety of musical styles (SLO: II.C-LA)

DEPARTMENT OF MUSIC
Bachelor of Music in Musical Theatre

MISSION STATEMENT

The mission of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation, and to educate students in such a way that they understand and appreciate music not only as an art form with a rich historical and cultural heritage, but as an ongoing, contemporary endeavor that incorporates tradition and technological advancements through individual and group participation.

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GOALS AND OBJECTIVES

The BM in Musical Theatre program of study is reflective of and responsive to the UNCP mission of rewarding careers, continuing education, and community leadership. Students will be prepared for careers in musical theatre, as well as for continuing graduate study. They will experience training in community leadership both from within the program in student-led activities and from enhanced interaction with the community as performers in and presenters of musical theatre productions.

The BM in Musical Theatre program supports the following UNCP areas of focus in the strategic plan:

- developing critical thinking, ethical decision-making, and life-long learning skills, enriching the intellectual and cultural life of the region, including both knowledge of and an appreciation for the arts and UNCP's unique Native American and southern heritage,
- improving the quality of life for a culturally diverse society,
- adapting (and humanizing) emerging information technology to meet the intellectual, pedagogical, and creative needs of the society, with particular emphasis on the development of "information literacy," the knowledge and skills necessary for accessing and applying information from multiple sources and media.

In addition, the program directly addresses NASM Standards through a clearly-defined set of Student Learning Outcomes (SLOs). The following table outlines the SLOs and related expectations for knowledge and skill development as well as levels of achievement required for graduation.

Student Learning Outcomes- BM Musical Theatre

<p>Student Learning Outcomes for Bachelor of Music in Musical Theatre <i>A student can:</i></p>	<p>Expectations for Knowledge and Skill Development</p>	<p>Levels of Achievement Required for Graduation</p>
<p>I.A-MT.1. Demonstrate knowledge of fundamental music theory concepts.</p>	<p>To be able to recognize and read music for use in vocal and/or instrumental applications including sight-reading.</p>	<p>The successful completion of Theory III and Theory III Lab is required for graduation.</p>
<p>I.B-MT.1 Exhibit a working knowledge of the historical, cultural, and stylistic development of music in general, and of musical theatre, in particular.</p>	<p>Students will be able to recognize and utilize historical knowledge of periods and styles.</p>	<p>The successful completion of: Introduction to Theatre and The History of Musical Theatre, 1860 to Present is required.</p>
<p>I.D-MT.1. Exhibit a working knowledge of technology as it applies to musical theatre.</p>	<p>Students should be able to recognize and adapt to sound and lighting techniques used for rehearsal and production.</p>	<p>Successful completion of Stagecraft, THE 233 is required.</p>
<p>II.A-MT.1. Sight-sing music at high level of skill.</p>	<p>Student should be able to read and perform unfamiliar, unrehearsed songs extemporaneously.</p>	<p>Successful completion of Theory III and Theory III Lab.</p>
<p>II.B-MT.1 Demonstrate an acceptable level of functional keyboard skills.</p>	<p>To be able to recognize basic time and key signatures, play right and left hand piano chord progressions and melodies. Ability to sight read and self teach basic songs from vocal scores.</p>	<p>Successful completion of Piano III</p>
<p>II.C-MT.1. Exhibit and utilize a knowledge of</p>	<p>Students will develop the ability to quickly recognize and adapt to a variety of</p>	<p>The successful completion of Musical Styles I,</p>

<p>appropriate musical theatre literature, including the identification of styles and the performance of solo and ensemble song repertoire.</p> <p>II.C-MT.2. Develop an appropriate repertoire suitable for auditioning for a position with a professional musical theatre company.</p> <p>II.C-MT.3. Perform in a wide variety of production venues, including reviews, scenes, class projects, outreach tours, and fully mounted productions.</p>	<p>musical styles. They will graduate with a repertoire of songs reflecting these styles. They will have organized a portfolio and personal songbook that will be used for audition and performance situations. Experience in full-scale productions (speaking and singing role) as well as scene work in class and vocal recitals are where all these elements should come together.</p>	<p>II, III, IV; and Scenes I, II (see also, I.B-MT. - History of Musical Theatre) is required.</p>
<p>II.D-MT.1. Achieve the highest possible level of performance as a singer-actor</p> <p>II.D-MT.2. Identify and work independently on selected repertoire.</p>	<p>Full-scale musical production and performance will specifically take what students have learned to a higher level of understanding and application. They will learn and have an understanding why and how to re-develop material for audition purposes for years to come</p>	<p>The successful completion of Scenes II, Styles IV, Voice (14 credited hours), Acting III is required.</p>
<p>Student Learning Outcomes for Bachelor of Music in Musical Theatre <i>A student can:</i></p>	<p>Expectations for Knowledge and Skill Development</p>	<p>Levels of Achievement Required for Graduation</p>
<p>II.E-MT.1. Demonstrate basic theatrical skills including acting, mime, stage combat, make-up and stagecraft.</p> <p>II.E-MT.2. Demonstrate basic dance and movement skills appropriate to a career in musical theatre.</p> <p>II.E-MT.3. Perform a significant role in at least</p>	<p>Students will be able to understand how to analyze a character through words (dialogue and lyrics). They will have developed techniques to understand and prepare the character in proper movement or dance. Techniques in stage make-up will be practiced and developed as well as the character. A basic understanding of building a set.</p> <p>Students will develop the ability to quickly understand what the proper</p>	<p>The successful completion of Scenes II, Styles IV, Voice (14 credited hours), Acting III, Stage Make-up and Stagecraft is required. The successful completion of Musical Styles I, II, III, IV; and Scenes I, II (see also, I.B-MT. - History of Musical Theatre) is required.</p>

<p>one full production</p> <p>II.E-MT.4. Demonstrate knowledge of appropriate repertoire and techniques for auditions, including the creation of a portfolio that meets professional standards.</p> <p>II.E-MT.5. Achieve a high standard of vocal performance and musical interpretation and demonstrate this standard in a cross-section of music from both vocal and musical theatre repertoire. (Also, see II.D-MT.2.)</p>	<p>choices are for any specific audition.</p> <p>They will develop immediate responses and recognize how to adapt to a variety of musical styles. They will graduate with a repertoire of songs reflecting these styles. They will have organized a portfolio and personal songbook which will be used for audition and performance situations</p>	
<p>III.F-MT.1. Form and defend evaluative judgments about music, theatre, and musical theatre.</p>	<p>They will be required see and review an abundance of vocal, instrumental and theatrical performances. Also: seniors will be allowed to comment on other students' class work and to defend their judgments.</p>	<p>The successful completion of Scenes II, Styles IV, Music History and Musical Theatre History is required.</p>

DEPARTMENT OF MUSIC
Bachelor of Arts in Music with Elective Studies in Business

MISSION STATEMENT

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The Department of Music at UNC Pembroke is accredited by the National Association of Schools of Music (NASM).

GOALS AND OBJECTIVES

The Bachelor of Music degree with Elective Studies in Business is intended for the student wishing to pursue a career in the business aspects of music. To this aim the degree includes musical preparation at a professional level and studies equivalent to a minor in the School of Business.

Categories of Competencies	Bachelor of Arts in Music (Liberal Arts): Student Learning Outcomes <i>A student can:</i>	Student Learning Outcomes for <u>All Professional Degrees in Music</u> <i>= Area of Synthesis</i> <i>A student can:</i>	Additional Student Learning Outcomes for Bachelor of Arts with Elective Studies in Business <i>A student can:</i>
<i>I. A fundamental level of musicianship demonstrating aural, analytical, and technological skills.</i>	I.A-LA Demonstrate the ability to hear, identify, and work conceptually with the elements of music – harmony, melody, rhythm, texture, and form/structure.		

	<p>I.B-LA Demonstrate an understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces</p>	<p><i>I.B.1. Place music into its proper historical, cultural, and stylistic context.</i></p>	
	<p>I.C-LA Identify and work conceptually with the elements of music - rhythm, melody, harmony, and structure - culminating in the creation of an original work.</p>	<p>I.C.1. Create (compose and improvise) derivative or original music at a level appropriate to the area of specialization. <i>I.C.2. Create (compose and/or improvise) at a basic level in one or more musical languages, for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional</i></p>	

		ways.	
	I.D-LA Use technology.	I.D.1. Identify and describe the important role played by technology in music today. I.D.2. Use technology as deemed appropriate to their area of specialization.	
II. A proficiency in per- formance skills.	II.A-LA Sight-read musical notation (both pitch and rhythm) to the level of successfully performing a melody.	<i>II.A.1. Sight-read music at an appropriate level of difficulty.</i>	

	II.B-LA Accompany or transpose a simple melody, play scales and chord progressions in any given key, and perform a piano solo effectively on the keyboard.	<i>II.B.1. Demonstrate an adequate level of keyboard proficiency.</i>	
	II.C-LA Realize a variety of musical styles in performance.	II.C.1. Demonstrate both a knowledge of and the ability to perform appropriate repertoire in a major performance area.	
	II.D-LA Demonstrate the discipline to practice on his/her instrument.	II.D.1. Demonstrate technical skills in at least one performance medium that allow for an appropriate level of artistic	

		self-expression. II.D.2. Work independently in appropriate situations requiring the use of the competencies and the application of the learning outcomes.*
	II.E-LA Communicate effectively through live performance on an instrument or voice as a soloist or in an ensemble.	II.E.1. Demonstrate technical skills in at least one performance medium that allow for an appropriate level of artistic self-expression. II.E.2. Work independently, and in collaboration with others, in matters of musical interpretation. II.E.3. Participate regularly in a variety of ensembles.
<i>III. A fundamental level of knowledge in music history and literature.</i>	III.A-LA Listen critically to a performance and analyze it from historical, stylistic, and formal perspectives.	III.A.1. Identify and describe the basic elements of which all music is comprised through aural, verbal, and visual analyses. <i>III.A.2. Apply knowledge of musical forms, processes, and structures in a variety of contexts appropriate to his/her specific area of specialization.</i>
.	III.B-LA Identify, describe, compare, and contrast the characteristics of various musical cultures and historical periods.	III.B.1. Place music in its proper historical, cultural, and stylistic context. III.B.2. Identify, describe, compare, and contrast the characteristics of various musical cultures and historical periods from the origin of music history to the present.
	III.C-LA Identify a	III.C.1. Recognize and

	wide selection of musical literature, the principal eras, genres, and cultural sources.	the other	classify literature beyond area of specialization via attendance at recitals, concerts, opera and musical theatre productions and performance venues.
	III.D-LA Define and classify musical terminology and use it correctly.		<i>III.D.1. Identify and describe the basic elements of which all music is comprised through aural, verbal, and visual analyses.</i>
	III.E-LA Demonstrate an open mind, an appreciation, and a positive attitude toward music and music endeavors of all kinds.		III.E.1. Work with a comprehensive repertoire including music from a variety of world cultures as well as music of the present time.* <i>III.E.2. Identify and describe the basic interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.*</i>
	III.F-LA Develop and defend musical judgments.		<i>II.F.1. Formulate and defend value judgments about music.*</i>

<i>IV. A fundamental knowledge in the program areas of Liberal Arts, of Music Education, or of Business.</i>	IV-LA.1. Think, speak, and write clearly and effectively. IV-LA.2. Investigate the workings and developments of modern society through mathematical and experimental methods, analysis, and historical and quantitative	financial	IV-B.1. Apply a Fundamental knowledge of financial accounting to basic accounting equation, transaction analysis, and statements. IV-B.2. Employ a fundamental knowledge of basic economic issues such
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	<p>techniques. IV-LA.3. Address culture and history from a variety of perspectives. IV-LA.4. Demonstrate an understanding of and experience in thinking about moral and ethical problems. IV-LA.5. Respect, understand, and evaluate work in a variety of disciplines. IV-LA.6. Explain and defend one's views effectively and rationally. IV-LA.7. Demonstrate an understanding of and experience in art forms other than music.</p>	<p>as the nature of an economic system, supply and demand, monopolies, pollution and public good, ethics and law, unemployment, inflation, the Federal Reserve System, and money. IV-B.3. Effectively use oral and written communication skills as needed within a business context. IV-B.4. Apply a fundamental knowledge of the principles of management to the decision-making process tied to the planning, organizing, leading, and controlling of profit and non-profit organizations. IV-B.5. Demonstrate a fundamental understanding of basic marketing principles. IV-B.6. Illustrate a fundamental knowledge of advertising planning and strategy. IV-B.7. Apply the basics of good business practice as encountered in an appropriate internship setting.</p>
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