

**DEPARTMENT OF MUSIC**  
**Bachelor of Music in Music Education**

**PROGRAM OVERVIEW**

The Program of study in Music Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional licensure to teach in the State of North Carolina

The Music Education program at UNC Pembroke is accredited by the National Association of Schools of Music (NASM), the National Association for the Accreditation of Teacher Education (NCATE), and the NC State Board of Education.

**Program Goals and Objectives**

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and community. Specifically, students majoring in Music Education will:

- Demonstrate essential skills of musical performance by: a) demonstrating a mastery of performance skills in at least one major medium, b) having an adequate level of keyboard proficiency, c) participating in both large and small ensembles, and d) acquiring suitable conducting and rehearsal skills;
- Demonstrate both aural and analytical skills encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;
- Demonstrate the ability to create (compose and improvise) derivative or original music;
- Demonstrate knowledge of music history and literature of both Western and non-Western origin;
- Demonstrate a knowledge of current music technology;
- Demonstrate a thorough knowledge of the North Carolina Standard Course of Study (Pre K-12)
- Demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

The objectives of the Music Education program are to produce a student who will have

- A comprehensive and integrated understanding of music theory, literature, and history; adequate preparation in conducting, analyzing, arranging, and composing;
- A philosophical basis for the planning and implementation of an inclusive program of music education consistent with the aesthetic nature and function of music and the other arts in the pluralistic society;
- Developed musical sensitivity and technical proficiency in musical performance areas;
- Developed professional awareness and communication skills pertaining to the music teaching process at all learning levels;
- Advanced preparation in areas determined by the special needs and interests of the prospective teacher;
- Developed the capacity and the disposition for continued learning in the field of music;
- Demonstrated a knowledge of both fundamental and advanced music theory concepts that include such areas as form and analysis, counterpoint, orchestration, conducting, improvisation, and composition;
- Demonstrated at an acceptable level functional keyboard skills;
- Demonstrated a knowledge of musical language and grammar and an understanding of the common elements of music;
- Exhibited knowledge of the historical development of music in order to place compositions in stylistic perspective from not only the western art music tradition, but also from a wide diversity of other styles; and
- Formed and defended evaluative judgments about music.

## **STANDARDS FOR MUSIC TEACHERS**

Standards and Indicators

### **Standard 1: Music teachers demonstrate essential skills of musical performance.**

Indicator 1: Music teachers demonstrate a mastery of a major performance medium.

Indicator 2: Music teachers perform music expressively in various genres and styles.

Indicator 3: Music teachers analyze and critically evaluate their own musical performances and performances of others.

Indicator 4: Music teachers demonstrate basic piano skills and provide simple accompaniments.

Indicator 5: Music teachers demonstrate basic vocal production skills.

Indicator 6: Music teachers demonstrate basic instrumental skills.

Indicator 7: Music teachers rehearse and conduct various types of ensembles.

### **Standard 2: Music teachers possess comprehensive knowledge of music history and music literature.**

Indicator 1: Music teachers have knowledge of music literature, performance styles, and

genres of Western and non-Western music, along with an understanding of music history and cultures.

**Standard 3: Music teachers possess comprehensive knowledge of music theory and demonstrate essential aural skills.**

Indicator 1: Music teachers analyze musical scores and compositions.

Indicator 2: Music teachers improvise melodies and harmonizations.

Indicator 3: Music teachers compose, harmonize and arrange music.

Indicator 4: Music teachers discern pitch and intonation in individual and group settings.

Indicator 5: Music teachers audiate written music.

**Standard 4: Music teachers possess current knowledge of music technology.**

- Indicator 1: Music teachers have knowledge of instructional technology in music education. Teachers utilize instructional software and hardware, experience electronic instruments, and develop awareness of multi-media equipment.
- Indicator 2: Music teachers incorporate technology in the classroom. Teachers utilize MIDI-based music writing and sequencing software and web-based resources.

**Standard 5: Music teachers possess a thorough knowledge of the *North Carolina Standard Course of Study* across the K-12 music spectrum.**

- Indicator 1: Music teachers implement the Standard Course of Study to provide sequential instruction that is developmentally appropriate.
- Indicator 2: Music teachers focus on the primary goal of the curriculum - the *process* of creating, performing, responding to, and understanding music.
- Indicator 3: Music teachers formulate lesson plans that integrate music with other areas of the curriculum.

**Standard 6: Music teachers use comprehensive assessment.**

- Indicator 1: Music teachers implement a variety of assessment strategies to diagnose, monitor, and summarize student learning. They observe classroom activities and performances, use questioning, discussion, and dialogue techniques with students, use oral and written tests, rubrics, portfolios and journals.

**Standard 7: Music teachers create and foster dynamic learning environments.**

Indicator 1: Music teachers maintain a positive learning environment which engages students in learning. Teachers:

- Promote risk-taking, collaboration, and creativity.

- Use knowledge of affective, cognitive, social, physical, and psycho-motor development of students to provide appropriate musical instruction at all levels of competencies.
- Set high standards for students' behavior, quality of work, and performance.
- Recognize multiple intelligences to enhance musical learning.
- Establish musical and behavioral practices along with classroom management procedures.
- Teach students to show respect while listening to and responding to music.

**Standard 8: Music teachers use diversity as a strength in the classroom.**

- Indicator 1: Music teachers enhance understanding and appreciation of diverse cultures through music.
- Indicator 2: Music teachers develop activities that integrate diversity education with other Curriculum areas.
- Indicator 3: Music teachers recognize the educational and therapeutic benefits of music to optimize learning for all students.
- Indicator 4: Music teachers develop individual strategies and Individualized Educational Plans (IEP).
- Indicator 5: Music teachers access resources to help meet individual student needs.
- Indicator 6: Music teachers encourage the development of social and interpersonal skills through music. They model positive attitudes, build self-esteem and confidence, encourage creativity and divergent thinking, encourage acceptance of others' work, and encourage cooperative learning.

**Standard 9: Music teachers model attitudes and behaviors that reflect professional and ethical standards.**

- Indicator 1: Music teachers comply with laws governing copyrights and royalties.
- Indicator 2: Music teachers maintain a professional rapport with students.
- Indicator 3: Music teachers have an awareness of effective financial management. They develop and operate a budget and understand bidding and purchase order procedures.

**Standard 10: Music teachers interact effectively with others in the school, the community, and beyond.**

- Indicator 1: Music teachers use expertise of others to enrich the school music program.
- Indicator 2: Music teachers network with community resources, such as arts councils, local music clubs, organizations, and businesses.

**Standard 11: Music teachers seek opportunities to enhance professional growth.**

- Indicator 1: Music teachers stay apprised of current technological advances.
- Indicator 2: Music teachers have an awareness of available materials and resources.
- Indicator 3: Music teachers understand the value of membership in professional organizations.
- Indicator 4: Music teachers refine skills through study and reflection. They explore new teaching strategies and methodologies, participate in peer evaluations, continue to refine and advance musicianship skills, participate in professional development opportunities, and create personal journals and professional portfolios.

**Standard 12: Music teachers advocate for quality music education programs.**

Indicator 1: Music teachers articulate a personal philosophy of music education.

Indicator 2: Music teachers promote high quality programs as essential to the total curriculum.