Music Education

I. Knowing the Content

The professional education program provides evidence that Music certification candidates complete a program of Music studies the same as the academic content area courses and required electives of a major in a bachelor's degree. The program shall require the certification candidate to demonstrate a knowledge of and competence in applying the fundamental concepts of music necessary for teaching at the elementary, middle and secondary levels (K-12) including:

I.A. Musicological and ethnomusicological study of music in its historical, cultural and artistic context including:

- melodic, harmonic, and rhythmic music elements,
- genres, styles and forms,
- instrument and voice classifications,
- movements, eras, and themes,
- relationship of music to the other arts and the humanities

I.B. Music theory including:

- elements: pitch, duration, volume, timbre,
- rhythm, melody, harmony,
- structure, texture, and analysis,
- expressive qualities,
- acoustics

I.C. Aural skills including:

- rhythmic and tonal memory,
- singing and playing from notation,
- rhythmic, melodic, and harmonic dictation,
- error detection and correction

I.D. Composition including:

- written notation, improvised performance, and computer software applications,
- improvisation, orchestration, and arranging

I.E. Music technology including:

- Internet resources,
- MIDI and related applications, including music notation software,
- multi-media applications,
- emerging technology

I.F. Criticism including:

- identification, analysis, evaluation, aesthetic response,
- reflection on critiques of others

I.G. Concentration in a major applied area, and functional performance skills including:

- piano and voice,
- chording and melodic classroom instruments including recorder, acoustic guitar, and autoharp,
- all major band and orchestral instruments,
- selection of world music instruments,
- large and small ensembles, and solo performances

I.H. Conducting skills and teaching techniques including:

- beat patterns and gestures,
- diverse repertoire selection,
- score preparation,
- kinetic interpretation of the score,
- rehearsal and performance of vocal and instrumental ensembles

II. Performances

The professional education program provides evidence of the candidate's participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competency in teaching. Sequential field experiences shall be at the elementary, middle, and high school levels. The program also provides evidence that the criteria and competencies for exit from the Music certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:

- developing effective delivery skills, including a sense of pacing and an ability to analyze tasks and respond to student behavior,
- facilitating individual and group discovery, inquiry, and performance of diverse types and styles of music,
- establishing and maintaining good rapport with students,
- communicating challenging expectations for individual student outcomes,
- establishing and maintaining consistent and fair standards of classroom behavior,
- creating a safe environment conducive to music learning

II.B. Planning of instruction, based on:

- PA Academic Standards,
- understanding children's musical development,
- curriculum development and assessment,
- integration with the other arts and non-arts disciplines,
- multicultural music teaching for global understanding,
- use of technology,
- scheduling

II.C. Assessing, selecting, evaluating, implementing and modifying teaching methods, learning activities and instructional materials, resources, equipment, and technologies to strengthen the effectiveness and quality of instruction and meet the learning needs of diverse learners

II.D. Monitoring student understanding, progress and performance, providing oral and/or written feedback, and adjusting instructional strategies through a variety of assessments and evaluation tools in order to provide student feedback, and strengthen the effectiveness and quality of instruction for improved student learning, and promoting lifelong understanding and enjoyment of music through listening, attending, and performing

III. Professionalism

The professional education program provides evidence that each certification candidate develops and demonstrates knowledge and competencies which foster professionalism in school and community settings, including:

III.A. Professional organizations and associations; professional publications, journals, materials, and resources, continuing education, professional development and lifelong learning

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; local, state and federal laws and regulations and ethical practices that affect teaching and learning and the music education profession, including familiarity with representative court cases, and detailed knowledge of the copyright law

III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning

III.D. Characteristics of the community and its schools with respect to religion, ethnicity and culture, socio-economic environment

III.E. Communicating effectively with parents or guardians, other agencies, and the community at large to support learning by all students