

Assessment Diagram of the Bachelor of Arts in Music Education—7 June bill edits

Learning Outcomes, Curriculum Map and Assessment Overview

Institutional Learning Outcomes	Bachelor of Arts Program Learning Outcome	National Association of Schools of Music Standards	California Standards Subject Matter for Prospective Teachers of Music	Curriculum Map: How students master learning outcomes			Method of Assessment	Criteria for Success
				Introduced	Developed	Mastered		
<p>Learning: <i>Informed by our Christian Faith</i></p> <p>Members of the PLNU community will:</p> <ul style="list-style-type: none"> display openness to new knowledge and perspectives think critically, analytically, and creatively and communicate effectively 	<p>Demonstrate essential competencies in musicianship skills in written music theory, Aural Skills, and keyboard Musicianship</p>	<p>Students must acquire an understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal and visual analyses and aural dictation (NASM, VIII, B, 2a)</p>	<p>Content Domain 1.1 (Aural Musicianship)</p> <p>a. Recognize errors in solo and ensemble performances b. Transcribe aurally presented musical excerpts into . . . notation. c. Analyze and describe the form, style, and expressive elements of a musical example. d. Recognize and describe cultural elements from diverse historical periods, genres, and styles of Western and non-Western music. e. Analyze and describe the use of musical elements that make it unique, interesting, and expressive.</p> <p>Content Domain 1.2 (Written Theory & Analysis)</p> <p>a. Demonstrate the ability to read and notate music b. Demonstrate the ability to read a full instrumental and/or choral score c. Analyze and identify the form, style, compositional devices, harmonic progressions, and cadences in a score excerpt.</p> <p>Content Domain 2.5 (Improvisation)</p> <p>a. Understand and demonstrate how to create melodic and rhythmic improvisations.</p> <p>Content Domain 2.4 (Composing and Arranging)</p> <p>a. Recognize and understand compositional techniques and textures b. Understand and demonstrate how to arrange music for voices and/or various acoustic or digital/electronic instruments. c. Understand and demonstrate how to harmonize a given melody. d. Understand and demonstrate, given specific parameters, how to create a melodic and/or rhythmic composition</p>	MUT100 MUT120	MUT121 MUT220	MUT432 MUT443	<p>Entrance/Exit Examination in all basic materials Original Hymn composition</p> <p>Original Art Song Composition</p> <p>Hymn Arrangement for strings Final Choral Arrangement</p>	<p>Students will score no less than 80% cumulatively and on each level</p> <p>Students will place no lower than the “Proficient” level in all categories of their composition</p>
		<p>In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential (NASM IX L, 3b, 3)</p>	<p>Content Domain 2.2 (Keyboard Skills)</p> <p>a. Demonstrate functional keyboard proficiency. b. Demonstrate sight-reading proficiency.</p> <p>Content Domain 2.5 (Improvisation)</p> <p>b. Understand and demonstrate techniques for improvising an accompaniment on keyboard.</p> <p>Content Domain 6.1 (Music Methodology)</p> <p>d. Demonstrate knowledge of basic vocal/choral techniques. e. Demonstrate basic knowledge of solfège methodologies.</p>	MUA141 MUA131	MUA142 MUA143* MUA132*		<p>Skills-assessment exam given every semester</p>	<p>90% of students will complete the Keyboard Proficiency exam by the end of the Sophomore year</p>
	<p>Become conversant with the outline of music history and literature, and an awareness of significant non-Western music styles...</p>	<p>Students must acquire a basic knowledge of music history and repertoires through the present time, and the ability to place music in historical, cultural and stylistic contexts (NASM VIII, B, 4)</p>	<p>Content Domain 3.1 (Music History and Cultural Context)</p> <p>a. Identify and describe stylistic differences in music from various cultures and historical periods. b. Analyze musical works from various cultures and historical periods in terms of their form or genre, organizational principles, historical and cultural context, etc. c. Understand the roles of musicians and composers in diverse cultures and historical periods. d. Identify the influences of diverse cultural and ethnic groups on music in California and the United States. e. Demonstrate knowledge of instruments from a variety of cultures and historical periods. f. Explain how music from various cultures and historical periods reflects social functions, changing ideas, and cultural values.</p> <p>Content Domain 5.1 (Connections and Relationships)</p> <p>a. Recognize and describe ways of integrating arts disciplines. b. Understand how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts. c. Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.</p>	MUH101	MUH331 MUH332 MUH334	MUH333	<p>Pre/post test on listening, style and repertory</p> <p>Annotated Bibliography and Paper proposal Research oriented paper Oral presentation using video, presentation software, graphics and audio sources</p> <p>Paper, performance and oral presentation</p>	<p>Students will place no less than “proficient” on all categories and “mastery” in at least two.</p>

			<p>Content Domain 6.2 (Repertoire) b. Demonstrate familiarity with historical and contemporary works from various musical traditions and diverse cultures.</p>					
	Develop a broad conceptual understanding of music learning in elementary and secondary school settings and pedagogical methods appropriate to each level.	Students must acquire knowledge of content, methodologies, philosophies, materials technologies, and curriculum development for general music (NASM IX, L, 3c, 1b)	<p>Content Domain 6.1 (Music Methodology) a. Demonstrate knowledge of techniques for developing aural perception skills and for developing the ability to read and interpret music. b. Demonstrate basic knowledge of various music learning approaches and methodologies c. Demonstrate knowledge of basic instrumental techniques. f. Demonstrate functional knowledge and skills in voice, keyboard, woodwinds, brass, strings, guitar, and percussion. h. Demonstrate knowledge of the effects of peer instruction, collaborative learning groups, lectures, demonstrations, and facilitating discussions of musical performances on music learning. i. Identify strategies for sequencing music activities and understand how music activities relate to student content standards. j. Demonstrate knowledge of specialized music evaluation tools such as pencil-and-paper critiques, videotaping, audiotaping, portfolios, adjudication forms, and rubrics. k. Demonstrate an understanding of the developmental stages of learning in relation to music. l. Recognize uses of technology as a tool in creating, listening to, and studying music m. Understand strategies for facilitating equity, access, accommodation, and adaptation in learning music.</p> <p>Content Domain 6.2 (Repertoire) a. Know and apply criteria and background knowledge for selection of appropriate music repertoire and literature from diverse cultures and historical periods for various developmental levels and applications in school and community settings. c. Demonstrate familiarity with sequential, developmental, and cultural factors used in selecting music literature for performance. d. Know and apply criteria for selection of music repertoire and literature to make connections and enhance relationships with other curricular areas. e. Know copyright laws and legal consequences as they apply to the school music program.</p>	MUE201-204	MUE 201-204		Demonstrate the ability to start a student on respective instruments: Snare Drum, Clarinet, French Horn, and Violin. (Rubric and video achieve)	Students will place proficient or above in all areas.
				MUE441 MUA312	MUE441 MUA312 MUE303		Classroom observations and sample lessons	Students will complete a minimum of 30 hours of observation in classrooms
				MUE454	MUE454		Philosophy of Music Education (Rubric)	Students will place proficient or above in all areas.
<p>Growing: In a Christ-Centered Faith Community</p> <p>Members of the PLNU community will:</p> <ul style="list-style-type: none"> demonstrate God-inspired development and understanding of self and others live gracefully within complex environmental and social contexts 	Develop applied music skills in one primary performance area in both solo and ensemble settings.	<p>Students must acquire technical skills requisite for artistic self expression in at least one major performance area</p> <p>Students must acquire an overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory</p> <p>Students must acquire the ability to read at sight with fluency demonstrating general musician-ship and appropriate level of skill (NASM VII, B, 1a-c)</p>	<p>Content Domain 2.1 (Instrumental or Vocal Proficiency) a. Demonstrate competence on a primary instrument or with voice by performing individually and in ensembles with appropriate expression and good musicianship skills b. Demonstrate sight-singing and sight-reading skills.</p> <p>Content Domain 4.1 (Critical Evaluation) c. Know and apply criteria for evaluating and assessing the quality and effectiveness of one's own musical performance. b. Evaluate a performance, composition, arrangement, or improvisation by comparing it with an exemplary model.</p> <p>Content Domain 6.1 (Music Methodology) j. Demonstrate knowledge of specialized music evaluation tools such as pencil-and-paper critiques, videotaping, audiotaping, portfolios, adjudication forms, and rubrics.</p>	MUA100's	MUA200's	MUA300's MUA376	<p>Jury videos are evaluated along with self-reflection for ongoing improvement</p> <p>Long term, ongoing practice log journaling discipline of purposeful practicing</p> <p>Monday recitals are video recorded and accompanied by self reflection</p> <p>Produce a Junior-level recital of 30 minutes of music</p>	Students will demonstrate a growing proficiency in their performing area each semester and achieve "proficiency" by their Jr year and Jr recital.
	Develop and articulate a clear application of the concepts of calling role, path and purpose	There must be clear descriptions of what students are expected to know and be able to do upon completion and guidance, advising and mentoring shall be adequate to support the achievement of purposes (NASM III, I, 2f-g)	<p>Content Domain 5.2 (Career Applications) a. Identify a variety of careers and avocations in the field of music. b. Explain ways in which music functions in the media and entertainment industries c. Know and apply current research to support the inclusion of music in the school curriculum.</p>	MUH101	MUA101	MUH421	<p>Entrance essay on musical calling and role</p> <p>Regular Concert attendance</p> <p>Exit essay summarizing contact interviews and articulating role, path, purpose and reflection on the entrance essay</p>	<p>Students will complete an essay on their career, then re-examine the same in their Sr. year</p> <p>Students will attend no less than 12 concerts per semester</p> <p>80% of students place in "Proficient" in each category of the final essay</p>

	All students will demonstrate proficiency in advanced conducting skills including the integration of score reading, technique, style, analysis, performance practice and rehearsal technique.	The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups in general classroom situations (NASM IX, L, 3b, 1)	<p>Content Domain 2.3 (Conducting)</p> <p>a. Understand and demonstrate basic conducting patterns. b. Understand and demonstrate cuing techniques. c. Understand and demonstrate techniques for conducting expressively. d. Interpret and analyze a choral or instrumental score</p> <p>Content Domain 6.1 (Music Methodology)</p> <p>g. Demonstrate knowledge of ensemble rehearsal techniques.</p>	MUA212	MUA312	MUA313	Students will demonstrate acquisition of advanced conducting skills by leading a live, video-recorded ensemble, generating a self-reflection of their video and soliciting feedback from three peers	80% of students will achieve "proficient" on their first attempt. >90% on their second attempt.
<p>Serving: In a Context of Christian Faith</p> <p>Members of the PLNU community will:</p> <ul style="list-style-type: none"> engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility serve both locally and globally. 	Students will prepare and participate in ensemble performances by developing an attitude of collaborative service, individual preparation, camaraderie, regular rehearsal attendance, and best efforts.	Students must acquire growth in artistry, technical skills, collaborative competency and knowledge of repertory through regular ensemble experiences . . . which should vary both in size and nature (NASM, VIII, B, 1f)	<p>Content Domain 4.1 (Critical Evaluation)</p> <p>a. Know and apply criteria for evaluating the quality and effectiveness of musical performances, compositions, and arrangements.</p> <p>Content Domain 5.1 (Connections and Relationships)</p> <p>d. Identify and explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated (e.g., acoustics).</p>	MUP332, 333, 334 MUP336, 337, 338 MUP339, 341, 342, 344			<p>Ensembles will tour regularly where concert hosts complete a written evaluation after each performance</p> <p>Ensembles participate yearly in festivals where the groups are assessed by outside evaluators</p> <p>Ensembles will maintain a video library of performances that are evaluated by an outside consultants on a rotating basis for tone, precision, intonation, repertory and performance practice.</p>	<p>Evaluations will demonstrate "Satisfactory" or higher on all tour concerts</p> <p>Ensembles will place no lower than the previous year and no lower than "Satisfactory"</p> <p>Ensembles will evaluate as "at or exceeding standards" for ensembles at similar institutions</p>

* —students are required to attain "Proficiency" in these areas rather than "Mastery"