



## Teacher Education

### Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

## MUSIC EDUCATION

### LEARNER/CONTENT:

Demonstrates acceptable vocal performance by singing throughout his/her range with accurate pitch, intonation, rhythm, appropriate expression, tempo, diction and tone quality.

**Outcome 1: Uses his/her singing voice effectively in instructional activities.**

Performance

Indicators: -Illustrates with voice specific passages in lessons, rehearsal or class  
-Demonstrates desirable musical concepts through voice  
-Sings with rhythmic, dynamic and tonal accuracy

**Outcome 2: Provides simple instrumental accompaniment (e.g. piano, guitar) for music classes or lessons.**

Performance

Indicators: -Performs written accompaniments for music classes or lessons  
-Improvises accompaniments to melodies or exercises in lessons or music classes

**Outcome 3: Displays knowledge of woodwind, brass, string and percussion instruments.**

Performance

Indicators: -Demonstrates the ability to teach correct holding, posture, hand positions, breathing, embouchure, articulation, intonation, tone production and other playing techniques of the instruments  
-Performs on representative instruments from each group, woodwind, brass, string and percussion  
-Uses his/her knowledge of these instruments in instructing general music classes

**Outcome 4: Displays knowledge of the singing voice.**

Performance

Indicators: -Demonstrates the ability to teach correct posture, breath support, diction, tone quality and intonation  
-Explains the physical processes of singing

## **COMMITMENT:**

Understands the relationship of music to the total curriculum of the school.

**Outcome 1: Has formulated a philosophy of music education and its relationship to effective curriculum development at elementary and secondary levels.**

Performance

Indicators:

- The music teacher can effectively communicate a basic philosophy of music education which demonstrates an understanding of music's unique role in the total development of the child
- Can outline a balanced music program K-12 for elementary and secondary schools and can plan and implement a music curriculum within his/her area of teaching specialization
- Writes lesson plans which include educational outcomes and organizes appropriate individual and/or group projects

**Outcome 2: Demonstrates appropriate personal characteristics during interaction with students.**

Performance

Indicators:

- Is appropriately dressed and groomed
- Demonstrates enthusiasm in subject area
- Demonstrates poise in a variety of classroom situations
- Uses correct English grammar

**Outcome 3: Demonstrates appropriate professional interest and motivation.**

Performance

Indicators:

- Acts appropriately to suggestions from cooperating teacher and/or university supervisor
- Demonstrates the ability to profit from mistakes
- Is prompt in meeting all professional commitments
- Cooperates fully with teaching colleagues and school administrators
- Demonstrates appropriate judgment and fairness in dealing with peers and students

## **CONTENT:** Possess a repertory for study that embraces all cultures and historical periods.

**Outcome 1: Uses knowledge of music history and literature in class, rehearsal or lessons.**

Performance

Indicators

- Makes references to the established periods of music history and to the characteristics of each
- Shows knowledge of the important composers of the past and present and their unique contributions to music
- Shows knowledge of important compositions of the past and present, and uses this knowledge to enrich music lessons

**Outcome 2: Uses knowledge of music theory in class, rehearsal or lessons.**

Performance

Indicators:

- Analyzes and effectively teaches the basic structures of music being performed or studied
- Guides students to a correct understanding and performance of the melodic, harmonic and rhythmic elements of music studied in lessons, class or rehearsal

**Outcome 3: Conveys stylistic characteristics of music to students.**

Performance

Indicators:

- Defines stylistic performance practices in listening and performance situations
- Guides students in articulation, tonguing, bowing, dynamics, etc., appropriate to the study and performance of specific musical works

**Outcome 4:     **Demonstrates adequate preparation in fulfilling professional responsibilities.****

Performance

- Indicators:
- Formulates educational outcomes for classes and rehearsals that are clearly stated and appropriate
  - Demonstrates thorough knowledge of subject matter and of musical selections being studied
  - Prepares lesson plans that are clear and concise, including methods of evaluation
  - Organizes materials related to classes, rehearsals and lessons

**Outcome 5:     **Utilizes effective methods of presentation in classroom, rehearsal, or group lessons.****

Performance

- Indicators:
- Demonstrates skills in utilizing appropriate procedures to motivate students
  - Uses effective techniques in introducing and presenting material in the classroom, rehearsal, and lesson
  - Makes effective use of rehearsal time
  - Recognizes problem areas and suggests methods for corrections in balance, intonation, diction, tone quality, rhythm and technique
  - Demonstrates skill in presenting verbal directions with clarity

**Outcome 6:     **Demonstrates effective rehearsal techniques in working with vocal and instrumental ensembles.****

Performance

- Indicators:
- Demonstrates mastery of the score being performed
  - Utilizes clear beat patterns and cues
  - Communicates with clarity, the appropriate tempo and dynamic changes in performance
  - Demonstrates effective interpretation of music being performed

**Outcome 7:     **Demonstrates competency in musicianship.****

Performance

- Indicators:
- Uses singing voice effectively in instructional activity
  - Makes appropriate suggestions for improvement of intonation rhythm and phrasing
  - Provides accompaniment through piano or guitar in classroom and rehearsal situations
  - Performs artistically on major instrument or voice

## **COLLABORATION:**

**Outcome 1:     **Demonstrates the ability to differentiate between maintaining appropriate control in the classroom but not domination of classroom activities.****

Performance

- Indicators:
- Elicits appropriate student response in lessons, rehearsal and class
  - Maintains effective discipline and positive class morale
  - Demonstrates appropriate interaction with students in all teaching-learning situations
  - Organizes individual and group projects to insure independent student interaction

## **COMPETENCE:**

Performs artistically and sight reads fluently in at least one performance medium.

**Outcome 1:     **Utilizes his/her performance ability in instructional situations.****

Performance

- Indicators:
- Performs for students on his/her major instrument or voice to enrich lessons
  - Performs with students in ensembles
  - Accompanies in ensemble performances and rehearsals

**Outcome 2: Organizes and notates sound for various school situations.**

Performance

Indicators:

- Writes arrangements of music for use by school students
- Composes original compositions for students' performance
- Writes original exercises to help technical and artistic development on instruments or voice

**Outcome 3: Verbalizes the expressive qualities of music in class and rehearsal.**

Performance

Indicators:

- Inspires students to become emotionally involved in music
- Explains and illustrates effective musical phrasing
- Emphasizes the effectiveness of contrasts in music
- Utilizes imagery in encouraging students to perform expressively
- Awakens students to aesthetic experiences in listening and performing

**Outcome 4: Demonstrates effectiveness in conducting musical performance by vocal and instrumental ensembles.**

Performance

Indicators:

- Detects and identifies audible deviations from the musical score
- Has studied and is thoroughly familiar with selected musical scores
- Corrects students in rhythmic and pitch errors in ensembles, singing activities or lessons
- Demonstrates the ability to conduct with a steady beat and handle standard and irregular meters, accelerandos, ritards, fermatas, preparatory beats and cut-offs
- Gestures are clear and easy to follow
- Effectively employs the element of contrast in dynamics, tempo and style
- Utilizes one and both hands effectively, and shows good baton technique

**Outcome 5: Demonstrates effective rehearsal techniques.**

Performance

Indicators:

- Is able to quickly tune instrumental ensembles
- Conducts warm-up scales or exercises when appropriate
- Begins and ends rehearsals with satisfying performances
- Plans and executes a variety of experience for each rehearsal
- Uses time efficiently
- Motivates students to work up to their ability
- Avoids unexplained stopping and restarting
- Avoids lengthy instruction or explanations

## **COMPETENCE/COLLABORATION:**

Understands role of administration and public relations in managing the music curriculum.

**Outcome 1: Demonstrates knowledge of the role administration and public relations as related to the school music curriculum.**

Performance

Indicators:

- Develops procedures for proper budgeting, procurement, maintenance and replacement of all instructional materials, equipment and musical instruments necessary for the music curriculum
- Establishes and maintains a positive working relationship including communication of educational outcomes of the music curriculum with students, teachers, administrators, parents and the community
- Plans for rehearsals, schedules trips and ancillary aspects of public performance