

COMPETENCIES

Department of Music Undergraduate Student Competencies Required for Graduation

Competencies Required of Students in Bachelor of Arts Degree Programs (BA)

Consistent with the mission, values and goals of the Department of Music, the music faculty expects all Bachelor of Arts degree candidates to demonstrate the following:

BA.1. General Education

BA.1.1. The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.

BA.1.2. An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences; with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.

BA.1.3. An ability to address culture and history from a variety of perspectives.

BA.1.4. Understanding of, and experience in thinking about, moral and ethical problems.

BA.1.5. The ability to respect, understand, and evaluate work in a variety of disciplines.

BA.1.6. The capacity to explain and defend one's views effectively and rationally.

BA.1.7. Understanding of and experience in one or more art forms other than music.

BA.2. Musicianship

BA.2.1.a. An understanding of and the ability to read and realize musical notation.

BA.2.1.b. The ability to hear, identify, and work conceptually with the elements of music -- rhythm, melody, harmony, structure, timbre, texture, and so forth.

BA.2.2. An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.

BA.2.3. An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.

BA.2.4. The ability to develop and defend musical judgments.

BA.3. Performance

BA.3.1. Ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree option being followed.

BA.3.2. Ability to sight-read.

BA.3.3. An understanding of procedures for realizing a variety of musical styles.

BA.4. Music Electives

BA.4.1. Knowledge and/or skills in one or more areas of music beyond basic musicianship appropriate to the individual's needs and interests, and consistent with the purposes of the specific liberal arts degree option being followed.

Competencies Required of Students in ALL Bachelor of Music Degree Programs (BM)

Consistent with the mission, values and goals of the Department of Music, the music faculty expects all Bachelor of Music degree candidates to demonstrate the following:

BM.1. Performance

BM.1.1. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

BM.1.2. An overview understanding of the repertory in the student's major performance area and the ability to perform from a cross-section of that repertory.

BM.1.3. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performing area, a level of skill relevant to professional standards appropriate for the particular concentration.

BM.1.4. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation, including rehearsal and conducting skills as appropriate to the particular music concentration.

BM.1.5. Keyboard competency and experiences in secondary performance areas.
BM.1.6. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature.

BM.2. Aural Skills and Analysis

BM.2.1. 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 the ability to take aural dictation.

BM.2.2. Sufficient understanding of musical forms, processes, and structures in order to use this knowledge in compositional, performance, analytical, scholarly, and pedagogical applications, according to the requisites of their specializations.

BM.2.3. The ability to place music in historical, cultural, and stylistic contexts.

BM.3. Composition and Improvisation

BM.3.1. Rudimentary capacity to create derivative or original music both extemporaneously and in written form.

BM.3.2. The ability to compose, improvise, or both 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 ways.

BM.4. History and Repertory

BM.4.1. A basic knowledge of music history through the present time.

BM.4.2. An acquaintance with repertoires beyond the area of specialization through exposure to a large and varied body of music by attending and studying recitals, concerts, opera and musical theatre productions, and other performances.

BM.5. Technology

BM.5.1. A basic overview understanding of how technology serves the field of music as a whole.

BM.5.2. Working knowledge of the technological developments applicable to the student's area of specialization.

BM.6. Synthesis

BM.6.1. Professional, entry-level competence in the area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently and a coherent set of artistic/intellectual goals, which are evident in the student's work.

BM.6.2. The ability to work on musical problems by combining individual capabilities in performance; aural, verbal and visual analysis; composition and improvisation; and history and repertory.

BM.6.3. The competency to form and defend value judgments about music, including the ability to communicate musical ideas, concepts, and requirements to professionals and lay persons.

BM.6.4. Acquirement of tools to know and experience a comprehensive repertory, including music from various cultures of the world and music of the student's own time.

BM.6.5. Acquirement of teaching skills, particularly as related to one's major area of study.

BM.6.6. The ability to understand interrelationships and multidisciplinary issues among the various professions and activities that include music, and to use the entrepreneurial skills necessary to assist in the development and advancement of the student's career.

Competencies Required of Students in the Bachelor of Music Degree Program with the option in Music Performance (BMP).

Consistent with the mission, values and goals of the Department of Music, the music faculty expects Bachelor of Music in Music Performance degree candidates to demonstrate the following, in addition to those listed above in the BM section:

BMP.1. General Studies.

BMP.1.1. For performance majors in voice, ability to use foreign languages and diction.

BMP.2. Essential competencies.

BMP.2.1. Comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest possible level; knowledge of applicable solo and ensemble literature; and orientation to and experience with the fundamentals of pedagogy.

BMP.2.2. The ability to undertake successful solo and ensemble performances in a variety of formal and informal settings, including junior and senior recitals.

Competencies Required of Students in the Bachelor of Music Degree Program with the option in Music Composition (BMC).

Consistent with the mission, values and goals of the Department of Music, the music faculty expects Bachelor of Music in Music Composition degree candidates to demonstrate the following, in addition to those standards listed above in the BM section:

BMC.1. General Studies.

BMC.1.1. Understanding of areas such as computer science, acoustics, and aesthetics.

BMC.2. Essential Competencies.

BMC.2.1. Achievement of the highest possible level of skill in the use of basic concepts, tools, techniques, and procedures to develop a composition from concept to finished product. This involves the competency to work with both electronic and acoustic media; work with a variety of styles, forms, and notations; and apply principles of scoring appropriate to particular compositions.

BMC.2.2. Fluency in the use of tools needed by composers. This includes keyboard skills, spoken and written language, conducting and rehearsal skills, analytical techniques, and applicable technologies.

BMC.2.3. The ability to arrange and oversee fully realized performances of the one's original compositions in public presentations, with critical assessments.

Competencies Required of Students in the Bachelor of Music Degree Program with the option in Music Education (BME).

Consistent with the mission, values and goals of the Department of Music, the music faculty expects Bachelor of Music in Music Education degree candidates to demonstrate the following:

BME.1. Desirable Attributes

BME.1.1. Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.

BME.1.2. The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.

BME.1.3. The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.

BME.1.4. The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.

BME.1.5. The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.

BME.1.6. The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.

BME.1.7. The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

BME.2. Music Competencies.

BME.2.1. *Conducting.* Being a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations through knowledge of score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques.

BME.2.2. *Arranging*. Competency to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.

BME.2.3. *Functional Performance*. Functional performance abilities in keyboard, the voice, and instruments appropriate to the student's teaching specialization.

BME.2.4.a. *Analysis/History/Literature*. The ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.

BME.2.4.b. *Analysis/History/Literature*. The ability to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development to their students.

BME.2.5. *For General Music and Vocal/Choral Music*.

BME.2.5.1.a. Sufficient musicianship, vocal, and pedagogical skills sufficient to teach general music.

BME.2.5.1.b. Sufficient vocal and pedagogical skill to teach effective use of the voice.

BME.2.5.1.c. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music and vocal/choral music.

BME.2.5.2. The ability to successfully experience solo vocal, and small and large choral ensemble performance.

BME.2.5.3. Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.

BME.2.5.4.a. The ability to successfully teach general music classes.

BME.2.5.4.b. The ability to successfully teach beginning vocal techniques individually, in small groups and in larger classes.

BME.2.6. *For Instrumental Music*.

BME.2.6.1.a. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.

BME.2.6.1.b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.

BME.2.6.2. The ability to successfully experience solo instrumental performance, as well as participation in small and large instrumental ensembles.

BME.2.6.3. The ability to successfully teach beginning instrumental students individually, in small groups and in larger classes.

BME.3. Teaching Competencies.

BME.3.1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization, including demonstration of skill in effective classroom and rehearsal management.

BME.3.2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.

BME.3.3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

BME.3.4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.

BME.3.5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

BME.3.6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

The above competencies are evaluated through the passing of courses including course work and examinations, applied music juries, recitals, public performances, proficiency tests, portfolios, and observation of student teaching. Self-evaluation is encouraged through experiential music activities with peers and mentors.

Rhode Island Professional Teaching Standards (Standards Required of Graduates Receiving the B.M. Degree in Music Education)

Standard 1.

Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

Teachers...

- 1.1 reflect a variety of academic, social, and cultural experiences in their teaching
- 1.2 use a broad knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement
- 1.3 exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students
- 1.4 facilitate student involvement in the school and wider communities

Standard 2.

Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content they teach.

Teachers...

- 2.1 know their discipline/content areas and understand how knowledge in their discipline/content area is created, organized, linked to other disciplines, and applied beyond the school setting
- 2.2 design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island's learning standards
- 2.3 select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas
- 2.4 engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding
- 2.5 represent and use differing viewpoints, theories and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives

Standard 3.

Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Teachers...

- 3.1 understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning
- 3.2 design instruction that meets the current cognitive, social, and personal needs of their students.
- 3.3 create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class

Standard 4.

Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Teachers...

- 4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
- 4.2 use their understanding of students (e.g., individual interests, prior learning, cultural background, native language, and experiences) to create connections between the subject matter and student experiences
- 4.3 seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students where appropriate

4.4 make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP's), or other approved school-based individualized learning plans (ILPS's)

Standard 5.

Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, and performance skills, and literacy across content areas.

Teachers...

- 5.1 design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills
- 5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives
- 5.3 make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem
- 5.4 engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence
- 5.5 use tasks that engage students in exploration, discovery, and hands-on activities

Standard 6.

Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Teachers...

- 6.1 use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained
- 6.2 establish a safe and secure and nurturing learning environment that supports the active engagement of all students
- 6.3 provide and structure the time necessary to explore important concepts and ideas
- 6.5 help students establish a classroom environment characterized by mutual respect and intellectual risk-taking
- 6.6 create learning groups in which students learn to work collaboratively and independently
- 6.7 communicate clear expectations for achievement that allow students to take responsibility for their own learning

Standard 7.

Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

Teachers...

- 7.1 work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement
- 7.2 develop relationships with students and their families to support learning
- 7.3 understand the role of community agencies in supporting schools and work collaboratively with them as appropriate

Standard 8.

Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Teachers...

- 8.1 use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering counter examples) to engage students in learning
- 8.2 use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote student learning.
- 8.3 use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school
- 8.4 emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction

8.5 seek knowledge of and demonstrate sensitivity to the particular communication needs of all students

Standard 9.

Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

Teachers...

9.1 select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments

9.2 identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted

9.3 systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement

9.4 provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning

9.5 use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals

9.6 maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues

9.7 use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals

Standard 10.

Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.

Teachers...

10.1 solicit feedback from students, families, and colleagues to reflect on and improve their own teaching

10.2 explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning

10.3 take responsibility for their own professional development and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers

10.4 take responsibility for learning about and implementing federal, state, district and school initiatives to improve teaching and learning

Standard 11.

Teachers maintain professional standards guided by legal and ethical principles.

Teachers...

11.1 maintain standards that require them to act in the best interest and needs of students.

11.2 follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families

11.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities

11.4 interact with students, colleagues, parents, and others in a professional manner that is fair and equitable

11.5 are guided by codes of professional conduct adopted by their professional organizations

The above standards are evaluated through the passing of courses including course work and examinations, applied music juries, recitals, public performances, proficiency tests, portfolios, and observation of student teaching. Self-evaluation is encouraged through experiential music activities with peers and mentors.