

DEGREE PROGRAM SUMMARY SHEET
UNIVERSITY OF WEST GEORGIA

Degree: Bachelor of Music

Major: Performance: Emphasis in Piano Pedagogy

Department: Music

College: Arts and Sciences

Specific Learning Outcomes for Degree (learning outcomes should be specific, attainable, and measurable)

Upon completion of the program, a student must:

A. Performance

1. demonstrate, through performance, comprehensive capabilities in the principal-applied performance area, including: the ability to work independently to perform at the highest possible level in a variety of formal and informal settings; the ability to perform in ensembles that vary in size and nature; knowledge of applicable solo and ensemble literature; orientation to and experience with the fundamentals of pedagogy; and the ability to read music at sight with fluency.
2. demonstrate, through performance and academic studies, competence as a conductor, with the ability to create accurate and musically expressive performances with various types of performing groups.
3. demonstrate, through performance, functional ability in keyboard sufficient to use it as a tool for score study, arranging, demonstration, and teaching and to provide, transpose, and improvise accompaniments.
4. demonstrate, through performance and academic studies, knowledge of and ability in a secondary instrument sufficient to teach beginning students effectively individually and in groups, and the ability to use the voice effectively.

B. Aural Skills and Analysis

1. demonstrate, through performance and academic studies, an understanding of the common elements of music (i.e., melody, harmony, rhythm, timbre, texture, form, and expressive qualities) and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
2. demonstrate, through performance and academic studies, the ability to place music in historical, cultural, and stylistic contexts.
3. demonstrate, through performance and academic studies, the ability to apply knowledge of musical forms, processes, and structures to score-reading, composition, performance, scholarship, pedagogy, and historical contexts.

C. Composition and Improvisation

1. demonstrate, through performance and academic studies, competence in composition and improvisation beyond traditional exercises in beginning theory, including imitation of various musical style periods, original composition, experiments with various sound sources, and the manipulation of the common elements in nontraditional ways.
2. demonstrate improvisational skills as an aspect of composition, musicianship, or performance studies.
3. demonstrate, through performance and academic studies, the ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of performing groups.

D. Repertory and History

1. demonstrate, through performance and academic studies, knowledge of and ability to work with music of diverse cultural sources, historical periods, and media (in a comprehensive manner).
2. demonstrate, through attendance at concerts, operas, and other performances, an awareness of a large and varied body of music.

E. Technology

1. demonstrate, through performance, academic studies, and laboratory experiences, the ability to exploit capabilities of technology as they relate to composition, performance, analysis, teaching, research, assessment, and professional productivity.

F. Pedagogy

1. demonstrate, through performance and academic studies, the ability to teach performance techniques individually, in small groups, in larger classes, and in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.
2. demonstrate, through performance and academic studies: the ability to assess aptitudes, experiential backgrounds and orientations of individuals and groups of students; and to develop advanced pedagogical techniques to meet assessed needs.
3. demonstrate, through performance and academic studies, knowledge, understanding, and use of: a variety of strategies for developing critical thinking, problem solving, and performance skills; current and appropriate pedagogical techniques and materials available in the area of specialization; and publications, resources, and professional organizations.
4. demonstrate, through performance and academic studies: the ability to accept, amend, or reject pedagogical techniques and materials; and an understanding of evaluative techniques and the ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.
5. demonstrate, through performance and academic studies these abilities: to apply analytical and historical knowledge to teaching and performance activities; and to relate musical styles, the literature of diverse cultural sources, and the music of various historical periods to a variety of contexts.
6. demonstrate, through performance and academic studies, the acquisition of and ability to apply knowledge about: professional ethics and social behavior appropriate for the profession; and the responsibilities, structure, and activities of the profession.

G. Synthesis

1. demonstrate, through performance and academic studies, achievement of professional, entry-level competence in the area of specialization, including significant technical mastery, capability of producing work, and solving musical and professional problems independently, by combining capabilities in performance, in aural, verbal and visual analysis, in composition and improvisation, and in repertory and history.
2. demonstrate, through performance and academic studies, these abilities: to form and define value judgments about musical works and performances; to work with a comprehensive repertory, including music from various cultures of the world and music of our own time; and to develop a body of work for evaluation in the major area of study.
3. demonstrate, through performance and academic studies, evidence of a coherent set of artistic/intellectual goals and an understanding of the basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise.

4. demonstrate, through performance and academic studies, and through using musical, oral, written, and visual media, the ability to communicate musical ideas, concepts, and requirements to professionals and lay persons related to the practice of the major field.
5. demonstrate, through performance and academic studies, musicianship developed to an advanced level and broad knowledge of musical elements, structure, repertoires, and contexts.
6. demonstrate, through performance and academic studies, a 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 potential to fulfill these commitments as an independent professional.
7. demonstrate, through performance and academic studies, the ability to evaluate ideas, methods, and policies in the arts, in the humanities, and in arts education for their impact on the musical and cultural development of society.
8. demonstrate, through performance and academic studies, the ability and desire to remain current with developments in the art of music and in pedagogy, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.
9. demonstrate, through performance and academic studies: the capability of inspiring others, of exciting the imagination of students, and of engendering a respect for music and a desire for musical knowledge and experiences; and the ability to lead others to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.