

**DEGREE PROGRAM SUMMARY SHEET
UNIVERSITY OF WEST GEORGIA**

Degree: BACHELOR OF MUSIC

**Major: MUSIC EDUCATION
(Woodwind/Brass/Percussion Option)**

Hrs. Required 128

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, competence in the principal-applied performance area, including: performing ability of a cross-section of repertory from a particular performance medium, technical skills requisite for artistic self-expression at the level appropriate for the particular music concentration, and the ability to read music at sight with fluency.
2. demonstrate, through performance, the ability to perform at the level appropriate for the particular music concentration, in ensembles that vary in size and nature.
3. demonstrate, through performance and academic studies, competence as a conductor, with the ability to create accurate and musically expressive performances with various types of instrumental and choral performing groups and in general classroom situations.
4. 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.
5. demonstrate, through performance and academic studies, knowledge of and ability in voice, wind, string, fretted, and percussion instruments sufficient to teach beginning students effectively individually and in groups, and to teach effective use of the voice.

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 and classroom situations.

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. Teaching

1. demonstrate, through performance and academic studies, the ability to teach music at various levels and to different age groups in a variety of classroom and ensemble settings; beginning instrumental and vocal and 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, an understanding and use of theories of human growth and development and learning as they relate to music including: knowledge of social-psychological bases for teaching; knowledge of cognitive, psychomotor, and affective behaviors as applied to specific age groups and subject matter; individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation; effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom; and formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.
3. demonstrate, through performance and academic studies, these abilities: to assess aptitudes, experiential backgrounds, and orientations of individuals and groups of students; and to plan educational programs and develop pedagogical techniques to meet assessed needs and to mainstream children who suffer from physical, psychological, or emotional difficulties into the music activities.
4. demonstrate, through performance and academic studies, knowledge, understanding, and use of: a variety of instructional strategies for developing critical thinking, problem solving, and performance skills; formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner; current and appropriate teaching and learning methodologies, materials, and evaluation instruments available in all areas and levels of music education; and publications, resources, and professional organizations.
5. demonstrate, through performance and academic studies: the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations; 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.
6. demonstrate, through performance and academic studies these abilities: to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom 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.
7. demonstrate, through performance and academic studies, the acquisition of and ability to apply knowledge about: the social, historical, and philosophical foundations of education and music education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools; the impact of societal changes on schools; school law and education policy; professional ethics and social behavior appropriate for the school and community; 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 students.
8. demonstrate, through performance and academic studies, 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.
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 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.
10. demonstrate, through performance and academic studies, 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.
11. demonstrate, through performance and academic studies, the ability to integrate course content, professional and pedagogical knowledge, and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content meaningful for all students.
12. demonstrate, through performance and academic studies, the ability to work productively within specific education systems; and based on prior relationships, experiences, and exceptionalities, to help individuals of various social, gender, language, socioeconomic, cultural, racial, ethnic, community, and family groups to achieve high levels of learning; and to be empathetic with students and colleagues of differing backgrounds.