MUSI 4352 Choral Materials II
Dr. Tod Fish
Stephen F. Austin State University
Fall 2023

Credit: 3 semester hours
Meeting Times: 9:30 - 10:45
Class Location: 125 - Music Building
Office: 126b
Phone: 936.468.1148
E-mail: fishtod@sfasu.edu
Office Hours: By appointment

Required Text and Materials:
No Textbook

Program Learning Outcomes
Students will develop and demonstrate comprehensive abilities in rehearsing and preparing high-level performance in ensembles.

Student Learning Outcomes
Upon completion of Choral Materials, students will have the ability to know and apply pedagogical knowledge and skills appropriate to choral music education. The students will demonstrate their learning through:

- articulating logical rationales and supporting philosophies of music education for the role of music in the school curriculum
- identifying and applying teaching methods for secondary choral music education
- incorporating strategies for diverse learners and the inclusion of music technology
- identifying and describing characteristics of appropriate and diverse music education materials and literature for a variety of music education settings
- identifying and describing vocal classifications and ranges and the stages of vocal maturation from childhood through late adolescence
- identifying and applying techniques for assessing student achievement
- designing, developing, and implementing sequential curriculum
- understanding special needs and how to adapt lessons plans for inclusion
- Studying aids for successful completion of the Music Content Exams

Expectations
Students are expected to:

- actively participate in the learning process and the construction of meaning related to themselves as a person, educator, and musician
- Submit assignments on the due date in appropriate format
- attend class sessions

Attendance
Students are allowed three absences (excused or unexcused) Each additional absence will lower the final grade one letter grade.
An excused absence is a documented death in the immediate family (parents, spouse, children, siblings), illness, required military service. Any attendance documentation must be presented within a week of the absence. Three instances of tardiness will result in an absence.

**Academic Integrity (4.1)**
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
SFA Human Services Counseling Clinic  
Human Services, Room 202  
www.sfasu.edu/humanservices/139.asp  
936.468.1041

The Health and Wellness Hub “The Hub”  
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub  
936.468.4008  
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- jobCrisis Text Line: Text HELLO to 741-741

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

CALENDAR
(The course calendar is subject to change at professor’s discretion)

Week 1: 8/29 & 8/31

Tuesday: Class 1
- Introduction/course/syllabus
- Introduction to warmups and how to play them for the class
- Handouts exercises for rehearsal warmup sequence
  EMaj - [i] SFMRD - AMaj  
  All the way down to CMaj
  CMaj - [i] DRMRD - CMaj
  FM - C5 ↓SFMRD - low as can go (TB)
  EM - DMDSMD - AM “Alleluia” Treble
  Tucker Chorale (Handout)
  Sample of the warmups
- No Time to Think: Rehearsal Efficiency  (Asynchronous lecture)
  Five discussion Questions Due 9/3 11:59 PM
  Central Focus:
  Rehearsal sequence
Rehearsal plan (not a lesson plan)
WU cue - Start rehearsal actively
K.I.S.S WU
Transition from WU to SR (Tucker chorale)
Unison SR

Thursday:
LECTURE: Class 2
● Warm-ups: Their purpose for vocal technique and ear training
● Review warmup routine
● Dr. Kaatz - 10 - 15 Minutes
● We will review the warmup progression this day!

Week 2: 9/5 & 9/7
Tuesday: Class 3
PIANO PROFICIENCY:
● Group 1
● 5 minutes each
● Class will get a first run of the rehearsal warmup sequence - NO GRADE
● Video and reflection - 10 points -

Thursday: Class 4
PIANO PROFICIENCY:
● Group 2
● 5 minutes each
● Class will get a first run of the rehearsal warmup sequence - NO GRADE
● Video and reflection - 10 points
● Video Reflection Due: 9/10 11:59 PM

Week 3: 9/12 & 9/14
Tuesday: Class 5
LECTURE:
● Teaching of rhythm solfege and pitch solfege
● Rhythmic solfege systems:
  Traditional, Eastman, Kodaly, Takadmimi, Gordon, Down-up, Orff/Pneumonic
  Student assigned rhythmic solfege system to teach
  Pitched Solfege: Kodaly - Curwen hand signs debate
● Dr. Kaatz - 45 minutes

Thursday: Class 6
LECTURE:
● Review Counting Systems and Solfege
● Volunteers up to teach

Week 4: 9/19 & 9/21
Tuesday: Class 7
TEACHING:
● Class will teach: 5 Minutes - 50 POINTS - GROUP 1
  8 measure SR example
  Students are ASSIGNED counting system to teach
  Kodaly solfege - students are assigned to teach with or without Curwen Hand-signs
Thursday: Class 8
- Class will teach: 5 Minutes - 50 POINTS - GROUP 2
  8 measure SR example
  Students are ASSIGNED counting system to teach
  Kodaly solfege - students are assigned to teach with or without Curwen Hand-signs
  Video Reflection Due: 9/24

Week 5: 9/26 & 9/28
Tuesday: Class 9
LECTURE:
- Teaching of Modes to Your Choir (please review!)
  Dorian
  Phrygian
  Lydian
  Mixolydian
  Aeolian
  Locrian
- Dr. Kaatz - 45 Minutes

Thursday: Class 10
- UIL Procedures for both Concert and SR
- https://www.uiltexas.org/music/tmaa-choir-faq
- Consideration for SR: Audition, chanting, hand signs/no hand signs
- STEADY BEAT - Clear conducting for the choir

Week 6: 10/3 & 10/5
UIL PROCEDURE VIDEO REFLECTION DUE: 10/15

Tuesday: Class 11
Asynchronous Lecture: Walking the Choral Tightrope: A Practical Approach to Balancing
and Tuning the Choral Ensemble - Discussions open from 10/2 - 10/15
- Teaching = 100 points
- UIL SR Procedure: Group 2 - Ray, Taryn, Nadia, Alex, Scotty, Nick
- Video Reflection Due 10/15

Thursday: Class 12
- Teaching = 100 points
  1. UIL SR Procedure: Group 3 - Paige, Gabby, Maddie, Sarah, Oliver, Madison
  2. Video Reflection Due 10/15

Week 7: 10/10 & 10/12
Tuesday: Class 13
- Teaching = 100 points
- UIL SR Procedure: Group 1 - Dina, Deanna, Ainsley, Kylee, Mateo, DJ
- Video Reflection Due 10/15
Thursday: Class 14
- Vocal technique for MS/HS treble and tenor-bass voices
- Rehearsing a piece of music
- Discussion:
  - Ranges
  - Common vocal problems
  - Warmups to build technique
- TEACHING DEMONSTRATION

Week 8: 10/17 & 10/19
Tuesday: Class 15
TEACHING: Rehearsing Music
Group 1:
Class will teach: 7 minutes 75 pts
- Class will comment: 4 minutes of teaching
- Rehearse 8 measures of music
Things to address:
- Precise performance*pitches and rhythms
- uniformity of vowel sounds
- balance within section and across parts
- tone quality
- intonation
- Dynamics
- Video Reflection Due 10/22

Thursday: Class 16
TEACHING: Rehearsing Music
Group 2:
Class will teach: 7 minutes 75 pts
- Class will comment: 4 minutes of teaching
- Rehearse 8 measures of music
Things to address:
- Precise performance*pitches and rhythms
- uniformity of vowel sounds
- balance within section and across parts
- tone quality
- intonation
- Dynamics
- Video Reflection Due 10/22

Week 9: 10/24 & 10/26
Tuesday: Class 17
Demonstration and practice of putting it all together
Written out rehearsal plan
Follow rehearsal procedure
- WU Cue
- WU Routine/w transition to SR
- SR (unison)
- Rehearse 8 measures of music
Volunteers only to teach
Thursday: Class 18
Demonstration and practice of putting it all together
  Written out rehearsal plan
  Follow rehearsal procedure
  ● WU Cue
  ● WU Routine/w transition to SR
  ● SR (unison)
  ● Rehearse 8 measures of music
Volunteers only to teach

Week 10: 10/31 & 11/2 (NATS and Guest Lectures Week!)
Tuesday: Class 19
  ● Technology Lecture - Andrew Trites, Temple University

Thursday: Class 20
  ● Dr. Sarah Balarin - Coppell West Middle School Head Principal
  ● GUEST LECTURE:
    ● Professional Responsibilities Communication with administration and colleagues

Week 11: 11/7 & 11/9
Tuesday: Class 21
  Group 1
  PUTTING IT ALL TOGETHER!!!
    Written out rehearsal plan
    Follow rehearsal procedure
    ● WU Cue
    ● WU Routine/w transition to SR
    ● SR (unison)
    ● Rehearse 8 measures of music
  11 minutes of teaching (no comments) - 100 points

Thursday: Class 22
  Group 2
  PUTTING IT ALL TOGETHER!!!
    Written out rehearsal plan
    Follow rehearsal procedure
    ● WU Cue
    ● WU Routine/w transition to SR
    ● SR (unison)
    ● Rehearse 8 measures of music
  11 minutes of teaching (no comments) - 100 points

Week 12: 11/14 & 11/16
Tuesday: Class 23
  Group 3
  PUTTING IT ALL TOGETHER!!!
    Written out rehearsal plan
    Follow rehearsal procedure
    ● WU Cue
    ● WU Routine/w transition to SR
    ● SR (unison)
• Rehearse 8 measures of music
11 minutes of teaching (no comments) - 100 points

Thursday: Class 24
Lecture:
Le’go My Ego: Balancing the Scales at Work

Week 13: THANKSGIVING BREAK!!! Classes 25 & 26

Week 14: 11/28 & 11/30
Tuesday: Class 27
Lecture:
• How Full Is Your Bucket?: The Power of Positive Leadership
• Dear Me Sample

Thursday: Class 28
• Why do we teach? What’s our story
• What we can’t prepare you for until you face it
• Dear Me - would anyone like to share?

Week 15: 12/5 & 12/7
Tuesday: Class 29
• FINAL REHEARSAL - Dina, Mateo, Scotty, Taryn, DJ

Thursday: Class 30
• FINAL REHEARSAL - Nick, Kylee, Sarah, Nadia, Oliver

FINAL: Thursday, 12/14 8 AM - 10 AM
• FINAL REHEARSAL: Alex, Madeleine, Gabby, Madison, Ray, Paige, Ainsley, Deanna
• Final Reflection Due by 11:59 PM on 12/14

PIANO PROFICIENCY: As a secondary choral director, you must be proficient at the piano to adequately run a rehearsal. You do not have to be a virtuoso, but your skill level must be able to keep the flow and pacing of the rehearsal moving forward. The objective of this keyboard component is to give you many opportunities to increase your comfort and skill level at the piano. It is in two parts: 1) Piano Warm-up Proficiency and 2) Piano Parts Playing Proficiency.

Piano Warm-up Proficiency: There will be three exercises per assignment
• Ascending/descending chromatically - chords (*Start on CEG3 and CEG4 chords and ascend chromatically (C-E-G, C#-E#-G#, D-F#-A, etc) until you reach the octave above and then start descending)
• Ascending/Descending chromatically - five-note scale (**start on octaves C3 and C4)
• Ascending/Descending chromatically - arpeggiated chords (**Same as above but with arpeggios (C-E-G-E-C, C#-E#-G#-E#, etc)

Piano Parts Playing Proficiency: There will be weekly playing of parts from Fall, Leaves, Fall by Tom Council

Performance Groups X 2:
**Group 1:** DJ Provencio, O Dina Alexandrides, Ainsley Ford, Deanna, Sarah, Taryn, Nadia, Madison Montague

**Group 2:** Nick, Mateo Lopez, Scotty Hague, Alex Saldaña, Ray Guajardo, Kj Jinks, Paige Hoelewyn, Madeleine Sumner, Gabby Wall

**Performance Groups X 3:**
- **Group 1:** Dina, Deanna, Ainsley, Kylene, Mateo, DJ
- **Group 2:** Ray, Taryn, Nadia, Alex, Scotty, Nick
- **Group 3:** Paige, Gabby, Maddie, Sarah, Oliver, Madison

**Assignments and Due Dates:**

<table>
<thead>
<tr>
<th>Piano Proficiency: Warm-ups 1-12</th>
<th>Piano Proficiency: Parts Playing 1 -12 Fall Leaves Fall by Tom Council mm. 1-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>1.</strong></td>
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<tr>
<td>• Chromatic Chords</td>
<td>• Play soprano part separately</td>
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<tr>
<td>• Step-wise five-note scales</td>
<td>• Play alto part separately</td>
</tr>
<tr>
<td>• Arpeggiated chords</td>
<td>• Measures 1-12</td>
</tr>
<tr>
<td>• Quarter note = 60</td>
<td>• Quarter note = 50</td>
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<tr>
<td>• 10 points total</td>
<td>• 10 points total</td>
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<tr>
<td>• Due: 9/3</td>
<td>• Due: 9/3</td>
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| **2.**                          | **2.**                                                                            |
| • Chromatic Chords             | • Play tenor part separately                                                   |
| • Step-wise five-note scales   | • Play bass part separately                                                    |
| • Arpeggiated chords           | • Measures 1-12                                                                 |
| • Quarter note = 65            | • Quarter note = 50                                                             |
| • 10 points total             | • 10 points total                                                              |
| • Due: 9/10                    | • Due: 9/10                                                                     |

| **3.**                          | **3.**                                                                            |
| • Chromatic Chords             | • Play soprano and alto parts together                                           |
| • Step-wise five-note scales   | • Measures 1-4                                                                  |
| • Arpeggiated chords           | • Quarter note = 50                                                             |
| • Quarter note = 70            | • 10 points total                                                              |
| • 10 points total             | • Due: 9/17                                                                     |
| • Due: 9/17                    |                                                                                  |

| **4.**                          | **4.**                                                                            |
| • Chromatic Chords             | • Play tenor and bass parts together                                            |
| • Step-wise five-note scales   | • Measures 1-4                                                                  |
| • Arpeggiated chords           | • Quarter note = 50                                                             |
| • Quarter note = 75            | • 10 points total                                                              |
| • 10 points total             | • Due: 9/24                                                                     |
| • Due: 9/24                    |                                                                                  |

<p>| <strong>5.</strong>                          | <strong>5.</strong>                                                                            |
| • Chromatic Chords             | • Play soprano and alto part together                                           |
| • Step-wise five-note scales   | • Measures 5-8                                                                  |
|                                |                                                                                  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Exercises</th>
</tr>
</thead>
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| 6    | Chromatic Chords  
      | Step-wise five-note scales  
      | Arpeggiated chords  
      | Quarter note = 85  
      | 10 points total  
      | Due: 10/8  
      | Quarter note = 50  
      | 10 points total  
      | Due: 10/1  |
| 7    | Chromatic Chords  
      | Step-wise five-note scales  
      | Arpeggiated chords  
      | Quarter note = 90  
      | 10 points total  
      | Due: 10/15  
      | Play soprano and alto part together  
      | Measures 9-12  
      | Quarter note = 50  
      | 10 points total  
      | Due: 10/15  |
| 8    | Chromatic Chords  
      | Step-wise five-note scales  
      | Arpeggiated chords  
      | Quarter note = 95  
      | 10 points total  
      | Due: 10/22  
      | Play tenor and bass part together  
      | Measures 9-12  
      | Quarter note = 50  
      | 10 points total  
      | Due: 10/22  |
| 9    | Chromatic Chords  
      | Step-wise five-note scales  
      | Arpeggiated chords CM-CM***  
      | Quarter note = 100  
      | 10 points total  
      | Due: 10/29  
      | Play ALL FOUR parts together  
      | Measures 1-4  
      | Quarter note = 50  
      | 15 points total  
      | Due: 10/29  |
| 10   | Chromatic Chords  
      | Step-wise five-note scales  
      | Arpeggiated chords  
      | Quarter note = 105  
      | 10 points total  
      | Due: 11/5  
      | Play ALL FOUR parts together  
      | Measures 5-8  
      | Quarter note = 50  
      | 15 points total  
      | Due: 11/5  |
| 11   | Chromatic Chords  
      | Step-wise five-note scales  
      | Arpeggiated chords  
      | Quarter note = 110  
      | 10 points total  
      | Due 11/12  
      | Play ALL FOUR parts together  
      | Measures 9-12  
      | Quarter note = 50  
      | 15 points total  
      | Due: 11/12  |
| 12   | Play ALL FOUR parts together  |

Asynchronous Lectures with Discussion Questions:
There will be asynchronous lectures that will require your viewing and answering of discussion questions.
There will be five discussion questions for each lecture worth a total of 40 points.

Lecture 1: No Time to Think: Rehearsal Efficiency - Discussion Due: 9/3
Lecture 2: Walking the Choral Tight Rope: Balance and Tuning - Discussion Due: 10/15
Lecture 3: DNA of a Strong Choral Program - Discussion Due: 12/3

Topics: There will be SIX topic papers dealing with brain science on how students learn for you to discuss.
Your discussion will be limited to one page per topic. You will discuss the following criterion: 1) Define the
topic 2) Discuss the topic's effect on student learning 3) How can choral directors incorporate or avoid the
topic (if it's negative) in our teaching?

Topics:
Interleaving Due: 9/10
The Ringelmann Effect Due: 9/24
Encoding and Consolidation (brain science in learning) Due: 10/8
Social Facilitation vs. Social Inhibition (in learning) Due: 10/22
Gardner’s Theory of Multiple Intelligences Due: 11/5
Learned Helplessness Due: 12/3

GRADING:
Teaching Performance: 650 points
Piano Proficiency: 290 points
Asynchronous Lecture Discussions 120 points
Reflections: 120 points
Topics Page 120 points
Final Reflection 100 points
Total: 1,400 points

Current Assessment Tools:
TEExEs Content Practice Exam - Domain 4 and 5

Texas All-Level Music Standards
Standard I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
The beginning teacher is able to:
1.1k the standard terminology used to describe and analyze musical sound;*
1.2s perceive performance problems and detect errors accurately;*
1.4s use standard music terminology*
1.5s distinguish among timbres*
1.8s use appropriate techniques of musical performance for instruments and voice
1.10s use appropriate conducting techniques for small and large ensembles;
1.11s interpret music through performance;
1.12s analyze musical performances using standard terminology;
1.13s analyze intervals, music notation, chordal structure, harmonic progressions, rhythm, meter, and harmonic texture using standard notation;
1.15s recognize and describe melody, harmony, and texture of a musical work;*

**Standard II. The music teacher sings and plays a musical instrument.**
The beginning teacher knows and understands:
2.1k methods and techniques for singing and for playing a musical instrument;**
2.2k techniques for performing vocally and instrumentally as a part of a group; and
2.3k a varied musical repertoire for vocal and instrumental performance.
The beginning teacher is able to:
2.6s demonstrate basic performance skills on a range of instruments, including voice.

**Standard III. The music teacher has a comprehensive knowledge of music notation.**
The beginning teacher knows and understands:
3.1k how to read, recognize aurally, and interpret music notation;* and
The beginning teacher is able to:
3.1s read and write standard music notation;*
3.2s recognize clefs, keys, and meters;*
3.3s interpret rhythmic and melodic phrases both aurally and from notation;
3.4s interpret music symbols and terms both aurally and from notation;
3.5s sight-read melodies in various modes and tonalities;

**Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.**
The beginning teacher knows and understands:
6.1k the criteria used to evaluate and critique musical compositions;
6.2k the criteria used to evaluate and critique musical performances and experiences.*
The beginning teacher is able to:
6.1s apply basic criteria for evaluating musical compositions, performances, and experiences;
6.2s evaluate specific musical works and styles using appropriate music terminology;
6.3s apply evaluative criteria appropriate for the style of given musical works;
6.4s recognize accurate pitch, intonation, rhythm, and characteristic tone quality;*
6.5s diagnose performance problems and detect errors accurately;*
6.6s offer meaningful prescriptions for correcting performance problems and errors;
6.7s offer constructive suggestions for the improvement of a musical composition; and
6.8s apply knowledge of music forms.*

**Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.**
The beginning teacher knows and understands:
7.3k a variety of methods for developing an appropriate and effective curriculum and lesson plans for the music class;*
7.5k the importance of helping students develop music skills that are relevant to their own lives;*
7.6k the importance of providing each student with a level of musical self-sufficiency to encourage lifelong enjoyment of music;*
7.7k strategies and benefits of promoting students’ critical-thinking and problem-solving skills in relation to music;*
7.8k procedures and criteria for selecting an appropriate repertoire for the music class;*
7.10k how to use technology as a tool in the music class;*
7.11k the value of and techniques for integrating music instruction with instruction in other subject areas;*
7.12k proper health techniques for use during rehearsals and performances;*
7.13k appropriate literature to enhance technical skills and provide musical challenges;*

The beginning teacher is able to:
7.3s adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, and levels of development and musical experience;*
7.4s provide instruction that promotes students’ understanding and application of fundamental principles of music;*
7.5s provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types;*
7.6s use varied materials, resources, and technology to promote students’ creativity, learning, and performance;*
7.7s teach students to apply skills for forming and communicating critical judgments about music and musical performance using appropriate terminology;*
7.8s provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music;*
7.9s provide each student with opportunities to contribute to the music class by drawing from their personal experiences;*
7.13s integrate music instruction with other subject areas;*

Standard VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.
The beginning teacher knows and understands:
8.1k strategies and procedures for effectively managing and organizing the music class in various settings (e.g., rehearsal room, concert hall, marching field); and
8.2k techniques for effectively and efficiently managing varied resources for the music education program.
The beginning teacher is able to:
8.1s manage time, instructional resources, and physical space effectively for the music class;
8.2s establish clear behavior guidelines for students and apply appropriate discipline strategies for the music class in various settings; and

Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.
The beginning teacher is able to:
9.1k the skills needed to form critical judgments about music;*
9.2k techniques and criteria for ongoing assessment of students’ musical knowledge and skills;*
9.3k the constructive use of criticism when evaluating musical skills or performances;*
9.2s use ongoing assessment results to help develop instructional plans;*
9.3s use standard terminology in communicating about students’ musical skills and performances;*
9.4s offer meaningful prescriptions to correct problems or errors in musical performances;*

Standard X: The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.
The beginning teacher knows and understands:
10.1k legal and ethical issues related to the use or performance of music in an educational setting;*
10.2k strategies for maintaining effective communication with other music educators;*
10.3k strategies for communicating with students and others in the school and community about the music program;*
10.4k the value of continuing professional education for the music educator;*
10.5k types of professional development opportunities that are available to music educators;*
The beginning teacher knows and understands:
10.1s comply with copyright laws to make appropriate and ethical decisions about the use of music in an educational setting;*
10.2s comply with federal, state, and local policies and regulations concerning the use or performance of music;*
10.3s establish and maintain effective communication with other music educators;
10.4s collaborate professionally with other music educators to strengthen and promote music education;
10.5s maintain ongoing communication with students, parents/caregivers, school personnel, and the community about the music program and its benefits;
10.6s serve as an advocate on behalf of the music program;
10.7s serve as an active member of professional music education organizations

INTASC (Interstate New Teachers Assessment and Support Consortium) Standards Covered for this Course

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.