MUSI 2350: Principles of Music Teaching and Learning Course Syllabus
Spring 2024
3 credits

Instructor: Dr. Claire C. Murphy
Email: claire.murphy@sfasu.edu
Phone: 936-468-4567
Office Location: Wright 252
Office Hours: MWF, 10-12, and by appointment
Department: Music
Class meeting time and place: Griffith Fine Arts Building, Room 313

Catalogue Course Description:

MUSI 2350, Principles of Music Teaching and Learning

Principles of Music Teaching and Learning is an introductory exploration into music education principles, philosophy, advocacy, learning theory, working with ethnically and culturally diverse school populations, classroom management, lesson planning, teaching, reflecting, music education history, technology, Music TEKS and National Standards for Music Education, and other pertinent sociocultural topics as they directly relate with EC-12 music education.

Students must pass MUSI 2350 to continue in the SFASU Music Education Program.

Credit Hour Justification

MUSI 2350 (3 credits) is an introductory music education course designed to prepare students for a career in music education through an overview of music education and the professional practices of music educators. Students learn about the rich history of music education within the context of educational history, professional practices for educators, curriculum development and instructional strategies and requirements for the pre-service music educator seeking Texas All Levels Music (EC-12) certification. The course typically meets 150 minutes a week for scheduled classroom contact hours for 15-16 weeks, and also meets for a 2.5-hour final examination period. Students will have significant weekly reading assignments, writing assignments, peer teaching and reflections, and are expected to connect theory with practice, equaling a minimum of 6 hours of out-of-class work per week.

Required Textbooks and Materials:


Suggested: Join and Participate in TMEA
Course Goals (Program Learning Outcomes)
The course addresses INTASC, NASM, and Texas Music Teacher Standards by providing students with the ability to:

1. Discuss the factors, other than formal education, that influence their future students’ lives and will relate these to how the societal (and the teacher’s personal) values may conflict with an individual student’s values
2. Identify, plan, implement and assess the appropriate instructional models, strategies, tool/resources for various instructional settings and types of learners.
3. Empathetically communicate with diverse student learners, professional colleagues and parents; and to teach learners communication skills in standard English using written, technological and oral forms.
4. Identify and utilize Texas Essential Knowledge and Skills (TEKS) and Texas Student Achievement Standards to identify content.
5. Develop, use, and integrate content representing diverse perspectives that include cultural differences, ethnic backgrounds, family lifestyles, and disabilities.
6. Assess individual and group performance in order to design and modify instruction that aligns with curriculum goals and objectives.
7. Establishes student assessments that align with curriculum goals and objectives.
8. Understand and use multiple types of assessment strategies to assess student progress
9. Identify and design instruction appropriate for students’ developmental levels, and cultural backgrounds.
10. Plan and prepare instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.
11. Use a variety of sources for reflecting and evaluation teaching as a means to improve instruction.
12. Design a classroom management plan that is consistent with district and building policies and rules, and maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities.
13. Explore, analyze and reflect on the profession of EC-12 teaching during 3-5 hours of mentored classroom field experience/practicum in a local school as able or through videos.

Course Objectives (Student Learning Outcomes) connected with Tasks 1 and 2 in edTPA
Students in this course will:

- Identify classroom instructional strategies, modifications in instruction to meet student needs, and applications of classroom management policies within elementary and secondary music classrooms by observing area music teachers and write reflections of visits
- Study and apply learning theory and materials from reading assignments and classroom discussion in the music classroom in teaching episodes
- Develop and demonstrate a repertoire of classroom management techniques and strategies to create and maintain a positive learning environment
- Study history of American music education and share understanding through questioning/classroom discussion/written responses and critical thinking
- Practice critical thinking skills by developing a philosophy of music education through a written reflection assignment, which will demonstrate understanding of concepts to consider regarding HOW, WHOM, WHY, WHEN shall we teach?
• Understand the process of writing a standards-based lesson plan, ways to teach the plan that incorporate varying modalities, assess student learning through various modalities, and revise lesson plan as needed. This will be referred to as the “context for learning” in edTPA.
• Participate in a 3-5 hour practicum experience and identify/evaluate specific topics within the classroom setting or outside of class, as determined by the professor (may involve videos/Zooming/actual classroom observations, depending on availability of time and access)
• Complete and present a lesson that reflects an introduction to content, developmental/age level appropriateness, and meeting student needs through engagement and clear instructional strategies. This project will utilize technology to record the lesson and create a written self-reflection that aligns with the rubric embedded in edTPA.
• Develop and implement instruction/review regarding classroom topics and concepts, and peer teach using teaching strategies learned through the readings.

Teacher Education Dispositions
• Attends regularly
• Meets timeline commitments
• Dress/appearance is appropriate
• Maintains appropriate relationship with peers
• Scholar-practitioner demonstrates adequate content knowledge that is current
• Engaged, full participation and takes initiative
• Maintains confidentiality and is ethical
• Maintains appropriate relationships with students
• Committed to and facilitates student’s learning in a safe climate
• Maintains appropriate relationships with teachers, administration, parents, and community members
• Respects and advocates for diversity
• Responds appropriately to feedback and is flexible
• Written work communicates clearly and accurately
• Verbal communication is clear, accurate, and appropriate to the situation, and conventions used are standard for speaking situations

General Expectations of Assignments
• All assignments are due at the beginning of class on the scheduled date.
• All reflection and formal lesson plan assignments must be typed in Times New Roman 12-point font, and you must spell check and proofread each document to ensure that you are using correct grammar and punctuation.
• Details for assignments and due dates will be given in class. You are responsible for finding out any information discussed/assigned in class in the event that you need to miss and for turning it in on the assigned due date.
• ALL chapter reading assignments will include thorough reading, typed (or neatly written) responses to each assignment. SEE THE COURSE CALENDAR FOR EACH CHAPTER ASSIGNMENT. The professor may decide to only accept typed/printed assignments. TSW proofread for grammatical errors, typos, and spelling errors. TSW use complete sentences and answers will reflect information from the reading assignment. These assignments will be graded immediately upon the start of class. Chapter review questions will NOT be accepted late for full credit unless you have a written, excused note or have spoken with the professor regarding extenuating circumstances. They MUST be prepared to be turned
in the day of the discussion. Late assignments drop one letter grade for each day late and are not accepted after one week from the due date without permission.

**Learning Activities and Assignments (may change as deemed necessary by instructor)**

(Specifics will be given in class for each of the assignments and learning activities below)

Students will participate in in-class lectures/discussions and activities (including peer teaching), observe area elementary and secondary general music, choral, band, and/or string programs (3-5 hours of practicum during or outside of class-determined by the professor), and begin to develop an understanding that effective teachers:

- apply knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students’ needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

(These competencies align with those listed by the edTPA Performing Arts Handbook, p.1)

**Reading Reflections**

- 20 points per chapter
- 220

**Group Led Lessons/Guiding Instruction/Assessment**

- Non-musical skill (steps)
- Assessment activity
- 10
- 10

**Major Video/Teaching Project (LP) (align with edTPA)**

- Pre-Planning (meeting notes and rough PowerPoint submitted to dropbox)
- Lesson Plan/PPT/Assessments
- Self-Reflection/Critique on Project
- 10
- 50
- 20

**Exams**

- Exam 1
- Exam 2
- Exam 3
- 50
- 50
- 50

**TOTAL**

- 470

**Reading Reflections:** Submit to dropbox by the beginning of class on the due date. Assignments not submitted by the beginning of class will be considered late because we will use your work as part of our class discussion. Assignments submitted on the day but after class will not receive a grade higher than a B. Assignments submitted after the next class meeting will not receive a grade higher than a C. Assignments will not be accepted more than 1 week late without permission.

We only have one chapter per week in this course. Students are responsible for following the course calendar to see what the reading reflection assignment is for each chapter. They vary each week so please pay attention to the course calendar. If you are absent from class it is your responsibility to show your work to the graduate student or the professor upon your return and make us aware you have submitted your work.

**Group Observations:** Submit each observation (3) to Dropbox. Each person will submit their own work.

- Connecting our readings, discussions, observations, and reflections
- Connects with Task 1, edTPA

*Updated: August 2023*
• Consider Rubrics 1, 2, 3, 4, 5/ 6, 7, 9/ 11, 12, 13, 15
  Topics may include: differentiation of instructional strategies, modalities used for instruction and
  assessment, student engagement and teacher strategies to increase engagement, forms of
  assessment, classroom procedures, classroom management, and culturally responsive considerations
  (content, teaching).

If in the schools, you will dress professionally when teaching and observing: no jeans, no low-cut shirts
or sleeveless shirts, no short skirts. Clothing must be appropriate for sitting on the floor with students
and teaching a hands-on lesson. No graphic t-shirts, please.

Group Led Lessons/Guiding Instruction: Submit typed instructions in class after teaching
• Connects with Tasks 1 and 2, edTPA
• Consider Rubrics 2, 3, 4, 5/ 6, 7, 8, 9/ 11, 12, 13, 14, 15
  Students will teach a non-musical skill to a small group.
  Students will teach a musical skill/game/activity that can be used as an assessment of particular TEKS.
  The professor will determine if this will be for a small group or large group, depending on time.
  Students will type out the steps to teaching their lesson and supply all materials needed for the lesson

Major Project (done in small groups of 4 or 5)
• Connects with Tasks 1, 2, and 3, edTPA
• Consider Rubrics 1, 2, 3, 4, 5/ 6, 7, 8, 9, 10/ 11, 12, 13, 14, 15
  The major project for this course is a 45-minute teaching video with a pre-planning document, lesson
  plan, PowerPoint, at least two assessments, and a reflection. See below for specifics on each
  component.
  One of the assessments must use technology (i.e. Kahoot). Students will be divided into groups.
  (Concepts behind grouping strategies will be discussed.) Student groups will prepare for and lead group
discussion on assigned chapter topics. In this assignment students must implement technology skills
and tools including use of video equipment, YouTube or similar video sharing software, PowerPoint,
using classroom technology for teaching and presenting lessons, using classroom/student technology
to assess student learning and engage students in learning, other creative uses of technology as tools
for teaching in the classroom.

Pre-Planning: The group members will draft this plan together and one member will submit the pre-
planning paper to the dropboxes titled “meeting notes” and “rough powerpoint”. Each group will
consider how to encourage student engagement, ways to differ instruction, and how to assess for
understanding. Groups will submit a written plan addressing how they will meet these goals prior to
leading the discussion. The plan will specifically outline the responsibilities of each group member. All
meeting times and communication will be documented. Each member will document their time spent
individually and with group members on the project. The second part will involve submitting a rough
powerpoint of the chapter presentation to reflect collaborative efforts in planning instruction.

Lesson Plan/PowerPoint/Assessments/Teaching/Videoing: One member of the group will submit the LP
and PP to the discussion board titled Major Project. Use your chapter number as your heading, along
with the names of your group. For example, Chapter 9: Paul, John, Ringo, and George.
Students groups will create a PowerPoint for their assigned chapter.
Slide 1: Title, including chapter, group members, and date
Slide 2: Objectives (what should your students be able to do or know at the end of the lesson)
Slide 3: Assessments (how will you determine that your students meet the objectives? Be specific)
Next slides are content.
The PowerPoint must be free of grammatical and spelling errors and include an objectives page. Students must include two types of assessment that should connect with their student learning objectives. One of the assessments must use technology (i.e. Kahoot). Students will be divided into groups. (Concepts behind grouping strategies will be discussed.) Student groups will prepare for and lead group discussion on assigned chapter topics. Student feedback will be shared following the lesson as time permits. Students should practice their presentations to ensure they do not exceed 45 minutes. You will dress professionally when teaching and observing: no jeans, no low-cut shirts or sleeveless shirts, no short skirts. Clothing must be appropriate for sitting on the floor with students and teaching a hands-on lesson. No graphic t-shirts, please. Each member of the group will either need to video record or plan to have one person record and then share the video with the other team members.

Reflection: Each group member will type their own 2 page reflection and submit to dropbox. You will watch your video from your teaching and reflect on your major teaching project in the following three main areas: planning, instruction, and assessment. These are the three main areas of edTPA.
Para 1: You will reflect on what you learned about what teachers need to consider when planning/how your planning impacted your teaching;
Para 2: How engaged were your students in the learning process and what did you do to foster an engaging environment? Were those techniques effective? What could you do differently? (Think about what we have learned up to this point). Were all students engaged or just some?
Para 3: Did your students meet your objectives? Did they learn? How do you know? Did your assessments work for all of your students or did some assessments seem to be more effective than others? Why?
Para 4: Personal/professional reflection. What would you like to share that you learned through this experience? What do you need to think about as you continue your teacher journey? What were you most successful at in your teaching?

Exams: Students will be given three exams on the assigned dates.
Exam 1: Part 1.
Exam 2: Part 2.
Exam 3: Part 3.

Overall Framework
Students will participate in in-class lectures/discussions and activities (including peer teaching), observe area elementary and secondary general music, choral, band, and/or string programs (3-5 hours, determined by the professor), and begin to develop an understanding that effective teachers:
• apply knowledge of subject matter, content standards, and subject-specific pedagogy
• develop and apply knowledge of varied students’ needs
• consider research and theory about how students learn
• reflect on and analyze evidence of the effects of instruction on student learning
(These competencies align with those listed by the edTPA Performing Arts Handbook, p.1)
Grading Policy:
A  100-90%
B  89-80%
C  79-70%
D  69-60%
F  59-0%

Participation
Students are expected to participate in class discussions and lessons. Part of your participation in class involves using your written chapter reflections in class discussion/activities. Reading the chapter PRIOR to the class discussion allows you to engage and participate in meaningful and professional ways. When serving as the teacher, we will act in a professional manner with our students. When serving as students, we will maintain respect for the teacher and participate as asked by the teacher. Be prepared for group discussions on assigned readings. Students are expected to bring his/her/their textbook, note taking materials, syllabus, and calendar, and other materials as requested by the teacher to each class meeting. Other ways to participate include asking questions, responding to questions, and sharing perspectives and experiences.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703

Attendance Policy
Students are expected to attend every class possible and arrive on time. Students will have assigned teaching days within the class and are expected to be present. If an emergency prevents you from attending please notify the professor prior to class. After two unexcused absences you are required to schedule a conference with the instructor, within the week of your second unexcused absence, to discuss your ability for continued success in the class. Students are allowed no more than 3 unexcused absences. An excused absence is a documented death in the immediate family (parents, spouse, children, siblings), illness, required military service, school sponsored trip. Any attendance documentation must be presented within a week of the absence. 3 instances of tardiness will result in an absence. The student will fail the course on the fourth unexcused absence.

Tardies:
Be on time. In the professional world your job is at risk when you are late for work. If you show up late for work in the school system, it is documented with consequences. We will be professional in this course. Therefore, the consequence of 3 tardies = 1 unexcused absence. Attendance is taken at the beginning of class, on the hour.

Academic Integrity (4.1)
Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for academic integrity as appropriate.
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 Semester Grades Policy (5.5)***

*Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.*

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.

**Students with Disabilities**

*Please copy and paste the following statement and place it in your course syllabus.*

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
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)
- johCrisis Text Line: Text HELLO to 741-741

Updated: August 2023
**Tentative Course Schedule Overview:** (subject to change)

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<th>Part I Discovery of Self as a Music Educator</th>
<th>Concepts:</th>
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<tbody>
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<td><strong>Week 1-2</strong></td>
<td>Getting to know one another and self. What is our role as a music educator? Chapter 1</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>What do we believe about learning and teaching? Chapter 2</td>
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<tr>
<td><strong>Week 4 Task 1</strong></td>
<td>What do we need to know and do as a music educator? Chapter 3</td>
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<td><strong>Week 5</strong></td>
<td>Connections/Reflections: Self Concerns (Part I) Peer Teach Non-Musical Skill</td>
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<td><strong>Week 4 Task 1</strong></td>
<td>Exam 1 on Part I</td>
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<th>Part II Discover of Teaching in the Music Classroom</th>
<th>Concepts:</th>
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<td><strong>Week 6 Task 2</strong></td>
<td>What is our classroom? Chapter 4</td>
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<td><strong>Week 7, 8</strong></td>
<td>How will we present instruction? Chapter 5</td>
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<td><strong>Week 10 Task 1</strong></td>
<td>How will we design instruction? Chapter 6</td>
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<td><strong>Week 11 Task 2</strong></td>
<td>How will we teach for musical competence? Chapter 7</td>
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<td><strong>Week 11</strong></td>
<td>Connections/Reflections: Teaching Concerns Exam on Part II</td>
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<tr>
<th>Part III Discovery of Student Learning</th>
<th>Concepts:</th>
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<tr>
<td><strong>Week 12 Task 1</strong> (Context for Learning)</td>
<td>Who are they? Chapter 8</td>
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*Updated: August 2023*
| Week 13 Task 1 | What do they learn? Chapter 9 | Musical elements (tonal, temporal, expressive, structural), musical independence, TEKS/National Standards, performance, expression, improvisation, composition, reading, notating, listen to /analyze/describe, evaluating, interdisciplinary, implementation of the music standards
Behaviorism, cognitivism, motivation (intrinsic, extrinsic), reinforcement, punishment, behaviorism and cognitivism in the music classroom, assimilation, accommodation, zone of proximal dev., scaffolding, social negotiation, spiral curriculum, metacognition, student-centered, self-regulated learning, learning theories (Vygotsky, Piaget, Freud, Erikson, Bandura) |
| Week 14 Task 2 | How do they learn? Chapter 10 | Grading v. assessment, measurement, evaluation, formal/informal assessment, purposes of assessment, forms of assessment (diagnostic, formative, summative – specific to music), validity, reliability, program assessment, assessment tools (paper/pencil, checklists, rating scales, rubrics, portfolios, journaling), domains (psychomotor, cognitive, affective), types of assessment (alternative, authentic, standards-based), uses of assessment (learning, self-evaluation, peer-assessment, self-assess) |
| Week 15, 16 Task 3 | How do we know they learn? Chapter 11 | TEXAS MUSIC STANDARDS

**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;**

The beginning teacher is able to:

- 2.1s sing and play an instrument, demonstrating accurate intonation and rhythm;**

**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
- 3.2k how to write standard music notation.*

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;

**Standard V.** The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

The beginning teacher knows and understands:

- 5.1k music of diverse genres, styles, and cultures;
- 5.2k major periods, styles, and individuals in the history of music and their significance
- 5.3k how music can reflect elements of a specific society or culture;* and

The beginning teacher is able to:

- 5.2s analyze various purposes and roles of music in society and culture;*
- 5.3s analyze the effects music can have on society, culture, and technology;
- 5.7s define the relationships between the content, concepts, and processes of music, the other fine arts, and other subjects.

**Standard VI.** The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

The beginning teacher knows and understands:

- 6.2k the criteria used to evaluate and critique musical performances and experiences.*
The beginning teacher is able to:
6.4s recognize accurate pitch, intonation, rhythm, and characteristic tone quality;*

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:
7.1k content and performance standards for music that comprise the Texas Essential Knowledge and Skills (TEKS) and the significance of the TEKS in developing a music curriculum;*
7.2k appropriate sequencing of music instruction and how to deliver developmentally appropriate music instruction;*
7.3k a variety of methods for developing an appropriate and effective curriculum and lesson plans for the music class;*
7.4k learning theory as it applies to music education;*
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;*
7.10k 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;*
7.14k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;*
7.15k strategies that students with diverse strengths and needs can use to develop content-area vocabulary; and
7.16k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.
* Generalists for grades EC–4 will be expected to have a basic understanding of this content.

The beginning teacher is able to:
7.1s use the TEKS to develop appropriate instructional goals and objectives for student learning and performance, and provide students with multiple opportunities to develop music skills specified in the TEKS;*
7.2s provide students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful;*
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;*
7.6s use varied materials, resources, and technology to promote students’ creativity, learning, and performance;*
7.9s provide each student with opportunities to contribute to the music class by drawing from their personal experiences;*
7.11s help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music;*
7.12s incorporate a diverse musical repertoire into instruction, including music from both Western and non-Western traditions;*
7.13s integrate music instruction with other subject areas;*
7.17s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

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

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;

Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

The beginning teacher knows and understands:
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;* and
9.3k the constructive use of criticism when evaluating musical skills or performances.*

The beginning teacher is able to:
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:
- 10.2k strategies for maintaining effective communication with other music educators;*
- 10.5k types of professional development opportunities that are available to music educators.*

The beginning teacher is able to:
- 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;
- 10.7s serve as an active member of professional music education organizations.

INTASC (Interstate New Teachers Assessment and Support Consortium) Standards Required 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.