

Music

Bachelor of Arts

Cognitive Outcomes. Students should be able to:

- Understand musical components and processes.
- Understand various music cultures and historical periods.
- Experience and understand art forms other than music.
- Understand composition processes, aesthetic properties of style, and the ways in which these shape and are shaped by artistic culture forces.
- Acquire knowledge of a wide selection of musical literature, principle eras, genre, and cultural sources.
- Develop and defend musical judgments.

Behavioral Outcomes. Students should be able to:

- Hear, identify, and work conceptually with the elements of music (rhythm, melody, harmony, and structure).
- Acquire fundamental competencies in aural and rhythmic skills, reading of notation, and use of musical terminologies.
- Develop capabilities for independent work in the music profession.
- Create interpret, present, analyze and evaluate music.

Affective Outcomes. Students should nurture and develop:

- The continued enhancement of music knowledge and integration with skills.
- An interest and engagement with artistic communities.
- An understanding of how music and the arts can affect and are affected by global culture.

Bachelor of Musical Arts

Cognitive Outcomes. Students should:

- Understand composition processes, aesthetic properties of style, and the ways in which these shape and are shaped by artistic culture forces.
- Acquire knowledge of a wide selection of musical literature, principle eras, genre, and cultural sources.
- Develop and defend musical judgments.
- Understand musical components and processes.
- Understand various musical cultures and historical periods.
- Be able to integrate the study of music with an external field.

Behavioral Outcomes. Students should be able to:

- Develop capabilities for independent work in the music profession.
- Hear, identify, and work conceptually with the elements of music (rhythm, melody, harmony, and structure).
- Acquire fundamental competencies in aural and rhythmic skills, reading of notation, and use of musical terminologies.
- Be able to create, interpret, present, analyze, and evaluate music.

Affective Outcomes. Students should nurture and value:

- Experience with and understanding of art forms other than music.
- The continued enhancement of music knowledge and integration with skills.
- An interest and engagement with artistic communities.
- How music and the arts can affect and are affected by global culture.

Bachelor of Music

Cognitive Outcomes. Students should:

- Understand musical components and processes.
- Understand various music cultures and historical periods.
- Understand composition processes, aesthetic properties of style, and the ways in which these shape and are shaped by artistic cultural forces.
- Acquire knowledge of a wide selection of musical literature, principle eras, genre, and cultural sources.
- Integrate the study of music with an external field.
- Understand repertory in the major performance areas and perform a cross section of that repertory.
- Understand common elements and organizational patterns of music and their interaction and employ this understanding in aural, verbal, and visual analysis.
- Understand musical form, processes and structures; and use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according to the requisites of the specialization.
- Place music in historical, stylistic, and cultural contexts.
- Acquire basic knowledge of music history through the present time.
- Acquire acquaintance with repertories beyond the area of specialization.
- Understand how technology influences the field of music.
- Understand basic interrelationships and interdependencies among various professions and activities that constitute the musical enterprise.

Behavioral Objectives. Students should be able to:

- Create derivative and original music both extemporaneously and in written form.
- Compose, improvise, or both at a basic level in one or more musical languages.
- Hear, identify, and work conceptually with the elements of music (rhythm, melody, harmony, and structure).
- Develop and defend musical judgments.

- Develop abilities for independent work in the music profession.
- Acquire fundamental competencies in aural and rhythmic skills, reading of notation, and use of musical terminologies.
- Create interpret, present, analyze and evaluate music
- Acquire technical skills requisite for artistic self-expression in at least one major performance area and perform a cross-section of that repertory.
- Read at sight with fluency.
- Acquire keyboard competency.
- Acquire knowledge and skills sufficient to work as a leader and in collaboration in matters of musical interpretation, including rehearsal and conducting skills appropriate to the particular music concentration.
- Apply appropriate technologies to area of specialization.
- Work independently on a variety of musical problems, combining capabilities in performance, aural verbal and visual analysis, composition and improvisation; and history and repertory.
- Form and defend value judgments about music.
- Acquire and apply tools to work with comprehensive repertory including music from various cultures of the world and music of their own time.

Affective Outcomes. Students should nurture and value:

- Experiences with and understanding of art forms other than music.
- The continued enhancement of music knowledge and integration with skills.
- An interest and engagement with artistic communities.
- How music and the arts can affect and are affected by global culture.
- Growth in artistry, technical skills, collaborative competence, and knowledge of repertory via ensemble experience.

Advanced outcomes for Instrumental, Organ, and Piano students:

- Perform at the highest possible levels in a variety of settings (solo, ensemble, formal, informal).
- Know applicable solo and ensemble literature in the areas of specialization.
- Know fundamentals of pedagogy.

Advanced outcomes for Voice students:

- Perform at the highest possible levels in a variety of settings (solo, ensemble, formal, informal).
- Know applicable solo and ensemble literature in the area of specialization.
- Know fundamentals of pedagogy.
- Sing in foreign languages.

Advanced outcomes for Composition students:

- Use at the highest possible level, basic concepts, tools, techniques, and procedures to

- develop a composition from concept to finished project.
- Master competencies to work with a variety of media styles and forms.
- Use and develop notations, apply principles of scoring appropriate to particular compositions.
- Use with fluency tools needed by composers: keyboard, spoken and written language, conducting and rehearsal skills, analytic techniques, and applicable technologies.

Bachelor of Music Education

Cognitive Outcomes. Students should:

- Understand musical components and processes.
- Understand various musical cultures and historical periods.
- Understand musical form, processes, and structure; and use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according to the requisites of the specialization.
- Place music in historical, cultural and stylistic contexts.
- Acquire basic knowledge of music history through the present time.
- Become acquainted with repertoires beyond the area of specialization.
- Understand how technology serves the field of music as a whole.
- Apply appropriate technology to the area of specialization.
- Understand evaluative techniques and apply them in assessing both the musical progress of students and the objectives and procedures to the curriculum.
- Know current methods, materials and repertoires available in various fields and levels of music education in the area of specialization.

Behavioral Outcomes. Students should be able to:

- Acquire fundamental competences in aural and rhythmic skills, reading of notation, and the use of musical terminologies.
- Create, interpret, present, analyze and evaluate music.
- Develop capabilities for independent work in the music profession.
- Acquire technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- Understand repertory in the major performance area and perform a cross-section of that repertory.
- Read at sight with fluency.
- Acquire knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation including rehearsal and conducting skills appropriate to the particular music concentration.
- Acquire keyboard competency.
- Grow in artistry and technical skills, collaborative competence and knowledge of repertory via ensemble experiences.
- Understand common elements and organizational patterns of music and their interaction and employ this understanding in aural verbal and visual analysis.

- Work independently on a variety of musical problems combining capabilities in performance, aural, verbal, and visual analysis composition and improvisation, and history and repertory.
- Form and defend value judgments about music.
- Acquire tools to work with a comprehensive repertory including music from various cultures of the world and music of their own time.
- Understand the basic interrelationships and interdependencies among various professionals and activities and constitute the musical enterprise.
- Accept, amend and reject methods and materials based on personal assessment of specific teaching situations.
- Articulate logical rationales for music as a basic component of general education and present the goals and objectives of music programs effectively to parents, professional colleagues, and administrators.
- Work productively within specific educational systems including promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleague of differing backgrounds.
- 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.
- Remain current with developments in the art of music and teaching, make independent in-depth evaluations of their relevance and use the results to improve musicianship and teaching skills.
- Conduct competently to create accurate and musically expressive performances with various types of performing groups and in general classroom situations.
- Arrange and adapt music from a variety of sources to meet the needs of students and constituents.
- Perform, at a functional level, on keyboard, voice, and an instrument appropriate to the specialization.
- Apply analytical and historical knowledge to curriculum development and lesson planning.
- Teach music at various levels to different age groups and in a variety of contexts.
- Understand child growth and development and the principles of learning as they relate to music.
- Assess aptitudes, experiential backgrounds, orientations of individuals, and groups of students, the nature of subject matter, plan educational programs to meet assessed needs.

Affective Outcomes. Students should nurture and develop:

- Integration of musical knowledge and skills
- Personal commitment to the art of music to teaching music as an element of civilization.
- Ability to encourage the artistic and intellectual development of students and to fulfill these commitments as an independent professional.
- Ability to lead students to an understanding of music as an art for as a means of communication and as a part of their intellectual and cultural heritage.

- Ability to inspire others and excite the imagination of students engendering respect for music and a desire for musical knowledge and experiences.

Advanced outcomes for Choral and General students:

- Teach effective use of voice.
- Perform in solo, vocal, and choral settings.
- Use at least one instrument as a teaching tool to provide, transpose, and improve accompaniments.
- Teach beginning voice techniques individually, in small groups, and in larger classes.

Advanced outcomes for Band and Orchestra students:

- Acquire knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
- Perform in solo recital and small and large ensembles.
- Teach beginning instrumental students individually, in small groups, and in larger classes.

