ASU Bachelor of Music in Music Education  October 5, 2011

Core Principles:
• Flexible musicianship
• Inquisitive minds
• Innovative practices
• Community leaders

ASU Music Education: An Investment in the Future
We aim to develop, among ASU music education students, excellence in the core principles through innovative and rigorous coursework that leverages the expertise of the School of Music faculty and the professional community of music educators in the greater metropolitan area and beyond.

Aims
• A sense of professional community, identification with a peer group, and contact with a music education faculty member every semester of the degree program.
• Contact with and learning from strong practicing K-12 music education professionals in every semester, through course work, projects, or field experiences.
• Expansive thinking about music education. One unified degree for all music education students, with options and choices that reflect career intentions and innovative, contemporary conceptions of music making and music education.
• Flexibility and hybridity. Strong aural and improvisation abilities in a solid core of musicianship. Infusion of hybrid ways of doing music throughout the degree program in every dimension of coursework.
• Synthesizing experiences throughout the curriculum, in the form of course experiences that meet multiple goals and make connections between courses. Projects that require synthesis of abilities and knowledge in authentic, practice-based contexts.
• Independence and collaboration. Students who see themselves as strong musicians and self-learners, and as collaborators with other musicians, educators, members of the arts and education community, and members of the community at large.
• Innovation and initiative. Places for excellent students—both prospective and current—with different kinds of musical abilities, multiple musical abilities, and initiative to pursue innovation. Places for faculty and student proposals for new kinds of studios, ensembles, and courses.

Marketing
Music Education at ASU: Your career starts now!
ASU Music Education: An investment in the future.
Course and Program Details

One unified degree program that meets University, State certification standards (Music K-12), and NASM requirements, while allowing each student to develop an individualized curricular plan consistent with the student’s career goals.

(Numbers below total to more than 120 due to double counting in the General Studies, Teachers College, and Music History categories.)

General studies (42 credits) – ASU specifies 41 credits of general studies. The number 42 occurs because of the university-mandated addition of the one-credit freshman “ASU/School of Music Experience” course and four-credit science course requirements. General studies courses include music history courses and Teachers College courses that double count.

Teachers College/State requirements (23 credits) – AZ law requires 12 credits of field work/student teaching, 6 credits of structured English immersion instruction, and 3 credits of AZ/US constitution instruction. Other course work includes educational psychology and a special education requirement currently covered by a course in music therapy, which are content areas of the Arizona Educator Proficiency Examination, required by the state for certification. The educational psychology and constitution courses double count as general studies.

Studio Instruction (14 credits) – Seven semesters of studio instruction are required including three semesters of upper division lessons. An eighth semester maybe elected, but is not required and not part of the 120 credit hours. The purpose of juries is to demonstrate, over the 7 semesters, individual and collaborative musicianship in a variety of styles. A recital is required, and the timing of the recital is recommended in the seventh semester prior to student teaching. The purpose of the recital is to demonstrate flexible and independent musicianship, and should include multiple styles, as well as small ensemble performance.

Ensembles (7 credits) - Seven semesters of enrollment in the projects-based ensemble program, including opportunities to participate in artistic and educational experiences with significant canonic works, culturally and musically diverse practices, contemporary music, digital/mediated ensembles, and improvisation. Projects developed in collaboration with the music education and ethnomusicology faculties will be included in the ensemble requirement. Up to 2 semesters of marching band may count in the seven semesters.

Music Theory and Aural Skills (12 credits) – Four courses during the first two years: currently, MTC 125, 221, 222 & 223.

Music History (9 credits) – Three courses, including MHL 140 Music as Culture, and MHL 341 and 342.
Class Piano/Voice (2 credits) – All students will take two semesters of class piano in the freshman year. Pianists or others who pass out of freshman year class piano will take two semesters of voice class. Additional keyboard and voice competencies are described in the “Music Education Lab” courses and in the “Art of Teaching” courses below.

Secondary instrument instruction, additional voice/piano, and conducting/musical leadership classes (8 credits): Secondary instrument instruction, continuing keyboard/voice instruction, and conducting/musical leadership are described further in the Music Education Lab and Art of Teaching sections. These competencies are developed through distributed practice over five semesters.

Introduction to Music Education (2 credits) – A freshman year course (described further below) that launches professional preparation.

Art of Teaching (12 credits) – Three courses (described below) taught by music education faculty and coordinated with field experiences required by the state.

Year-to-Year Design

Freshman Year Music Education

MUP 194 ASU School of Music Experience (1 credit) Music education faculty co-teach of a section of ASU 101 specifically for music education students.

MUE 110 Orientation to Music Education (2 credits)
Orientation to Music Education includes contacts with professional music educators in K-12 schools, public and private schools, community music education centers, and music/arts coordinators/supervisors. The course is designed to provide students with a broad range of music education models and career options, as well as an introduction to contemporary practices. Students obtain legal fingerprint clearance card, which allows them to enter schools for observation and field experience.

MUP 2xx Gesture and Sound (1 credit)
Fundamental conducting gestures and ensemble leadership for music education students.

Advising: During the second semester, each student will meet with the music education faculty to determine an individualized curricular plan that includes choices of Music Education Labs and Art of Teaching courses. The plan accounts for
the student’s career choices, School of Music requirements, and State requirements. The plan, once entered in the ASU DARS registration/accountability system, becomes the curricular plan for the student.

**Sophomore Year Music Education**

**Music Education Labs (4 labs at 2 credits each = 8 credits)**

Two-credit labs meet three times a week (M/W/F) and include both lab/practice and outside-of-class written work. When combinations are appropriate, Labs meet together on Fridays as an ensemble. Labs represent the beginning of secondary instrument/voice/conducting instruction, which continues in the Art of Teaching courses in the junior year. Labs are constructed to develop skills in the context of heterogeneous groups typically encountered in schools.

Each student elects four labs—two labs in each semester of the sophomore year. Choices are made in consultation with music education faculty, as described above, and registered with HIDA advisors in the DARS system.

Lab content is supervised by music education faculty in consultation with a selected member of the studio faculty area. Labs leverage the resources of the School of Music (e.g., music education and studio TAs, FAs, and studio/conducting faculty), as well as the resources of the music education community in the greater metropolitan area, depending on lab content. Lab options include:

- Woodwinds Lab
- Brass Lab
- Keyboard Lab
- Digital Lab
- Voice Lab
- (Musical Theatre; other options may be proposed)

Lab content includes:
- instruction in instruments, voice, keyboard, digital music making (students play only secondary instruments in any lab)
- effective use of the voice as a basic instrument (in all labs) to demonstrate musical intent and to facilitate instruction
- an introduction to literature and repertoire, including solo, and small and large ensemble music
- rehearsal techniques, conducting, and other leadership experiences
- beginning pedagogy, including curriculum and assessment
- peer tutoring, in-class teaching, individual and group performance, and accompanying
- improvisation, arranging, composition

Playing/leadership assignments include:
• individual and small group performance including an end-of-semester lab recital accompanied by peers
• lab group/ensemble performance
• leading/conducting a small or large group, depending on the lab; peer teaching experiences
• arranging/composing for an individual or small group
• improvisation experiences

Written assignments include:
• analysis of repertoire
• creation of arrangements and compositions
• development of teaching plans and assessment strategies
• reviews of repertoire and curriculum materials
• pedagogical and professional readings and responses.

Advising: During the first semester of the sophomore year, each student will complete the Music Education Sophomore audition, which includes performance of a solo, sight-reading, sight singing, and an interview. Any performance concerns are related to the studio faculty. At the beginning of the second semester of the sophomore year, students will apply to the Professional Teacher Preparation Program in the ASU Teachers College and register for the TK20 tracking system. During the second semester, each student will meet with the music education advisor to confirm the individualized curricular plan and make any necessary adjustments.

Junior-Senior Year Music Education

Art of Teaching Courses (3 courses; 4 credits each = 12 credits)
Art of Teaching courses occur in semesters 5 through 7 of the music education degree. One course is taken each semester. Each student must take three courses, including one elementary, one secondary, and one general music course to meet the K-12 certification expectations. Art of Teaching course options include:

• Art of Teaching Beginning Instrumentalists (meets the elementary requirement; offered every fall)
• Art of Teaching Advanced Instrumentalists (meets the secondary requirement; offered every spring)
• Art of Teaching Choral Musicians (meets the secondary requirement; offered every spring)
• Art of Teaching Children Music (meets both the elementary and general music requirements; offered every fall and alternate springs)
• Art of Teaching Contemporary Music (meets both secondary and general music requirements; offered every fall and alternate springs)
Course content is focused on teaching children and young people who are engaged in doing music in various educational and social contexts. Content includes, but is not limited to:

- Continuing instruction on/playing of secondary instruments/keyboard and development of voice abilities
- Continuing leadership/conducting experiences
- Continuing development of repertoire appropriate to content
- Pedagogy for different ages/stages and different educational and social contexts
- Motivation
- National and State standards and curriculum
- Assessment, including documentation and the impact of assessment on both students and teachers
- Content required by the State of Arizona, such as reading in the content area and uses of technology in the content area
- Learning theory focused on age/grade levels
- Educational policy and contemporary education issues including gender, race, and poverty
- Practical matters of teaching, such as budgeting and resource management
- Advocacy, public relationships, and effective communication
- Ethics and school law
- Experiences and projects coordinated with required in-school field experiences

**Field Experiences + Student teaching**

Three field experiences are required; field experiences are coordinated and aligned with the Art of Teaching courses. At least one elementary and one secondary experience are required. One semester of field experience must be in a Title 1 school. Students may request one placement in a community-based program that serves children or youth. Field placements are determined in consultation with the music education advisor.

Student teaching is full time commitment and must include both an elementary and secondary experience. Student teaching placements are determined in consultation with the music education advisor.

**Institutional Recommendation**

At the end of the degree, students receive the Institutional Recommendation of ASU (held by the Teachers College), which grants certification. Certification is reciprocal with most other states. Certification is designated as *Initial*, and is good for three years. During that time, beginning teachers must complete 180 clock hours (or 12 graduate credits) of professional development, leading to a Standard teaching certificate.