

**DEPARTMENT OF MUSIC**  
**Master of Arts in Music Education**  
**Master of Arts in Teaching in Music Education**

**PROGRAM OVERVIEW**

The Master of Arts in Music Education program is intended to prepare the experienced, in-service music teacher for full participation in the profession as leader, researcher, and master practitioner. It is designed for music teachers with initial (“A”) licensure who, after the successful completion of the program, will obtain the North Carolina “M” license in music. The program is designed to promote both teacher autonomy and interdependence through development of individual talents, interests, and philosophies and through growth in competence in the professional practice of music education.

The Master of Arts in Teaching (M.A.T.) is an interdisciplinary degree option within the Teacher Education degree program. The M.A.T. is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education. The program is available only to those individuals who have not earned licensure and who are seeking licensure in the teaching field in which they wish to earn the degree.

The M.A.T. program includes graduate work in the teaching pedagogy and advanced professional education coursework in Music Education. A 3-hour (10 week) internship is required if the candidate does not provide appropriate documentation of at least one year of successful K-12 teaching experience.

**Programs of Study**

**Program Goals and Objectives M.A.**

**Program Goals and Objectives**

The Music Education graduate program is designed to help students engage in inquiry, reflection, and action in order to enhance:

1. The professional lives of teachers in general;
2. The learning and well being of their students;
3. The teaching and learning environments of their schools; and
4. Partnerships with parents and families.

Students will:

1. Strengthen their command of the structures, methodologies, and content of contemporary music education, philosophy, and research;
2. Improve their command of performance and conducting skills;
3. Improve their understanding of music technology, history, literature, theory, and arranging;

4. Demonstrate scholarly competence in the organization, interpretation, and evaluation of knowledge;
5. Demonstrate professional competence and leadership in the communication and dissemination of knowledge to diverse students; and
6. Identify contemporary problems in various aspects of music and music education and design and/or demonstrate proposed solutions with appropriate leadership initiatives.

### **M.A.T. Program Goals**

Upon completion of the graduate M.A.T. program, the student will be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge, in the selected discipline area necessary for effective instructional decision-making.
2. Demonstrate a well-articulated knowledge of elementary, middle or secondary school communities and issues that impact teaching.
3. Exhibit knowledge of and show respect toward diverse cultural values and exceptionalities;
4. Communicate effectively in Standard oral and written English.
5. Adapt instructional strategies to the developmental and learning needs of individuals, including students with special needs and students from culturally diverse backgrounds.
6. Establish a classroom climate conducive to the learning, social, and emotional needs of students.

### **Music Specialty Area Standards and Indicators**

**Specialty Area Standard 1:** Music teachers demonstrate essential skills of musical performance.

Indicator 1: Music teachers demonstrate a mastery of a major performance medium.

Indicator 2: Music teachers perform music expressively in various genres and styles.

Indicator 3: Music teachers analyze and critically evaluate their own musical performances and performances of others.

Indicator 4: Music teachers demonstrate basic piano skills and provide simple accompaniments.

Indicator 5: Music teachers demonstrate basic vocal production skills.

Indicator 6: Music teachers demonstrate basic instrumental skills.

Indicator 7: Music teachers rehearse and conduct various types of ensembles.

**Specialty Area Standard 2:** Music teachers possess comprehensive knowledge of music history and music literature.

Indicator 1: Music teachers have knowledge of music literature, performance styles, and genres of Western and non-Western music, along with an understanding of music history and cultures.

**Specialty Area Standard 3:** Music teachers possess comprehensive knowledge of music theory and demonstrate essential aural skills.

Indicator 1: Music teachers analyze musical scores and compositions.

Indicator 2: Music teachers improvise melodies and harmonizations.

Indicator 3: Music teachers compose, harmonize and arrange music.

Indicator 4: Music teachers discern pitch and intonation in individual and group settings.

Indicator 5: Music teachers audiate written music.

**Specialty Area Standard 4:** Music teachers possess current knowledge of music technology.

Indicator 1: Music teachers have knowledge of instructional technology in music education. Teachers utilize instructional software and hardware, experience electronic instruments, and develop awareness of multi-media equipment.

Indicator 2: Music teachers incorporate technology in the classroom. Teachers utilize MIDI-based music writing and sequencing software and web-based resources.

**Specialty Area Standard 5:** Music teachers possess a thorough knowledge of the *North Carolina Standard Course of Study* (NCSCOS) across the K-12 music spectrum.

Indicator 1: Music teachers implement the Standard Course of Study to provide sequential instruction that is developmentally appropriate.

Indicator 2: Music teachers focus on the primary goal of the curriculum - the *process*

of creating, performing, responding to, and understanding music.

Indicator 3: Music teachers formulate lesson plans that integrate music with other areas of the curriculum.

**Specialty Area Standard 6:** Music teachers use comprehensive assessment.

Indicator 1: Music teachers implement a variety of assessment strategies to diagnose, monitor, and summarize student learning. They observe classroom activities and performances, use questioning, discussion, and dialogue techniques with students, use oral and written tests, rubrics, portfolios and journals.

**Specialty Area Standard 7:** Music teachers create and foster dynamic learning environments.

Indicator 1: Music teachers maintain a positive learning environment which engages students in learning.

Teachers:

- Promote risk-taking, collaboration, and creativity.
- Use knowledge of affective, cognitive, social, physical, and psychomotor development of students to provide appropriate musical instruction at all levels of competencies.
- Set high standards for students' behavior, quality of work, and performance. Recognize multiple intelligences to enhance musical learning.
- Establish musical and behavioral practices along with classroom management procedures.
- Teach students to show respect while listening to and responding to music.

**Specialty Area Standard 8:** Music teachers use diversity as a strength in the classroom.

Indicator 1: Music teachers enhance understanding and appreciation of diverse cultures through music.

Indicator 2: Music teachers develop activities that integrate diversity education with other curriculum areas.

Indicator 3: Music teachers recognize the educational and therapeutic benefits of music to optimize learning for all students.

Indicator 4: Music teachers develop individual strategies and Individualized Educational Plans (IEP).

Indicator 5: Music teachers access resources to help meet individual student needs. Indicator 6: Music teachers encourage the development of social and interpersonal skills through music. They model positive attitudes, build self-esteem and confidence, encourage creativity and divergent thinking, encourage acceptance of others' work, and encourage cooperative learning.

**Specialty Area Standard 9:** Music teachers model attitudes and behaviors that reflect professional and ethical standards.

Indicator 1: Music teachers comply with laws governing copyrights and royalties.

Indicator 2: Music teachers maintain a professional rapport with students.

Indicator 3: Music teachers have an awareness of effective financial management. They develop and operate a budget and understand bidding and purchase order procedures.

**Specialty Area Standard 10:** Music teachers interact effectively with others in the school, the community, and beyond.

Indicator 1: Music teachers use expertise of others to enrich the school music program.

Indicator 2: Music teachers network with community resources, such as arts councils, local music clubs, organizations, and businesses.

**Specialty Area Standard 11: Music teachers seek opportunities to enhance professional growth.**

Indicator 1: Music teachers stay apprised of current technological advances. Indicator 2: Music teachers have an awareness of available materials and resources.

Indicator 3: Music teachers understand the value of membership in professional organizations.

Indicator 4: Music teachers refine skills through study and reflection. They explore new teaching strategies and methodologies, participate in peer evaluations, continue to refine and advance musicianship skills, participate in professional development opportunities, and create personal journals and professional portfolios.

**Specialty Area Standard 12: Music teachers advocate for quality music education programs.**

Indicator 1: Music teachers articulate a personal philosophy of music education. Indicator 2: Music teachers promote high quality programs as essential to the total curriculum.