



## Middle/Secondary Education Program Recommendation for Admission to Student Teaching

Department/Licensure Area: Instrumental and Classroom Music

Student: Complete Items 1-4

Student Name: \_\_\_\_\_

1. Indicate your grade in these courses required for licensure in Instrumental and Classroom Music. If you are currently enrolled in a course, indicate "in progress".

COURSE	CR	GRADE	COURSE SUBSTITUTION
MUS 1101 Music Theory I	4		
MUS 1102 Music Theory II	4		
MUS 1302 Music Literature	2		
MUS 1421 Class Voice I	1		
MUS 2411 String Instruments I	2		
MUS 2412 Woodwind Instruments I	2		
MUS 2413 Brass & Percussion Instruments I	2		
MUS 2251 Conducting	2		
MUS 2297 Sophomore Recital	0		
MUS 2298 Keyboard/Sightsinging Proficiency	0		
MUS 3309 World Music	4		
MUS 3310 History of Medieval and Renaissance Music	4		
MUS 3311 History of Baroque and Classical Music	4		
MUS 3312 History of Romantic and 20 <sup>th</sup> Century Music	4		
MUS 3298 Music Education	0		
MUS 4297 Senior Recital	0		
MUS 3111 Counterpoint	2		
MUS 3112 Orchestration	2		
MUS 3415 Teaching General Music	3		
MUS 3411 Music Technology	1		
MUS 3414 Advanced Instrumental/Conducting	3		
MUS 2252 Intro to Music Education	1		
MUS 2111 Advanced Harmony	2		

MUS 2112 Form and Analysis	2		
MUS 3416 Advanced Orchestration and Bandstration	1		
MUS 3412 Vocal Pedagogy	1		
Music Lesson Elective (12 Credits Required)			
MUS 1713-4713 Music Lessons – Piano	1-4		
MUS 1713-4745 Music Lessons – Violin	1-4		
Ensemble Elective (7 Credits Required)			
MUS 3212 Concert Band	0-1		
MUS 3213 Jazz Ensemble	0-1		
MUS 4211 Small Ensembles	0-1		
MUS 1212 World Drumming Ensemble	0-1		
MUS 1213 Drum Line	0-1		
MUS 1214 Steel Band	0-1		
MUS 3214 String Orchestra	0-1		

2. Review the licensure standards associated with your field of study included with this form and self-evaluate your attainment of these standards.
3. Ask your department chair to complete the recommendation section below.
4. Submit this form with your application for student teaching.

This section to be completed by faculty (department chair)

1. Review the student's grades in their major.
2. Review the content area licensure standards which the student must attain.
3. Make a recommendation below regarding admission to student teaching for this student.

I recommend admission to student teaching for this student.  
 \_\_\_\_\_  
 \_\_\_\_\_

I recommend admission to student teaching for this student **with the following reservations:**  
 \_\_\_\_\_  
 \_\_\_\_\_

I do not recommend admission to student teaching for this student **for the following reasons:**  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature \_\_\_\_\_

Department Chair

Date

Minnesota Administrative Rules  
 Chapter 8710, Teacher and Other School Professional Licensing  
**8710.4650 TEACHERS OF VOCAL MUSIC AND OF INSTRUMENTAL MUSIC**

**Subp. 3. Subject matter standard.** A candidate for licensure as a teacher of vocal music or instrumental music must complete a program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A, B, D, and E, or A, C, D, and E.

A. All music teachers must have the ability to:

- (1) identify and analyze representative musical forms, styles, performance contexts, performance media, and composers and compositions of western music, and describe the musical traditions, context, and characteristics of diverse and representative world cultures;
- (2) demonstrate a basic knowledge of vocal development and production and instrumental techniques and acoustics;
- (3) perform simple keyboard accompaniments and play parts from a musical score;
- (4) demonstrate basic skills and techniques for playing typical classroom instruments including recorder or fretted instruments;
- (5) demonstrate competence in improvising, composing, and arranging music examples for diverse developmental and ability groupings represented by students;
- (6) demonstrate physical response to music through movement or dance;
- (7) identify and reproduce intervals, scales, and chord structures;
- (8) demonstrate a basic knowledge of approaches to general music instruction, materials, and literature for students of varying abilities;
- (9) demonstrate the understandings and skills necessary to choose appropriate current technology and integrate its use into instruction for music classroom and ensemble settings in kindergarten through grade 12; and
- (10) demonstrate a basic knowledge of the interrelationship of music with other art forms and disciplines.

	<b>Attained</b>	<b>Not Attained</b>	<b>In Progress</b>
Student Self Evaluation			
Faculty Evaluation			

**C. A teacher of instrumental music must:**

- (1) demonstrate advanced solo and ensemble performance on at least one instrument of the keyboard, percussion, string, or wind families and demonstrate musical accuracy and expressiveness using music examples from diverse styles and time periods;
- (2) interpret scores designed for instrumental ensembles and understand bowing, fingering, or articulation specific to percussion, string, and wind instruments;
- (3) interpret combined vocal and instrumental scores and understand vocal requirements necessary for interpreting and producing music from scores;
- (4) know instrumental instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels;
- (5) demonstrate understandings and skills or performance pedagogy for percussion, string, and wind instruments;
- (6) rehearse and conduct small and large instrumental ensembles;
- (7) improvise by means of a keyboard, percussion, string, or wind instrument; and
- (8) understand the fundamentals of the construction, operation, and repair of percussion, string, and wind instruments.

	<b>Attained</b>	<b>Not Attained</b>	<b>In Progress</b>
Student Self Evaluation			
Faculty Evaluation			

- D. All teachers of music must demonstrate an understanding of the teaching of music that integrates understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of music shall:
- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
  - (2) understand and apply the research base for and the best practices of kindergarten or primary, intermediate, and middle level and high school education;
  - (3) develop curriculum goals and purposes based on the central concepts of vocal or instrumental music and know how to apply instructional strategies and materials for achieving student understanding of this discipline;
  - (4) understand the role and alignment of district, school, and department mission and goals in program planning;
  - (5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
  - (6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and
  - (7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

	<b>Attained</b>	<b>Not Attained</b>	<b>In Progress</b>
Student Self Evaluation			
Faculty Evaluation			

- E. All teachers of music must understand the content and methods for teaching reading including:
- (1) knowledge of reading processes and instruction including the relationships between and among print processing abilities, motivation, background, and discourse knowledge, cognitive abilities, and reader's interest and how those relationships impact comprehension; and
  - (2) the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction including the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific words.

	<b>Attained</b>	<b>Not Attained</b>	<b>In Progress</b>
Student Self Evaluation			
Faculty Evaluation			