

MUSIC EDUCATION HANDBOOK

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Introduction

This handbook is meant to help you understand and eventually meet all the requirements for the recommended degree and for obtaining a license before you can get a job as a school music teacher. Music Education degrees are singularly focused on preparing students for careers as schoolteachers. These degrees are not for students who simply wish to establish themselves as private teachers, or who think it a good idea to have a career back-up as a teacher. There are enough teachers in our schools who teach like their careers are just back-ups to having a real life.

The degrees discussed are the *Bachelor of Music in Music Education* and the *Bachelor of Music in Music Preteaching*. The first program (*BM in Music Education*) is the more traditional “four-year undergraduate program” which includes 14 weeks of student teaching in your final semester. The second program (*BM in Music Preteaching*) normally leads directly to graduate study at UNH to earn a masters degree. That masters program includes 30 weeks of internship. The steps to completion of the two undergraduate degrees are similar but not identical. Please consult with the Music Education Coordinator to ask about that second choice, the BM in Music Preteaching and the master’s degree in Education. Which ever you choose, either of these programs will fully qualify you for licensure as a school music teacher.

There are up-to-date *Course of Study* sheets available online at the Department of Music website that list all the courses required to complete either of the two bachelors degrees. (Also in the Appendix of this handbook.) You can also meet with the Music Department’s Program Adviser or the Music Education Coordinator for personal advice. What is included in the next few pages is a complete list of the things you must learn, the skills you must develop, the important steps you must take and the deadlines you must meet to become a school music teacher.

Is Music Education for You?

Music Education programs in college are almost singularly focused on preparing you to teach music in a public school. These programs are typically demanding and entirely prescribed – meaning that you have very little choice in what to study. Everything has to meet the requirements of the licensing state’s Department of Education. As a result, students who hope to earn a music education degree simply as a career back-up are often frustrated and unhappy. Further, those students run the risk if they take a teaching job of becoming a poor teacher characterized by lack of commitment and energy. There are enough weak teachers in our public schools. Our goal is to develop skillful and fully committed candidates for certification in any state.

Most of our best music education students share several traits.

1. They are excellent performers who derive tremendous satisfaction from performing sophisticated music with others.
2. They understand how large school music ensembles function because they participated in such ensembles when they were in school. Guitarists and pianists have been members of their school choir, band or orchestra in some regular way and understand that will be the focus of school music programs. (All music education majors must have been members of the UNH Concert Choir, the UNH Symphony Orchestra or one of UNH’s concert bands at least four times by their seventh semester of college study.)
3. They are sympathetic to the lives students lead in and out of school. They work toward the betterment of students in all aspects of their lives – musical, academic, social and other.
4. They are committed to working as part of a team of concerned faculty members. As a result, they will become engaged members of a school’s faculty.
5. They can clearly state their goals as teachers and assess their success in accomplishing those goals. Artistry, skill development and musical knowledge are among their most important goals. They can make clear what artistic experiences, what skill development and what knowledge goals they have for students.
6. They are dedicated to developing the teaching skills that will allow them to accomplish their goals.

Understand What You Must Do to Become a School Music Teacher

There are requirements established by state law that you must meet before you will be eligible for certification (licensure) as a school music teacher. When these are added to the graduation requirements of the Department of Music, the Department of Education, and the College of Liberal Arts, these make for a fully prescribed curriculum and a very challenging four or five years of college preparation.

In summary, to complete a music education degree you will need to meet the following requirements.

1. Learn the material presented in the broad spectrum of academic courses presented in our Discovery Program as required of every UNH student. This is typically a sequence of nine courses in a wide variety of subjects.
2. Develop into a sophisticated and skillful performer on one instrument or voice. You will take private lessons each semester and give at least one public solo recital.
3. Be involved in at least four semesters of performances given by at least one of our large concert ensembles – Concert Choir, Chamber Singers, Symphony Orchestra, Wind Symphony,

- Symphonic Band or Concert Band. Elective performance in other ensembles can be valuable and is recommended to future school music teachers – jazz band, jazz choir, marching band, opera.
4. Learn music in an academic sense that includes music theory, aural skills, music history, conducting, and orchestration.
 5. Develop enough skill in each of the families of instruments to allow you to teach them well – brass, guitar, percussion, piano, strings, voice and woodwinds.
 6. Master the teaching methods presented in Elementary Music Methods, Secondary Music Methods, Choral Music Methods and Instrumental Music Methods. Elective courses in Jazz Music Methods and Marching Band Music Methods are offered occasionally.
 7. Complete the sequence of courses required by the Department of education –
 - Exploring Teaching (EDUC 500)
 - Educational Perspectives in Critical Times (EDUC 605)
 - Human Development and Learning: Educational Psychology (EDUC 701)
 - Educating Exceptional Learners (EDUC 751)
 8. Complete at least 14-weeks of fulltime experience of supervised teaching in an assigned school district (EDUC 694 or EDUC 900-901)
 9. Complete the tests required by the New Hampshire Department of Education as listed in the Appendices (PRAXIS Core Content, PRAXIS Music Content)
 10. Pass the Teacher Candidate Assessment of Performance (TCAP) assignment during your supervised teaching semester.

Your Background before UNH

As high school age students, most music education majors have backgrounds with these qualities:

1. Academics – Your high school record demonstrates the likelihood that you will have success in all of your college studies, not just music. You should have good reading and writing skills, mathematics knowledge through trigonometry, 3 years of science and some foreign language experience. It is not true that music majors are allowed to be deficient in these areas. If your high school record is not promising you may not be admitted.
2. Personal Music Skills – You must demonstrate that you currently sing or play with some well-developed skill and that you have promise to develop into an accomplished performer on your major instrument or voice. Most of our students read music and have had several years of private lessons while in high school. (After private lessons on your instrument or voice, the next most helpful preparation is probably lessons in piano playing. These lessons should include music reading.)
3. Experience of musical accomplishment in ensemble performances. Your performances in bands, orchestras and choruses establish you as someone who can make music with others. Further, most music teaching jobs will require you to direct these kinds of ensembles. Students without sustained high school ensemble experience are at a serious disadvantage in understanding how to be a good school music teacher.

Applying for Admission to UNH as a Music Education Major

There are two admission decisions required before you will be admitted to the University of New Hampshire as a declared Music Education major.

First, the UNH Office of Admission must approve your admission based upon your academic background. Submit the Common Application to begin the process. After that the Admissions Office will expect to see an official high school transcript with a record of your graduation and a class rank in the upper half of your class. You must also submit scores from either the SAT Exam or the ACT Exam. Have the test company send your scores to UNH.

Second, the Department of Music must approve your admission to the department on the basis of an admission audition and a diagnostic Theory Test. You must audition for the appropriate Department of Music faculty member in order to be admitted to the department. You should contact the Program Director in the Department of Music if you have questions about the admission process or if you would like to schedule an admission audition. Email music.info@unh.edu or telephone (603) 862-2404 to make contact.

Your First Year as a Music Education Major

As a new student in the UNH Department of Music several things may surprise you:

1. Your life will be busier than most other UNH students. Your ability to make and keep a schedule will be an important key to your success.
2. You will have to devote 2-3 hours daily to practicing alone as instructed in your lessons and Studio Classes. Include some time for piano practice each day, too!
3. You will have to spend 30 to 60 minutes a day on your Music Theory and Aural Skills courses. You must do well in Music Theory and Aural Skills to be permitted to enroll in Exploring Teaching in your second year.
4. You will have to spend time daily on two academic Discovery courses.
5. You will begin to acquire the knowledge and skills you will need as a music teacher. This means working to master the material presented in the Music Education techniques classes – Brass, Percussion, Strings, Woodwinds, and Vocal Pedagogy.
6. Schedule some personal recreation time for yourself each day.

Your Second Year as a Music Education Major

Your second year in the department should feel more familiar and comfortable. In this year you will take a more serious step toward becoming a professional teacher. If your first year went well, you will enroll in EDUC 500 – *Exploring Teaching*. The instructor will assign you either to fall or spring semester. In this course you will have at least two classes of school music students who you must teach each week. You will be responsible for their progress as school musicians. To continue in the Music Education program at UNH you will need a recommendation from the *Exploring Teaching* course instructor who will make that decision in consultation with the cooperating teacher in the school where you teach and with the graduate observer involved.

This second year you will begin learning to conduct large ensembles, and learning music history to complement your music theory studies.

At the end of sophomore year there will be an important assessment of your readiness to continue in Music Education – JUNIOR STANDING. Junior standing is a common term used in music education programs across the country to indicate that students are ready for the junior and senior year coursework and student teaching that lies ahead. We will go over this carefully in EDUC 500 – *Exploring Teaching*. Important among the assessments for Junior Standing is your submission of scores from the standardized **PRAXIS Core Content Exam** and the application for a **Criminal Background Check**. Both of these (the test and the Background Check) must be completed by April 1 of your sophomore year so that you are ready to pre-register in April for your junior year courses. Ask the Music Education Coordinator for details.

Your Third Year as a Music Education Major

By third year you should have made major progress on your instrument or voice. You may ask to perform an elective half-recital (share a recital with another student). You will begin the program of 4

music teaching methods courses and the program of 3 courses in Educational Foundations required by the Department of Education.

Your Fourth Year as a Music Education Major

Your final undergraduate year includes your required recital performance and completion of all your academic and music requirements. *BM in Music Education* students will student teach in their final semester (see below). The Music Education Coordinator will assign you to a local school district for that. *BM in Music Pre-Teaching* students will finish course work and possibly begin graduate study early.

An Important Choice: Student Teaching or the UNH Graduate Program

A. BM in Music Education

In your next-to-last semester Bachelor of Music Education students will be assigned school districts in which they should arrange to do their student teaching. Because the state certification is for a broad-based music teacher who can teach nearly any music class to students of any age, you will need to have both elementary and secondary school experience as a student teacher. You will also need to have experience with performing music classes and general music classes. All of this is subject matter to discuss with the Music Education Coordinator before the assignment is made.

It is important for students to visit the school teachers involved and see the program in operation. Students need to assess how compatible they will be with their selected cooperating teacher(s) for the 14 weeks involved. Further, students must complete an official Student Teacher Contract with the cooperating teacher(s) and school principal. There will be little sympathy for the student who accepts a student teacher assignment without thoroughly investigating it first.

Student teachers work as though they were fulltime employees of the school district. They must be at school whenever the cooperating teacher is at school, including before-school activities, after-school activities, and weekend activities. Many student teachers enroll in one 4-credit course during the student teaching semester. That makes for a very full load. It will be exhausting and extremely difficult to also hold a job during the student teaching semester. For that reason, students are allowed either a course or a job, but not both during student teaching.

B. BM in Music Pre-Teaching

The Music Education Coordinator will assign bachelor of Music Pre-Teaching students a yearlong internship. This internship will be your principal activity during a complete academic year of your master's degree work. Like student teachers, you will work as a member of a school district's music staff, including before and after-school assignments. In addition, you may take one course each semester, but your time, energy and focus will need to be on your internship. Fulltime teaching is tiring.

Appendix A – Required Tests

SAT or ACT - required for admission to UNH (Take during your senior year of high school.)

PRAXIS: Core Academic Skills for Educators: Combined Test (Test Code 5751) – required for Music methods courses junior year (**Take by April 1 of sophomore year and usually after completing EDUC 500 – Exploring Teaching.**)

PRAXIS: Music: Content Knowledge (Test Code 5113) – required for registration in student teaching (**Take during the summer before your senior year.**)

Teacher Certification Assessment of Performance (TCAP) – required for licensure

Appendix B – Course of Study Sheets: Use the appropriate sheet to track your progress in meeting degree requirements.

BM in Music Education – Vocal/Choral Emphasis

http://cola.unh.edu/sites/cola.unh.edu/files/media/BM_MUED_Vocal_2014.pdf

BM in Music Education – Instrumental Emphasis

http://cola.unh.edu/sites/cola.unh.edu/files/media/BM_MUED_Instrumental_2014.pdf

BM Music Pre-Teaching – Vocal Emphasis

http://cola.unh.edu/sites/cola.unh.edu/files/departments/Music/pdf/major-checklists/BM_Pre-Teaching_Vocal_2014.pdf

BM in Music Pre-Teaching – Instrumental Emphasis

http://cola.unh.edu/sites/cola.unh.edu/files/departments/Music/pdf/major-checklists/BM_Pre-Teaching_Instrumental_2014.pdf

Appendix C – Course Prerequisites

MUSI 472, 474 and 476 is a prerequisite for EDUC 500 in sophomore year or later

Submission of Criminal Background Check results is a prerequisite to register for upper-level music education courses junior year or later

A satisfactory rating on **Junior Standing in Music Education** is a prerequisite for upper-level music education methods courses junior year or later

PRAXIS Core Content exam is a prerequisite to register for upper-level music education methods courses junior year or later

PRAXIS Music Content exam is a prerequisite to register for EDUC 694 – Student Teaching in Music

Appendix D – Junior Standing in Music Education

Junior Standing in Music Education Major

Admission Check List

_____ 1. Criminal Background Check - submitted by April 1 of sophomore year to the Music Department (in addition to the background check required for EDUC 500)

2. Academic Standing

- ___ A. 2.8 overall grade point average
- ___ B. Passing PRAXIS Core Content Test or waiver

3. Aural Skills

- ___ A. Completion of MUSI 574 – *Ear Training* with a minimum grade of C-.
- ___ B. Accurately models and teaches rhythm and tonal sequences
- ___ C. Hears school student playing/singing accurately

4. Music Performance Skill

- ___ A. Qualifies for upper-level (700-level) applied instruction
- ___ B. Has performed for at least 3 semesters as a regular member of at least one of the designated core ensembles
- ___ C. Completion of MUSI 576 – *Functional Piano* with a C- or better AND demonstrates functional keyboard ability including accompanying

5. EDUC 500 – *Exploring Teaching* assessment predicts success in a school setting

- ___ A. Follows instructions well
- ___ B. Plans professionally for teaching
- ___ C. Meets contemporary practice and embraces innovations

Overall Junior Standing Status

Meets Standards	Junior Standing Granted
Progressing towards Meeting Standards	Junior Standing Incomplete
Does Not Meet Standards	Junior Standing Denied

Appendix D – Student Teaching and Intern Contracts

Student Teacher Contract – for BM in Music Education Students

Internship Contract – for BM in Music Pre-Teaching Students

Appendix E – The Teacher Candidate Assessment of Performance (TCAP) – Required for Licensure (Certification)

A Video-recorded example of you teaching a series of music classes that demonstrates your

- *Knowledge of your Students, Their Schools and Community
- *Ability to Plan and Prepare Your Lessons
- *Ability to Teach to a Variety of Students
- *Skill at Assessing Individual Student Learning and Progress
- *Thoughtful Reflection upon your teaching and Your Students' Learning
- *Developing Artistry in Your Students