# Music Competency Assessment

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_  Clinical Practice Phase I  Clinical Practice Phase II

| Elements | Candidate Proficiency | I | II | III | IV |
| --- | --- | --- | --- | --- | --- |
| 1. Standards | Demonstrates the ability to teach the state-adopted standards in music and applicable English Language Development Standards. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Aural Skills | Models highly developed aural musicianship and aural analysis skills. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Theory & Analysis | Teaches music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences). | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Reading and   Working with  Music | Teaches students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Vocal or Instrumental Performance | Models expressive and skillful performance by voice or on a primary instrument. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Keyboard Skills | Proficient in keyboard skills. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Conducting Techniques | Uses effective conducting techniques and teaches students to sight sing, sight read, improvise, compose, and arrange music. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Western &   Non-Western Works | Uses wide knowledge of Western and non-Western works in instruction. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Roles & Contributions of Musicians | Helps students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods; identifies contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Instruction | Instructs students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Variety & Developmental States | Uses a variety of instrumental, choral and ensemble rehearsal techniques and employs an understanding of developmental stages of learning in relation to music instruction. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Response, Analysis, & Criticism | Enables students to understand aesthetic valuing in music and teaches them to respond to, analyze, and critique performances and works of music, including their own. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Working with Text | Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain-specific text, and graphic/media representations presented in diverse formats. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Writing | Teaches students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Connections and Relationships | Teaches the connections and relationships between music and the other arts as well as between music and other academic disciplines. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Opportunities | Informs students of career and lifelong learning opportunities available in the field of music, including media and entertainment industries. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Variety of Approaches | Uses a variety of learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Repertoire & Literature | Instructs using a broad range of repertoire and literature and evaluates those materials for specific educational purposes. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Sequencing, Planning, & Assessing | Uses various strategies for sequencing, planning, and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms, and rubrics. | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Technology | Provides students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool; raises students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats; teaches an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music; and provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. | Little to no competency | Beginning competency | Average competency | Excellent competency |