

5440-12 Music

The holder is authorized to teach music in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of music and music education concepts and skills delineated in current national professional standards and in Vermont's *Framework of Standards and Learning Opportunities*, including:

The processes and stages of children's and/or adolescents' musical and aesthetic development

The historical development and role of music in contemporary and past cultures

Music theory, including an understanding of composition, arranging, and improvising, as well as music as a fundamental expression of human emotion and form of communication

Philosophies and methods of music education (e.g., Dalcroze, Gordon, Kodaly, Orff, Suzuki)

Principles, purposes, and design of assessments in music, including the concepts of critical response and self-assessment

The five elements of music (i.e., melody, harmony, rhythm, tempo, and timbre) and the two elements of musical analysis (i.e., instrumentation and vocal analysis)

Sight-reading and sight-singing skills

Expertise in one or more of the following areas as demonstrated by public performance: vocal, instrumental, and/or music composition

Ability to perform simple accompaniments in a second performance area

Basic command of a range of wind, string, brass, and percussion instruments

Performance Standards:

Implements a music curriculum that enables students to experience the beauty, emotional intensity, and thoughtfulness of music through making, studying, interpreting, and evaluating music. Specifically, the educator:

Demonstrates comprehensive performance and musicianship skills and specialized knowledge in general, choral, or instrumental music, as they provide students with quality, sequential instruction in music

Applies effective techniques for conducting and rehearsing with small and large groups

Selects a developmentally-appropriate music repertoire for study and performance

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Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place

Creates, selects, and adapts a variety of resources, materials, and technologies that support students as they learn through and about music

Models the use of the vocabulary of music to describe and respond to musical works

Creates opportunities for students to learn tolerance and respect for others through instruction in multicultural music

Uses a variety of appropriate methods, including student self-assessment, to assess students' musical development, and uses assessment results to evaluate the effectiveness of one's teaching and curriculum

Adapts materials, tasks, etc. to ensure the full access of all students, including special needs students, to a rich music education

Integrates classroom curricular themes with the music curriculum (early childhood/elementary)

Advocates for a rich music education for all students at the earliest possible age

Additional Requirements:

A major in music, or the equivalent in undergraduate and/or graduate coursework

A minimum of a practicum, or the equivalent, in music education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in music education at both the PK-6 and 7-12 instructional levels is required.