

## 5440-12 Music

1. The holder is authorized to teach music in grades PK-6, 7-12, or PK-12, as specified on the endorsement.
2. In order to qualify for this endorsement, the candidate shall demonstrate the following:

### 3. Knowledge Standards:

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

- 3.1. The processes and stages of student children's and/or adolescents' musical ~~and aesthetic~~ development
- 3.2. Philosophies and methods of music education for example, Dalcroze, Feierabend Gordon, Kodaly, Orff, Suzuki, The historical development and role of music in contemporary and past cultures
- 3.3. 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
- 3.4. Music theory, including an understanding of composition, arranging and expressive elements Philosophies and methods of music education (e.g., Dalcroze, Gordon, Kodaly, Orff, Suzuki)
- 3.5. Basic improvisational techniques and how to teach them including but not limited to imitation, variation, and techniques specific to various styles Principles, purposes, and design of assessments in music, including the concepts of critical response and self-assessment
- 3.6. ~~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)~~
- 3.7.3.6. Sight-reading and sight-singing skills
- 3.8.3.7. Basic knowledge of performance and pedagogy in the areas of brass, keyboard, percussion, string, voice and woodwind; and expert performance ability in at least one areas Expertise in one or more of the following areas as demonstrated by public performance: vocal, instrumental, and/or music composition

3.8. Understands current technologies used in music production including but not limited to sound reinforcement and software for music creation, recording, and notation Ability to perform simple accompaniments in a second performance area Basic command of a range of wind, string, brass, and percussion instruments

3.9. Is aware of career opportunities available in music and how to introduce them to students

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

3.9.3.11. Best practices for arts integration

#### **4. 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:**

4.1. 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

4.2. Applies effective techniques for conducting and rehearsing with small and large groups  
~~Selects a developmentally appropriate music repertoire for study and performance~~

4.3. Selects a developmentally appropriate music repertoire for study and performance  
Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place

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

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

4.4.4.6. Supports students in the development of independent musicianship including but not limited to student driven selection, rehearsing, evaluating and refining repertoire

~~4.5.4.7. Models the use of the vocabulary of music to describe and respond and connect to musical works Creates opportunities for students to learn tolerance and respect for others through instruction in multicultural music~~

~~4.6.4.8. 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~~

~~4.9. 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~~

~~4.7.4.10. Adapts materials, tasks etc. to ensure the full access of all students, including special needs students, to a rich music education~~

~~4.8. Integrates classroom curricular themes with the music curriculum (early childhood/elementary)~~

~~4.9.4.11. Advocates for a rich music education for all students at the earliest possible age~~

**5. Additional Requirements:** A major in music, or the equivalent in undergraduate and/or graduate coursework.

**5.6.** 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.

**6.7. REQUIRED TESTING:** Praxis II Subject Assessment Music - Test Code 5114.