

Multi-Age Music

2007 Modified Ohio/NASM Program Standards (Grades PreK-12)

Valid for teaching learners ages three through twenty-one and prekindergarten through grade twelve in the area of music. Preparation in the teaching field should constitute at least an academic major or its equivalent with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by the Ohio Board of Regents. .

Ohio Educator Licensure Standards for Multi-Age Music

Introduction

The Ohio Educator Licensure Program Standards for Multi-Age Music Education programs were developed by an advisory committee after a thorough review of the following documents: 1) *2007 Standards Edition Handbook for National Association for School of Music*, and 2) The Ohio Department of Education's *Academic Content Standards: K-12 Fine Arts – Music, 2003*. The advisory committee consisted of representatives from public and private teacher preparation institutions of higher education and a consultant from the Ohio Department of Education. The Ohio Department of Education also recognizes with thanks the Ohio Society for Music Teacher Education for assisting in assembling the advisory committee to develop the Ohio standards for the approval of multi-age teacher education programs in Ohio.

We wish to acknowledge the following individuals who served on the advisory committee:

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The professionals listed above worked tirelessly and conscientiously to produce a quality product for which the state and the music education professions can be proud.

Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (D) (4)

The Multi-age license, valid for teaching learners from ages three through twenty-one and pre-kindergarten through grade twelve in the curriculum areas named in such license. Preparation in the teaching field shall constitute at least **an academic major or its equivalent** with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by the Ohio Department of Education. A minimum of three semester hours in the teaching of reading in the content area shall be required for the provisional or professional Multi-age license.

State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at:

<http://esb.ode.state.oh.us/communications/standards.aspx>

Other Requirements

As specified in OAC 3301-24, institutions must provide documentation that the program includes:

- A minimum of an academic major (or equivalent) in music;
- 3 semester credit hours in reading in the content area; and
- Alignment with Ohio K-12 Content Standards for Fine Arts – Music
- School operating standards
- Value-Added Progress Dimension
- 12 weeks student teaching and 100 hours minimum of field experience

MULTI-AGE MUSIC STANDARDS

Standard 1. Candidates are accomplished music performers.

1.1 Candidates demonstrate technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

1.2 Candidates demonstrate an overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of the repertory.

1.3 Candidates demonstrate the ability to read music at sight with fluency.

1.4 Candidates demonstrate artistry and technical skills through a variety of ensembles in both size and nature throughout the initial preparation of their music education program.

1.5 Candidates demonstrate collaborative competence through regular and varied ensemble experiences, in both size and nature, distributed throughout the candidate's initial preparation program.

1.6 Candidates demonstrate knowledge of repertory through regular and varied ensemble experiences, in size and nature, with performance study and ensemble experiences continuing throughout the candidate's initial preparation.

Standard 2. Candidates display competency in aural skills, analysis, composition, and improvisation.

2.1 Candidates demonstrate an understanding of the common elements and organizational patterns of music.

2.2 Candidates demonstrate an understanding of the interaction of the common elements and organizational patterns of music.

2.3 Candidates demonstrate the ability to employ understanding of aural, verbal, and visual analyses of music.

2.4 Candidates demonstrate sufficient understanding of musical forms, processes, and structures and use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according to the requisites of their specializations.

2.5 Candidates demonstrate a rudimentary capacity to create derivative of original music both extemporaneously and in written form; for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulation of the common elements to meet the needs and ability levels of P-12 school performing groups and classroom situations.

Standard 3. Candidates demonstrate an understanding of music history and repertoire.

3.1 Candidates demonstrate a basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the areas of specialization.

3.2 Candidates demonstrate application of analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.

3.3 Candidates demonstrate their understanding of musical styles, the literature of diverse cultural sources, and the music of various historical periods.

Standard 4. Candidates demonstrate understanding of technology specific to music and music education.

4.1 Candidates demonstrate the ability to utilize technology for music teaching and learning to ensure that students of all ability levels can learn.

5. Candidates demonstrate ALL of the following music teaching skills.

5.1 Candidates are able to create accurate and musically expressive performances with various types of performing groups and in general P-12 classroom situations.

5.2 Candidates demonstrate competency in score reading, integration of analysis, style, performance practices, instrumentation, and baton techniques.

5.3 Candidates have sufficient laboratory experiences to practice and apply essential rehearsal techniques

5.4 Regardless of area of specialization, functional performance **abilities in keyboard are essential**. In addition to keyboard, **all candidates** have demonstrated knowledge of and performance ability in voice AND instruments (Winds, Strings, Percussion) with an emphasis appropriate to the candidate's area of specialization and sufficient to teach beginning P-12 students effectively in BOTH musical groups.

5.5 Candidates demonstrate the ability to teach music at various grade levels to different age groups, in a variety of P-12 classroom and ensemble settings.

5.6 Candidates demonstrate knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization in developmentally and culturally appropriate ways.

5.7 Candidates demonstrate effective P-12 classroom and rehearsal management techniques at all grade levels and in a variety of settings.

5.8 Candidates demonstrate an understanding of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.

5.9 Candidates demonstrate the ability to apply the music portion of the Fine Arts of Ohio Academic Content Standard K-12 for student learning.

5.10 Candidates demonstrate the ability to modify instruction at all grade levels to accommodate all ability levels and special needs based upon research-based knowledge.

Standard 6. Professional facilities and procedures are available for Music Education programs and faculty.

6.1 Music education methods courses and field work are taught or supervised by the music education faculty who have had successful experience teaching music education in the P-12 settings, and who have had contemporary P-12 experiences.

6.2 Music education programs provide field experiences and observation opportunities for candidates at early childhood (grades P-3), middle childhood (grades 4-9), and adolescence to young adult (grades 7-12) settings early in the music education program.

6.3 Field experience activities or other laboratory experiences should be jointly supervised by qualified music education personnel from the music education institution and the cooperating schools.

6.4 Experiences in P-12 school situations are designed to allow music education candidates to practice, apply, and develop necessary standards-based competencies.

6.5 Candidates have sufficient opportunities to develop diversity competencies through a range of diverse field and clinical site placements.

6.6 Music education programs establish regular evaluative procedures to assess candidates' progress and achievement. The program of evaluation includes an initial assessment of candidate potential for admission into the program, periodic assessments determining progress for continuation in the program, program completion, and further follow-up assessment after completion of program.

6.7 Music education programs maintain faculty and staff whose aggregate individual qualifications enable the music education unit to accomplish their stated purposes according to national, state, and institutional standards.

6.8 Music education candidates are provided with appropriate facilities and resources to meet state and national standards to include: classrooms; teaching faculty who have access to teaching studios and offices; student practice rooms; ensemble rehearsal rooms; auditoriums for concerts; a music library of adequate resource selection; computer facilities; storage facilities; and administrative offices.

6.9 In the aggregate, all resources for Music education programs should be sufficient to accomplish the mission for the size and scope of both the music education program plus any other music programs the institution supports outside of music education.