Revised Program X

Rule 24 Matrix Table of Alignment of Standards and Assessments

Name of Institution: Peru State College__ Date Submitted: May, 1, 2021

Endorsement: **MUSIC** Total Hours Required by Rule 24: **54**

Program Hours Required by Institution: 60

Grade Levels: **PK-12** Endorsement Type: **FIELD**

Place an X in the box corresponding to the course meets the following requirements:	that																													
<u>006.38D</u> Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in music education. Music coursework will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.	EXAMPLE: CHEM 101 or 102 3 CR	Musc 145 Music Theory I (3)	Musc 245 Music Theory II (3)	Musc 345 Music Theory III (3)	Musc 445 Music Theory IV (3)	Musc 253 Elem Mus Methods for Mus Majors (3)	Musc 310 World Musics (3)	Musc 321 Choral Methods I (3)	Musc 421 Choral Methods II (3)	Musc 322 Band Methods I (3)	Musc 422 Band Methods II (3)	Musc 441 Music History from Antiquity - 1750 (3)	Musc 442 Music History from 1750 - Present (3)	Musc 462 Conducting (3)	Musc 112 Class Piano I (1)	Musc 114 Class Piano II (1)	Musc 212 Class Piano III (1)	Musc 214 Class Piano IV (1)	Musc 100 Music Major Forum (0) (all semesters except student teaching)	Musc 200 Piano Proficiency (0)	Large Ensemble – Primary Area (7)	Large Ensemble – Secondary Area (1)	Musc 101 College Band	OR	Musc 102 Concert Chorale	Musc 440 Senior Recital (1)	Musc 120 or 220 or 320 or 440 Applied Music (8)	Educ 410 Elem Student Teaching (6)	Educ 411 Secondary Student Teaching (6)	Educ 420 ST Seminar (1)
The music teacher candidate music able to demonstrate knowledge a understanding of, and be able to the concepts, skills, and processe <i>Nebraska Fine Arts Standards: M</i> adopted by the Nebraska State Bo Education.	and teach s of the <i>lusic</i> as																													
S1. Conducting and Musical Leade – The music education teach candidate must be a compet conductor, able to create ace and musically expressive performances with various tr performing groups and in ge classroom situations. Instruct conducting includes score re	er tent curate ypes of neral ction in							x	x	x	x			x																



and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.																													
 S2. Musical Creation and Adaptation – The music education teacher candidate must compose, arrange, and improvise music. The music education teacher candidate must demonstrate ability to: 																													
E1. create original music in a variety of styles and settings;			х	х														х							х		х	х	
E2. arrange/adapt music from a variety of sources; and			х	х			x	x	x	х																			
E3. spontaneously create music in a variety of styles and settings.							х	x	x	x			х	х	х	х	х		х										
 S3. Performance – The music education teacher candidate must demonstrate abilities in solo and ensemble performance. The music education teacher candidate must: 																													
E1. display technical skills for artistic self-expression in at least one major applied area; and																		x	x						x	x			
<u>E2.</u> understand and perform standard repertoire in a variety of ensemble settings.																		x	x	x	x	x	x	x	x	x			
S4. Theory and History – The music education teacher candidate must develop knowledge and skills pertaining to the structure, function and context of music. The music teacher education candidate must:																													
E1. apply analytical skills to a variety of styles and time periods through music theory and analysis; and	x	x	x	x	x	x																							
E2. possess understanding of music as an art form across various time periods and cultures through the study of music history and literature.						x					x	x																	

 S5. Essential Teaching Competencies – The music education teacher candidate must apply music knowledge and skills in teaching situations; and integrate music instruction within the context of PK-12 education. The music education teacher candidate must: 																								
E1. apply understanding of child growth and development and learning principles relevant to music instruction;					x	x	х	x	x													x	x	x
E2. plan and deliver developmentally appropriate instruction utilizing relevant methods and materials to meet the diverse experiences and needs of the student;					x	x	x	x	x		x											x	x	x
E3. utilize effective classroom management and rehearsal techniques;					x	x	x	x	x		x											x	x	
<u>E4.</u> apply vocal and instrumental skills and pedagogy for effective student instruction;					x	х	х	х	x		x											х	x	
<u>E5.</u> enhance classroom learning through the use of piano (may include other accompanying instruments);					x							x	x	x	x		x				х	х	x	
<u>E6.</u> model and apply technology tools and resources that promote music teaching and learning;	x	x	x	x	x	x	x	x	x		x	x	x	x	x	х	x					x	x	
<u>E7.</u> utilize formative and summative assessment to monitor student progress and evaluate instructional effectiveness and curriculum management; and	x	x	x	x	x	x	x	x	x													x	x	x
<u>E8.</u> use best practices and research- based data to inform curriculum development and continuous music program improvement.					x	×	x	×	x													х	x	x
S6. Professionalism – Music education teacher candidates recognize they are lifelong learners and that learning is often collaborative. They demonstrate professional conduct and ethical practices, participate in																								

professional development experiences specific to music and music education, draw upon music education research to inform practice, continuously reflect on their own practice, advocate for music education in schools and communities, utilize resources from professional music organizations, and administer the music program. The music education teacher candidate must:																					
E1. take an active role in their own professional growth by participating in professional development experiences that directly relate to the learning and teaching of music;			x	x	x	x			x	x	x	x	x	x			x				
<u>E2.</u> engage in continuous and collaborative learning that draws upon research in music education to inform practice;		x	x	x	x	x											x				
E3. utilize resources from professional music organizations to advance their own development as a reflective practitioner;		x	x	x	x	x											x				
<u>E4.</u> demonstrate an understanding of the administration and management of a successful music program; and		x	x	x	x	x		x											х	x	
<u>E5.</u> advance the profession by engaging in activities such as informed advocacy for music education for all students and mentoring experiences in schools and communities.		x	x	x	x	x													x	x	