



Music Program Competencies

As an accredited institutional member of the National Association of Schools of Music (NASM), Utah Tech University adheres to and complies with the standards of the association.

Bachelor of Arts in Music and Bachelor of Science in Music:

General Education

The principal goals of general education in undergraduate liberal arts programs with a major in music are:

- The ability to think, speak and write clearly and effectively. Students who earn liberal arts degrees must be able to communicate with precision, cogency and force.
- An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
- An ability to address culture and history from a variety of perspectives.
- Understanding of and experience in thinking about moral and ethical problems.
- The ability to respect, understand and evaluate work in a variety of disciplines.
- The capacity to explain and defend one's views effectively and rationally.
- Understanding of and experience in art forms other than music.

Musicianship

Musicianship studies appropriate to the liberal arts degree must have:

- The ability to hear, identify and work conceptually with the elements of music: rhythm, melody, harmony and structure.
- An understanding of compositional processes, aesthetic properties of style and the ways these shape and are shaped by artistic and cultural forces.
- An acquaintance with a wide selection of musical literature, the principal eras,

- genres and cultural sources.
- The ability to develop and defend musical judgments.

Performance and Music Electives

Performance studies appropriate to the liberal arts degree music develop:

- Ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree program being followed.
- Understanding of procedures for realizing a variety of musical styles.
- Knowledge and/or skills in one or more areas of music beyond basic musicianship appropriate to the individual's needs and interests, and consistent with the purposes of the specific liberal arts degree program being followed.

Instruction in the performing medium, participation in large and small ensembles, and experience in solo performance develop these competencies.

Bachelor of Music in Performance:

Performance. Students must acquire:

- Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- The ability to read music at sight with fluency.
- Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
- Keyboard competency. Experiences in secondary performance areas are recommended.
- Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.
- Performance study and ensemble experiences that normally continue throughout the baccalaureate program.

Music Theory/Analysis, and Aural Skills. Students must acquire:

- An understanding of the common elements and organizational patterns of music and their interaction, and the ability to employ this understanding in aural, verbal and visual analyses.
- Sufficient understanding of musical forms, processes and structures to use this

knowledge in compositional, performance, scholarly, pedagogical and historical contexts, according to the requisites of their specialization.

Composition/Improvisation. Students must acquire:

- A rudimentary capacity to create derivative or original music both extemporaneously and in written form.
- The ability to compose, improvise, or both at a basic level in one or more musical languages; for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in nontraditional ways.

History and Repertory. Students must acquire:

- A basic knowledge of music history through the present time.
- The ability to place music in historical, cultural and stylistic contexts.
- An acquaintance with repertoires beyond the area of specialization.

Synthesis. Students must:

- Develop and defend musical judgments, and self-assess their efforts.
- Use collaboration and leadership skills in making music.
- Be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Bachelor of Music Education:

The profession of school music teacher encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Utah Tech University offers a comprehensive curriculum to assure proficiency in teaching across the music curriculum at the secondary level. The Utah Tech University Bachelor of Music Education degree does not include a specific emphasis except in the secondary music methods course. Students choose MUSC 4700 Choral Methods or 4710 Instrumental Methods.

The Utah Tech University Bachelor of Music Education degree competencies are based on NASM guidelines and the requirements for teacher licensure for public school music educators through the Utah School Board of Education.

Performance. Students must acquire:

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

- An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- The ability to read music at sight with fluency.
- Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
- Keyboard competency. Experiences in secondary performance areas are recommended.
- Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.
- Performance study and ensemble experiences that normally continue throughout the baccalaureate program.

Music Theory/Analysis, and Aural Skills. Students must acquire:

- An understanding of the common elements and organizational patterns of music and their interaction, and the ability to employ this understanding in aural, verbal and visual analyses.
- Sufficient understanding of musical forms, processes and structures to use this knowledge in compositional, performance, scholarly, pedagogical and historical contexts, according to the requisites of their specialization.
- Common practice part writing skills.
- Error detection skills.

Composition/Improvisation. Students must acquire:

- A rudimentary capacity to create derivative or original music both extemporaneously and in written form.
- The ability to compose, improvise, or both at a basic level in one or more musical languages; for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in nontraditional ways.
- Ability to provide simple improvised accompaniment on a chordal instrument.
- Ability to improvise simple melodies.
- Understanding of how the following elements apply to composing and arranging music in K-12 environments:
 - Developmental level of K-12 students.
 - Range of voice and/or instruments.
 - Accessibility of piece (copyright compliance).

History and Repertory. Students must acquire:

- A basic knowledge of music history through the present time.
- The ability to place music in historical, cultural and stylistic contexts.

- An acquaintance with repertoires beyond the area of specialization.
- Understanding of the history, culture and relevance of:
 - Western (Euro-American) music including a diversity of genres and styles.
 - World Music including a diversity of genres and styles.
 - Popular and Commercial Music.

Conducting Skills. Students must acquire:

- Ability to conduct in various styles and meters
- Competency in identifying strengths and weaknesses in analyzing aural performances.
- Competency in giving suggestions for improvement.
- Competency in interpreting a musical score.

Synthesis. Students must:

- Develop and defend musical judgments, and self-assess their efforts.
- Use collaboration and leadership skills in making music.
- Be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertoire.

Personal Instrumental/Vocal Performance. Students must acquire:

- Proficiency with their voice and a variety of instruments in order to:
 - Provide students appropriate aural models, and
 - Provide students appropriate aural feedback for at least one of the following instrument groups:
 - Strings (including guitar)
 - Woodwind
 - Brass
 - Percussion
 - Voice

Curriculum & Literature/Repertoire: Students must acquire:

- Competence in selecting literature for a diversity of ensembles and classes.
- Competence in instructional strategies & rehearsal techniques.
- Competence in lesson planning and design.
- Working knowledge of web based and paper published methods and materials for classroom and ensemble instruction.
- Working knowledge of Utah State Core Curriculum in Music.