

## MUSIC MAJOR PROGRAM OBJECTIVES

### A. MUSIC THEORY/COMPOSITION CONCENTRATION

Upon graduation, a major in music with a music theory/composition concentration should have demonstrated

1. analytical skills that are advanced enough to explain how the constituent smaller parts of a composition combine to make an effective musical statement.
2. proficiency in tonal counterpoint
3. knowledge of the main current trends in musical composition and theory
4. the ability to execute creative works in one's field (composition or theory)
5. an understanding of the Reformed worldview and how it can shape and direct musical composition and research

### B. APPLIED MUSIC CONCENTRATION

Upon graduation, a major in music with an applied music concentration will have demonstrated

1. performance techniques, skills, and necessary knowledge toward instrument mastery at the professional level through numerous and varied performance experiences.
2. deep levels of musicianship.
4. appropriate repertoire expertise in his or her particular performance medium.
5. habits of faithful and efficient practice.
6. the ability to articulate how their performance medium and development as a Christian musician reflect their worldview and views regarding the integration of faith and learning.
7. virtues that include, but are not limited to, discipline, patience, longsuffering, gentleness, and personal/emotional strength.

### C. MUSIC HISTORY CONCENTRATION

Upon graduation, a major in music with a music history concentration should have demonstrated

1. an understanding of basic features of music in oral cultures and the changes that took place in Western musical history as the result of notation.
2. a broad acquaintance with representative notated musical works of Western civilization from Gregorian chant to the present.
3. a broad vocabulary about music including genres, forms, compositional techniques, and names.
4. the ability, aurally and from score, to identify pieces according to style features.
5. the ability to analyze music as to style, form, and (when applicable) relationship to text.
6. knowledge of major developments in the history of Western civilization and an understanding of the relationship of music to those developments.
7. the ability to think critically via a Christian worldview about fundamental questions and issues about music and its role in individual and communal life.
8. the ability to write clearly about music in a variety of genres for a variety of types of readers.

### D. MUSIC IN WORSHIP CONCENTRATION

Upon graduation, a major in music with a music in worship concentration should have demonstrated

1. the following skills:
  - a. to communicate well, orally and in writing.
  - b. to construct and analyze expository arguments, especially with respect to the practice of music in worship.
  - c. to enable a congregation to sing well together,

- d. to lead choral and instrumental ensembles in the presentation of worship music,
  - e. to offer solo presentations of music on at least one instrument.
2. knowledge of:
- a. the history of Christian worship,
  - b. Christian congregational song,
  - c. the unique worship patterns of different Christian traditions,
  - d. the history and key features of worship and music in the Reformed tradition.
3. appreciation for:
- a. the combination of pastoral and musical considerations that inform music in worship,
  - b. approaches to worship different from their own.
  - c. the benefits that come from mutual reflection on the theology and practice of worship.

**E. SECONDARY MUSIC EDUCATION (BACHELOR OF MUSIC EDUCATION)**

Upon graduation, a music major with a concentration in secondary music education should have demonstrated

- 1. musicianship in a primary performance area (instrumental/vocal) and a functional knowledge in keyboard and voice.
- 2. the pedagogical knowledge and skills needed to teach a comprehensive music curriculum in K-12 settings appropriate to specialization including general music classes and performing ensembles. Pre-service teachers should have developed:
  - a. an understanding of child growth and development and an understanding of principles of learning as they relate to music.
  - b. the ability to plan instruction according to needs of students.

- c. knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to teaching specialization.
  - d. an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of student and the objectives and procedures of the curriculum.
  - e. sufficient performance ability and pedagogical skill to teach effective use of the voice (BME vocal) or wind, string, and percussion instruments (BME instrumental) in a group settings.
  - f. conducting skills and related knowledge needed to create accurate and musically expressive performances.
  - g. the ability to self-reflect on teaching episodes and modify instruction based on these observations.
3. the ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of musical styles, the literature of diverse cultural sources, and the music of various historical periods.
  4. an understanding of philosophy, advocacy, and professionalism in relation to music education.
  5. knowledge related to staffing, facilities, administration, and classroom management in school music.
  6. the knowledge and skills needed to utilize technology in the music education program.

[Note: These objectives are based on standards issued by the Michigan Department of Education and the National Association of Schools of Music.]