**New/Revised Program**

**INSTRUMENTAL MUSIC**

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| **INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:**  **(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)**  **Please check the area below that applies:**   * 1. New program to Educator Preparation Unit   2. Program previously determined not recognized   3. Program previously dropped or put on hiatus   4. Program previously determined recognized with conditions by a SPA with conditions other than data   5. Program resubmitting for initial approval due to revised standards   6. Program resubmitting due to significant changes within the program |

**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

* **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
* **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

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| **1.** | **University:** |  |
| **2.** | **Program Name:** |  |
| **3.** | **Program Compiler:** |  |
| **4.** | **Date of Submission:** |  |

# 5. Accredited Educator preparation Providers seeking to add a new program to current certification offerings must submit the following documentation:

Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. all programs should attach the following items:**

Program Plan of Study that provides:

* Coursework required of all candidates
* Clear information about the sequence in which candidates take courses
* Description of required field experiences/student teaching to include number of hours
* Documentation of PPAT implementation

# 7. identify the courses (from the plan of study) and course descriptions that address the standards in the chart below:

| **Standard** | **Course(s)** | **Course Description(s)** |
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| **Standard 1:** Understands the basic philosophy of music education and is able to justify music within the school curriculum. |  |  |
| **Standard 2:** Understands how music and fine arts experiences enhance student life experience and can promote music and the other arts in the community as well as in the school. |  |  |
| **Standard 3:** Participates in ongoing professional development which includes involvement with professional associations and current experiences in performing endeavors. |  |  |
| **Standard 4:** Has knowledge of effective methodologies and practices f or encouraging self-analysis and musical independence. |  |  |
| **Standard 5:** Has mastery of a major instrument, including appropriate techniques of breathing, embouchure, posture, and hand position |  |  |
| **Standard 6:** Has a broad understanding of music history, including various styles and musical contributions of different cultural and ethnic groups. |  |  |
| **Standard 7:** Has the ability to play an instrument(s) and teach a beginning instrumental music class, using current methods and quality music literature for band, small ensemble and solo. |  |  |
| **Standard 8:** Is able to recognize and evaluate the sequential development of students, including those with disabilities. |  |  |
| **Standard 9:** Has knowledge of where to locate printed musical resources and professional consultants. |  |  |
| **Standard 10:** Has a working knowledge of how music integrates with all other academic disciplines, including other fine arts areas. |  |  |
| **Standard 11:** Has the skill to collaborate and coordinate experiences with teachers of other academic disciplines, including other fine arts areas. |  |  |
| **Standard 12:** Has competency in conducting techniques. |  |  |
| **Standard 13:** Is able to teach basic fundamentals of embouchure, hand position, technique and other related skills, of all the standard band and orchestra instruments at a basic Grade 6-8 level, including making a characteristic sound. |  |  |
| **Standard 14:** is able to sing a diatonic\* melody at sight, using a consistent sight-singing method, and the skill to teach that method appropriately at each grade level.  \*diatonic: relating to a musical scale having eight tones to the octave and using a fixed pattern of intervals without chromatic deviation. |  |  |
| **Standard 15:** Is able to count rhythms using a consistent rhythm reading system and demonstrates the skill to teach that method appropriately at each grade level |  |  |
| **Standard 16:** Has knowledge of the music education approaches such as Carl Orff, Zoltan Kodaly, and Jaques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches. |  |  |
| **Standard 17:** Has basic proficiency in piano, including a knowledge of keyboard harmony and is able to play functional progressions and simple accompaniments |  |  |
| **Standard 18:** Has the ability to use technology in the music classroom, such as basic knowledge of MIDI, sequencing and notational software programs, sound system set-up, and to make recordings. |  |  |
| **Standard 19:** Understands basic laws of copyright pertaining to the correct use of copyrighted print music and related responsibilities. |  |  |
| **Standard 20:** Understands the competencies in Oklahoma’s core curriculum in General Music and exhibits the skill to incorporate them into various instrumental music classes. |  |  |