**Transcript Review Worksheet**

**5440-12 Music**

The holder is authorized to teach music in grades PK-8, 5-12, or PK-12, based on practicum and student teaching experience.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

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| **Content**  **Topic** | **College/**  **University** | **Course**  **Name/Number** |
| **1. Knowledge Standards:**  Demonstrate knowledge of music and music education concepts and skills delineated in current national professional standards and in the National Core Arts Standards, including: |  |  |
| 1.1. The processes and stages of student musical development |  |  |
| 1.2. Philosophies and methods of music education for example, Dalcroze, Feierabend Gordon, Kodaly, Orff, Suzuki, |  |  |
| 1.3. The historical development and role of music in contemporary and past cultures and music as a fundamental expression of human emotion and form of communication |  |  |
| 1.4. Music theory, including an understanding of composition, arranging and expressive elements |  |  |
| 1.5. Basic improvisational techniques and how to teach them including but not limited to imitation, variation, and techniques specific to various styles |  |  |
| 1.6. Sight-reading and sight-singing skills |  |  |
| 1.7. Basic knowledge of performance and pedagogy in the areas of brass, keyboard, percussion, string, voice and woodwind; and expert performance ability in at least one area |  |  |
| 1.8. Understanding of current technologies used in music production including but not limited to sound reinforcement and software for music performance creation, recording, and notation |  |  |
| 1.9. Awareness of career opportunities available in music and how to introduce them to students |  |  |
| 1.10. Principles, purposes, and design of assessments in music, including the concepts of critical response and self-assessment |  |  |
| 1.11. Best practices for arts integration |  |  |
| **2. Performance Standards:**  **Implements a music curriculum that enables students to experience the beauty, emotional intensity, and thoughtfulness of music through making, studying, interpreting, and evaluating music. Specifically, the educator:** | | |
| 2.1. Demonstrates comprehensive performing, creating and responding musicianship skills and specialized knowledge in general, choral, or instrumental music, while proving students with quality, sequential instruction in music |  |  |
| 2.2. Applies effective techniques for conducting and rehearsing with small and large groups |  |  |
| 2.3. Selects a developmentally appropriate music repertoire for study and performance |  |  |
| 2.4. Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place |  |  |
| 2.5. Creates, selects, and adapts a variety of resources, materials, and technologies that support students as they learn through and about music |  |  |
| 2.6. Supports students in the development of independent musicianship including but not limited to student driven selection, rehearsing, evaluating and refining repertoire |  |  |
| 2.7. Models the use of the vocabulary of music to respond and connect to musical works |  |  |
| 2.8. Creates opportunities for students to learn tolerance and respect for others through instruction in multicultural music |  |  |
| 2.9. Uses a variety of appropriate methods, including student self-assessment, to assess students’ musical development, and uses assessment results to evaluate the effectiveness of one’s teaching and curriculum |  |  |
| 2.10. Adapts materials, tasks etc. to ensure the full access of all students, including special needs students, to a rich music education |  |  |
| 2.11.Advocates for a rich music education for all students at the earliest possible age |  |  |
| 3. A major in music, or the equivalent in undergraduate and/or graduate coursework. | | |
| 4. A minimum of a practicum, or the equivalent, in music education at the elementary (PK-8) or middle/secondary (5-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in music education at both the PK-8 and 5-12 instructional levels is required. | | |
| 5. REQUIRED TESTING: Praxis II Subject Assessment Music - Test Code 5114. | | |