Standards for Music Teacher Candidates

The success of 21st century PreK-12 music programs depends upon the quality of music teacher preparation. To ensure this success, music teacher candidates must develop proficiency in performance skills, theory and aural skills, improvisation and composition skills, and knowledge of music history. Music teacher candidates must develop an understanding of varied music cultures to promote global awareness. They must acquire an understanding of the importance of music and its power to cultivate creativity, aesthetic sensitivity, and critical thinking. Twenty-first century music teachers must understand the importance of music technology in the classroom. They must be advocates for music as an essential part of a dynamic culture. They must be effective instructional program managers who have a thorough understanding of the North Carolina Standard Course of Study goals and objectives in music.

Standard 1: Music teacher candidates demonstrate essential skills of musical performance.

Music teacher candidates understand that music performance is both process and product. This understanding is essential for effective music teaching and learning. Music teacher candidates also understand the importance of analyzing and evaluating musical performances.

Music teacher candidates:

- perform a varied repertoire of music on a primary instrument.
- analyze, interpret, and evaluate music and musical performances.
- demonstrate basic piano skills.
- demonstrate basic vocal skills.
- demonstrate basic instrumental skills.
- demonstrate rehearsal techniques and error detection skills in conducting various ensembles.

Standard 2: Music teacher candidates possess comprehensive knowledge of music theory and demonstrate essential aural skills.

Music teacher candidates understand the elements and organizational structures of music and their interactions, as a means to improvise, compose, arrange, and analyze. Music teacher candidates apply this understanding through aural, verbal, visual, and technological means.

Music teacher candidates:

- improvise melodies, variations and accompaniments.
- compose and arrange music within specified guidelines.
- sight-sing and transcribe.
- listen to, analyze and describe musical scores and compositions.
- demonstrate an understanding of 21st century music technology as a vital delivery system for teaching and learning music.

Standard 3: Music teacher candidates possess comprehensive knowledge of music history and use critical thinking skills in the analysis of literature, performance styles, and genres of Western and non-Western music.
Music teacher candidates have knowledge of music history and varied music cultures, including those of the 21st century. They possess a comprehensive knowledge and ability to analyze music in its cultural context and make connections between music and other disciplines.

Music teacher candidates:

- relate history and culture to music.
- make relationships between music, the other arts, and disciplines outside the arts.
- design 21st century music-making experiences that promote musical and cultural inclusiveness.

**Standard 4: Music teacher candidates possess an understanding of music through aesthetic experience and critical and creative thinking.**

Music teacher candidates understand that aesthetic experience is a synthesis of personal experiences, cultural context, and musical knowledge as it relates to performing, creating, and responding to music. It is essential to promote critical thinking, interpretation and artistic vision.

Music teacher candidates:

- demonstrate an understanding of the role of aesthetic experience in the enjoyment, preference, and appreciation of music.
- use critical thinking to make personal judgments about music through verbal and written expression.
- develop a personal artistic style for creating music.

**Standard 5: Music teacher candidates develop and manage a program inclusive of the goals, values, and purposes of music education.**

Music teacher candidates know how to manage music programs within the school setting. They understand the impact of both sound pedagogical and administrative responsibilities and decisions.

Music teacher candidates:

- make decisions regarding budgeting, inventory, and their relation to instructional needs.
- articulate the importance of advocating for and exhibiting high quality programs as essential to the total school curriculum.