***Music Competency Assessment***

Teacher Candidate:                         University Supervisor/CT:                                            Date:      

Clinical Practice Phase I              Clinical Practice Phase II

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| *Elements* | *Candidate Proficiency* | *I* | *II* | *III* | *IV* | *Not Yet Observed/Comments* |
| *1. Standards* | Demonstrates the ability to teach the state- adopted standards in music and applicable English Language Development Standards. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *2. Aural Skills* | Models highly developed aural musicianship and aural analysis skills. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *3. Theory & Analysis* | Teaches music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences). | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *4. Reading and Working with Music* | Teaches students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *5. Vocal or Instrumental Performance* | Models expressive and skillful performance by voice or on a primary instrument. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *6. Keyboard Skills* | Proficient in keyboard skills. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *7. Conducting Techniques* | Uses effective conducting techniques and teaches students to sight sing, sight read, improvise, compose, and arrange music. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *8. Western & Non-Western Works* | Uses wide knowledge of Western and non-Western works in instruction. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *9. Roles & Contributions of Musicians* | Helps students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods; identifies contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *10. Instruction* | Instructs students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *11. Variety & Developmental States* | Uses a variety of instrumental, choral and ensemble rehearsal techniques and employs an understanding of developmental stages of learning in relation to music instruction. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *12. Response, Analysis, & Criticism* | Enables students to understand aesthetic valuing in music and teaches them to respond to, analyze, and critique performances and works of music, including their own. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *13. Working with Text* | Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject- relevant texts, domain-specific text, and graphic/media representations presented in diverse formats. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *14. Writing* | Teaches students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *15. Connections and Relationships* | Teaches the connections and relationships between music and the other arts as well as between music and other academic disciplines. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *16. Opportunities* | Informs students of career and lifelong learning opportunities available in the field of music, including media and entertainment industries. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *17. Variety of Approaches* | Uses a variety of learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *18. Repertoire & Literature* | Instructs using a broad range of repertoire and literature and evaluates those materials for specific educational purposes. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *19. Sequencing, Planning, & Assessing* | Uses various strategies for sequencing, planning, and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms, and rubrics. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *20. Technology* | Provides students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool; raises students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats; teaches an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music; and provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |

**This Teacher Candidate has completed all competencies for Music.**

**University Supervisor or Mentor teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**