

HUMBOLDT STATE UNIVERSITY

Your Secondary Education (SED) application will be assessed by a committee of professors in your chosen subject area. They will conduct Subject Matter Departmental Review (SMDR), which may include an interview, presentation, and/or writing sample (depending upon your specific subject area). The SMDR committee will rank and select applicants for a SED departmental interview. **Only those applicants who pass Subject Matter Departmental Review will be considered for admission.** The SED coordinator will notify applicants of the SMDR results and schedule SED program interviews.

Department: MUSIC
Subject Matter Departmental Review

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The following competencies specify the knowledge, understandings and skills needed by prospective music teachers. Prospective music teachers should be able to:

1. Demonstrate knowledge of music theory including form, compositional styles, and harmonic analysis.
2. Demonstrate knowledge of music history and literature – Western and non-Western.
3. Demonstrate functional knowledge and skill in orchestral instruments (families) and guitar. Includes fingerings on basic instruments, and identification and remediation of mechanical and pedagogic problems encountered in performing on the instrument.
4. Demonstrate functional keyboard ability appropriate for the accompaniment of singing in the classroom and in choral score reduction.
5. Demonstrate functional singing. Includes the ability to use the voice as an effective teaching tool: and sight-singing parts to a choral score.
6. Conduct basic beat patterns with accuracy in a musically expressive manner. This includes score reading and analysis, identification of musical problems in instrumental/vocal performance, and preparation of a score for conducting.
7. Communicate effectively, both orally and in writing.
8. Plan effectively. Be able to write units and lesson plans in general music.

Methods of Assessment

Individuals can qualify for consideration for the SED program in two ways: (1) completing a California Commission on Teacher Credentialing (CCTC) approved subject matter major (Music Education) or (2) passing the CSET examination in Music.

All required exams must be passed before beginning the SED program in August.

The methods of assessing subject matter competency (for both those who have completed the Music Education major and those who have successfully passed the CSET examinations) will include the following:

1. Evaluation of transcripts
2. Audition
3. Interview

The Assessment Coordinator, Paul Cummings, will review your transcripts prior to the interview/audition date. The transcripts are part of the evaluation packet sent by the SED program. No student action is needed to obtain transcripts.

The interview/audition will take approximately three hours. All candidates will take the various skills tests at the same time to make most efficient use of accompaniment resources.

An assessment panel will include the coordinator, members of the vocal and instrumental staff, and at least one music teacher from the local public schools.

There will be no fee for the exam if it is taken at the announced date.

Please see the following chart for specifics on how each competency will be assessed and what remediation is necessary for any deficiencies.

Assessment Chart

Competencies	Assessment Method	Remedial Steps
1. Music theory	1. Transcript review 2. CSET candidates: passing scores	Take/retake course or independent study
2. Music history/literature	Transcript review	Take/retake course or independent study
3. Orchestral instruments	Interview and audition	Take/retake course or independent study
4. Keyboard skills	Interview and audition	Take/retake course or independent study
5. Vocal skills	Interview and audition	Take/retake course or independent study
6. Conducting skills	Interview and audition	Take/retake course or independent study
7. Oral/written communication	Interview and written task	Take/retake course or independent study
8. Planning general music	Interview and written task	Take/retake course or independent study

1. EVALUATION OF TRANSCRIPTS

No grade below a C in courses for the Music Education major will be acceptable as part of transcript review, unless the student can demonstrate substantial improvement, e.g., in a one-year course the student received a D in the first semester, and then improved with a C or better in the following semester.

2. AUDITIONS

INSTRUMENTAL AUDITION:

Unless indicated below, all students should be prepared to demonstrate pedagogical proficiency on the following instruments (If the coordinator feels the indicated instruments are part of the student's major or a strong secondary instrument, a substitute will be chosen by the coordinator). On the evening of the auditions, students should be prepared to play brass, percussion and string instruments. Woodwinds and guitar will be played at a separate time by appointment with Paul Cummings.

1. Clarinet
2. Flute, Oboe, or Bassoon
3. Trumpet
4. Violin or Viola
5. Cello or Bass
6. Xylophone
7. Snare Drum
8. Timpani
9. Guitar

Substitute Instruments: _____

Music and scale (with tempo markings) are listed elsewhere in this packet.

VOCAL AUDITION FOR NON-VOICE EMPHASIS STUDENTS:

1. Sing "The Silver Swan". Orlando Gibbons. Accompanist will be provided. Music enclosed.
2. Sight-sing alto or tenor line from selected choral piece to be provided at the time of audition.

PIANO AUDITION FOR NON-KEYBOARD EMPHASIS STUDENTS:

1. Play I, IV, V7 chords in standard fingering patterns in the keys of C, G, D, F, Bb, AM, em, and dm (harmonic). Left hand only. Chords enclosed.
2. Two hands -- play bass roots in left hand, chords in right hand. Play standard 2/34 and 3/4 "um-pah" accompaniments, in any of above chords.
3. Sight-read an inner voice line from a given chorale piece.
4. Sight-read a 5 or 6 note tune such as "Merrily We Roll Along" in key of C and be able to transpose same in any one of above major keys, chords and melody, on-the-spot.

CONDUCTION AUDITION:

Choral

1. Mark score excerpt for rehearsal, submit a short rehearsal plan for average high school choir, outlining possible problems and techniques for correction.
2. Conduct a choral piece (score is included in the packet). A pianist will perform the choral piece for the candidate. Be as expressive as possible including use of left hand – dynamics, cut-offs, cues, etc.

Instrumental

1. Conduct *Directing Piece Etude No. 1*. An instrumentalist will be provided for aural feedback.
2. Mark band score excerpt for rehearsal. Submit short rehearsal plan for a middle school band, outlining possible problems and techniques for correction.
3. Listen to a recording of a score excerpt. Circle note, rhythm and intonation mistakes, and any problems in phrasing or interpretation.

C WRITTEN ASSESSMENT

Writing assignment dates are TBA. Be prepared for a two-hour maximum writing period at your choice of time between the hours of 8:45 a.m. and 4:00 p.m. You may pick any day but must take the whole test at one sitting.

Please schedule your time in advance in the Music office. Your topics will be available when you arrive for your appointment.

1. Ability to communicate in writing. The candidate will write on topics provided by the panel. Factors assessed will be: mechanics, reasoning, handwriting, syntax, content, use of conventional English.
2. You will be given a musical concept for which to write a unit (goal) statement, and a script for teaching a 20 general music lesson. Your script should include possible procedures and at least three motivational questions to ask your students which you can use to from directed responses.

EXAM RESULTS AND PASSING GRADE

The exam results will be communicated in a timely fashion to the candidate, the Music Department faculty and the Secondary Education Coordinator.

Any reported deficiency must be remediated as specified in the Assessment Chart.

A passing grade constitutes 80% successful completion of the total examination. Therefore, deficiencies which total more than 20% of the examination will be assessed as a “no pass”. Under such circumstances, the candidate will not be recommended for entry into the fifth year Secondary Education Credential Program.