



**MOREHEAD STATE
UNIVERSITY**

MUSIC & THEATRE

**COURSE SYLLABUS
INSTRUMENTAL MATERIALS AND METHODS**

**MUSE 376 001
FALL SEMESTER, 2025**



INSTRUMENTAL MATERIALS AND METHODS

MUSE 376 001
Fall Semester, 2025

Instructor: Dr. DuWayne C. Dale
114 Baird Music Hall
Office Hours: T/TH 11:00am-1:30pm, others by appointment
dcdale@moreheadstate.edu
dcdale.com

Class Meeting Time: T/TH 9:30am-10:45 am, Baird 114 (3 credit hours)

Catalog Description: Instructional procedures and materials used in instrumental teaching from the elementary grades through high school. Prerequisite: MUSE 207.

Course Description: This course is designed to provide the student with a thorough basis in the techniques of teaching and administrating elementary, middle school/junior high, and high school instrumental music programs. Course topics include school music program organization and instructional planning, rehearsal strategies (learning climates), characteristics of effective teachers (managing instruction), assessment of the instrumental music student and attending conventions/workshops. Budgeting, concert and competition preparation, fundraising, scheduling, student handbooks, booster organizations, and travel issues will be addressed. In addition, this course will provide information concerning classroom management, comprehensive musicianship, method book evaluation, selection of music, and public relations. The course will address the use of the Internet as a resource, computer programs designed to ease administrative duties, software, and email as a means of networking. Today's diverse society provides ample opportunities for students to explore diversity within their environment. Students will be taught to incorporate ideas into their teaching philosophies that reflect our diversity. Inclusion is an integral component of all classrooms therefore strategies for inclusion are embedded in each course topic and in most course assignments. The objectives for this course include relevant components from the Kentucky Teacher Performance Standards, National Association of Schools of Music (NASM) and MSU's Conceptual Framework Outcomes (CFOs). and ther Kentucky Graduate Profile's 10 Essential Skills.

Field Experience: 50 HOURS REQUIRED (up to 100 accepted). Students who do not acquire the minimum 50 field experience hours required for this course will automatically receive an grade of "E."
See Appendix 5

Specialty Professional Organization (SPA): National Association of Schools of Music (NASM)

"Community Engagement: A Light to and from the Mountains"
The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia-preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.



Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to "whole" student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions.
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

Student learner outcomes will be demonstrated through individual assignments, field experience, written essays, and quizzes/examinations. As a result of instruction and course assignments, students will be able to:

- 1) Revise a personal philosophy of instrumental music education that includes an overview of a well designed and balanced instrumental music program.
- 2) Identify characteristics of effective instrumental music teachers.
- 3) Demonstrate appropriate instructional planning that supports the development of comprehensive musicianship.
- 4) List appropriate and relevant examples of concert band/orchestra repertoire and establish guidelines for effective concert programming.
- 5) Identify and plan instruction for a diverse population of students including those identified with IEP/504 conditions.
- 6) Understand, interpret, and plan instruction for students with Individualized Educational Programs (IEP) or 504 Plans.
- 7) Identify and apply strategies that promote effective classroom management while addressing the needs of a diverse student population and exceptional learners.
- 8) Develop lesson plans in the KTIP format that reflect appropriate rehearsal strategies for instrumental ensembles and address ensemble tuning, warm-up routines, and the diagnosis, prescription, and evaluation of performance problems. The use of appropriate technologies is expected.
- 9) Identify resource materials that support the development of high-quality instrumental music programs (software programs, Internet, teleconferencing, hardware and equipment, etc.).
- 10) Develop strategies that address an effective approach to public relations.
- 11) Develop appropriate procedures for travel with a student ensemble.
- 12) Develop a grading philosophy and grading policy.
- 13) Develop an attitude which values lifelong learning in the areas of instrumental technique, instrumental methods, conducting, and instrumental literature.
- 14) Identify and understand copyright laws that apply to the technology of composing, arranging, and reproduction of music in and for the music classroom/ensembles.
- 15) Develop a budget for the instrumental music program.

Texts/References and Other Requirements:

Feldman, E. & Contzius, A. (2016) Cooper, L. (2004). *Instrumental music education: Teaching with the musical and practical in harmony*, 3rd edition. New York: Routledge (required)
NAfME student membership (required)
Attendance at the fall Collegiate NAfME Conference (required) - September 22 and 23, 2024 in Lexington

Course Evaluation:

The students’ course evaluation will be based upon competency units earned by completing the various assignments, projects, etc. detailed later in this syllabus.

NASM/InTASC Alignment of Assignments and Corresponding SLOs and CFOs:

Class Assignments	Kentucky Teacher Performance Standards (InTASC)	National Association of Schools of Music Attributes and Competencies (NASM)
Reading/Discussion Board Assignments CFO: 1 SLO: 1-14	1-10	DA: 1-7 MC: 1-4 SC: 3-5 TC: 1-6
Policies, Procedures, and Expectations Project CFO: 1, 2 SLO: 2, 3, 4, 8, 9	1, 4, 5, 7, 8, 9, 10	DA: 2, 4 MC: 1, 3, 4 SC: 3-5 TC: 2-5
Repertoire Project CFO: 1, 2 SLO: 2, 3, 4, 8, 9	1, 4, 5, 7, 8, 9, 10	DA: 2, 4 MC: 1, 3, 4 SC: 3-5 TC: 2-5
Band Resources Project CFO: 1-5 SLO: 3, 5-9	1-10	DA: 1-3 MC:- 1-4 SC: 3-5 TC: 1-6
Learning Objectives Project CFO: 1-5 SLO: 3, 5-9	2, 3, 5, 6	DA: 1-3 MC:- 1-4 SC: 3-5 TC: 1-6
Lesson Planning Project CFO: 1-5 SLO: 3, 5-9	1-10	DA: 1-3 MC:- 1-4 SC: 3-5 TC: 1-6
Recruitment Plan Project CFO: 1-4 SLO: 2, 3, 4, 7, 8, 9, 10, 11, 12, 13	1-4, 6, 7, 9, 10	DA: 1-5 MC: 1 SC: 3-5 TC: 4-6
Professional Communication Project CFO: 1-4 SLO: 2, 3, 4, 7, 8, 9, 10, 11, 12, 13	1-4, 6, 7, 9, 10	DA: 1-5 MC: 1 SC: 3-5 TC: 4-6
Concert Program Project CFO: 1, 2 SLO: 2, 3, 4, 8, 9	1, 4, 5, 7, 8, 9, 10	DA: 2, 4 MC: 1, 3, 4 SC: 3-5 TC: 2-5
Band Handbook Project CFO: 1-4 SLO: 2, 3, 4, 7, 8, 9, 10, 11, 12, 13	1-4, 6, 7, 9, 10	DA: 1-5 MC: 1 SC: 3-5 TC: 4-6
Implemented Lesson/Assessment Plan CFO: 1-5 SLO: 2 -10, 13	1-10	DA: 1-3 MC:- 1-4 SC: 3-5 TC: 1-6
Budget Project CFO: 1-5 SLO: 1-14	3, 7, 9, 10	DA: 4 SC: 3-5 TC: 4



Assignment Descriptions:

Assignment	Quick Description
Reading and Discussion Board (1 Competency Unit) See suggested submission schedule	Students will have reading assignments in the required text as well as occasional supplementary reading. Each reading assignment will be accompanied by a required discussion board response. See appendices for a specific schedule.
Policies, Procedures, and Expectations Project (1 Competency Unit) Due by 11:59pm on 8/28/25	Given a series of real-world scenario prompts, students will craft logical, reasonable, and effective policies, procedures, and expectations applicable to each scenario.
Repertoire Project (1 Competency Unit) Due by 11:59pm on 9/18/25	Students will generate a program of wind band literature appropriate for a high school band in a provided scenario. Works will be analyzed, and their appropriateness justified by the student.
Band Resources Project (1 Competency Unit) Due by 11:59pm on 9/25/25	Students will each compile a list of band resources in a variety of formats and categories including information/hyperlinks about where to acquire the resource. Lists from all students will be compiled into a single resource document and shared with all students.
Learning Objectives Project (1 Competency Unit) Due by 11:59pm on 9/30/25	Given a series of classroom scenario prompts, students will create appropriate SMART learning goals
Lesson Planning Project (1 Competency Unit) Due by 11:59pm on 10/9/25	Students will develop a comprehensive lesson plan for a hypothetical high school or middle school band rehearsal. Students will include modifications and/or accomoda-tions for IEP/504 students with disabilities as outlined in the provided scenario.
Recruitment Plan Project (1 Competency Unit) Due by 11:59pm on 10/28/25	Students will create an annual recruitment timeline and provide an explanation of selected recruitment strategies
Professional Communication Project (1 Competency Unit) Due by 11:59pm on 11/6/25	Given a series of prompts, students will generate professional communication artifacts in a variety of formats
Concert Program Project (1 Competency Unit) Due by 11:59pm on 11/13/25	Using the literature selected by the student for the Repertoire Project, each student will create a professional quality concert program.
Band Handbook Project (1 Competency Unit) Due by 11:59pm on 11/20/25	Students will create a high school band handbook that encompasses all aspects of maintaining a successful band program (e.g., classroom management, grading policy, rehearsal strategies, parent organizations, travel, and other pertinent topics). Students will also include a policy statement of inclusiveness for their program.
Budget Project (1 Competency Unit) Due by 11:59pm on 11/25/25	Students will design an annual operating budget for a high school band program. Included in the budget will be funds allotted for adaptive technologies and other resources to serve hypothetical special needs students.
Implemented Lesson/Assessment Plan (1 Competency Unit) Due by 11:59pm on 12/4/25	Students will plan a 15- to 20-minute lesson with a P-12 private student, P-12 small group, or P-12 large group. A lesson plan will be designed using the same format as the Lesson Planning Project assignment. The lesson plan will include appropriate adapta-tions and/or modifications, if applicable, as well as an assessment of student learning. *This assignment constitutes fulfillment of a KEY ASSESSMENT. The lesson must be videotaped and the video link must be submitted with all related lesson documents.



SKILLS that SOAR!
Supporting Student Success Beyond the Classroom

MSU is committed to preparing students for success in both their chosen professions and their communities. As part of this commitment, your learning experience in this course will support the development of one or more key transferable skills identified in the Kentucky Graduate Profile, a set of ten essential, future-ready competencies valued by employers and graduate programs alike. In addition to achieving the specific learning outcomes of this course, you will also have opportunities to develop and demonstrate one or more of the 10 essential Skills that SOAR. These skills are identified below and are intentionally integrated into course assignments, activities, and assessments to help you make meaningful connections between what you are learning now and your future academic, professional, and personal success.

Kentucky Graduate Profile 10 Essential Skills Addressed in This Course		Course Learning Outcome Alignment	Related Assignment / Activity
	Communication: Communicate effectively by listening and responding professionally through writing and oral presentations	SLO #6	Professional Communication Project
	Critical Thinking: Think critically by evaluating assumptions and assessing information to make informed conclusions and solve problems. Combine ideas in original ways to address issues.		
	Quantitative Reasoning: Use data to analyze and solve numerical problems	SLO #15	Budget Project
	Interpersonal Relations: Interactive effectively through collaboration and respect with people from different backgrounds.		
	Leadership: Adapt to changing circumstances while leading and supporting others. Motivate others towards a common goal		
	Professionalism: Perform professionally adhering to the code of ethics in your field of study. Take the initiative, prioritize tasks and manage one's time.		
	Civic Engagement: Engage in political, social and other activities to address issues for the benefit of society.		
	Teamwork: Effectively collaborate, manage conflict and work in teams.		
	Career Development: Apply theoretical content, knowledge, skills and abilities to one's chosen career	SLO #4-#7	Lesson Planning Project Implemented Lesson / Assessment Plan
	Decision Making: Identify, evaluate and responsibly use information to make decisions.	SLO #4	Repertoire Project



Attendance Policy:
Persuant to [UAR 131.05](#), " *Prompt and regular class attendance is the responsibility of all students. Students should be aware that excessive absenteeism, whether excused or unexcused, may affect their ability to earn a passing grade...university excused absences are grouped into five categories: 1) University-Sponsored Activities; 2) Student/Family Illness/Death; 3) Military Obligations; 4) Jury Duty or Subpoena for Court Appearances; and 5) Major Religious Holidays.*"

Improvement of any skill requires regular practice; attendance is therefore mandatory. In accordance with [UAR 131.05](#), excessive absence, regardless of reason, will impact a student's final course grade. Students should miss no more than three scheduled classes for any reason.

- A student's first three absences will be considered excused provided the student has communicate effectively with the instructor in a timely and professional manner. Students should notify the instructor about absences that can be anticipated (MSU events, some personal illnesses, etc.) no later than 48 hours prior to the absence. In the event of an absence that could not be anticipated (sudden personal illness, family death/critical illness, etc.) notification should be handled within two business days of the student's return to classes. Notification will take the form of a completed Excused Absence Request Form filed with the band office with the appropriate documentation attached. While email notification is appreciated, it is not required, nor is it acceptable as a replacement for filing the proper documentation.
- Regardless of excused/unexcused status, more than three absences will result in the student's final course grade being lowered one letter grade per absence (e.g. with a 4th absence an "A" becomes a "B").
- Significantly late arrivals or early departures (more than five minutes) will count as a class absence. If a student is physically present but disengaged from the class (e.g., using your phone, ear buds inserted, reading, doing homework for another class, or sleeping), he/she will also be considered absent.

Understanding the Course's Competency-Based Approach:
All projects in this course are assigned alongside ample instructions as well as specific grading criteria in the form of a competency rubric. Assignments are coordinated with class content delivery. To earn the competency unit from an assignment, the student must achieve competency for each individual factor indicated on the rubric. If a student's first submission fails to achieve competency, he/she will receive the grading rubric indicating which factors were found to either be "unsatisfactory" or "approaching competence." The student will then have a one-week period in which to turn in their second attempt submission. Should the second attempt submission not pass, the student will be required to meet with Dr. Dale to discuss, in specific terms, where their submission falls short. The student will then have one week to submit their third chance at competency. **NOTE**—the end of the semester may not allow for multiple competency attempts of final course assignments. FE forms deadlines are non-negotiable.

- Late Work Policy:**
- Absence does not excuse the student from submitting course work on time or from completing course work assigned during the absence.
 - Assignments will have a specific due date and time for first submission; any work submitted after the due date/time will be considered late.
 - Late work will be accepted for 24 hours following the due date/time, but will reduce the student's chances to reach competency by one. If the student fails to turn in a project within the 24-hour late work period, the student's competency chances are reduced by one and they have an additional 24 hours. If not submitted by the end of that time, the student will not have additional chances to earn that competency unit.



Grading:
Students’ progress in the course will be assessed through a competency system. All assignments will be assessed based on a variety of specific criteria. These criteria will always be provided at the time of assignment. **Today’s teacher must be able to effectively communicate ideas through verbal and written means.** Therefore, students will be given ample opportunity to develop these skills through classroom discussions, projects, and through revision, if required. **As this is an upper-level music education course, a final class grade of “C” or better is required to pass.**

Grading Scale:

A	=	11 or 12 Competency Units
B	=	10 Competency Units
C	=	9 Competency Units
D	=	8 Competency Units
E	=	7 or fewer Competency Units or failure to complete FE requirements of the course

Note - point totals include rounding; total available points for the course as well as the listed ranges for designated letter grades may vary if course assignments are adjusted

Inclement Weather / Alternative Instruction Plans:
In the event of inclement weather, MSU may implement closures or delays. If our class is affected by a delay or if MSU implements PLAN B (modified/virtual operations), our course will not meet virtually. Instead, students will be expected to adhere to any submission deadlines for that date and to complete any required readings as per the syllabus. Lecture content will be made up in subsequent class meetings.

Emergency Procedures Statement:
Students should familiarize themselves with emergency response protocols at: <http://www.moreheadstate.edu/emergency>. Emergency response information will be reviewed in class. Students should familiarize themselves with the nearest exit routes in campus spaces the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation.

Academic Honesty:
All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one’s own work, giving credit for the work of others, and using resources appropriately, including artificial intelligence. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog and at [Student Academic Misconduct: UAR 145.01](#).

Americans with Disabilities Act (ADA):
Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 202 ADUC coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or m.litton@moreheadstate.edu, or visit their website at www.moreheadstate.edu/student-support/disability-services/ for more information.
NOTE: It is the student’s responsibility to inform the instructor of any special needs before the end of the second week of classes and to provide appropriate documentation.

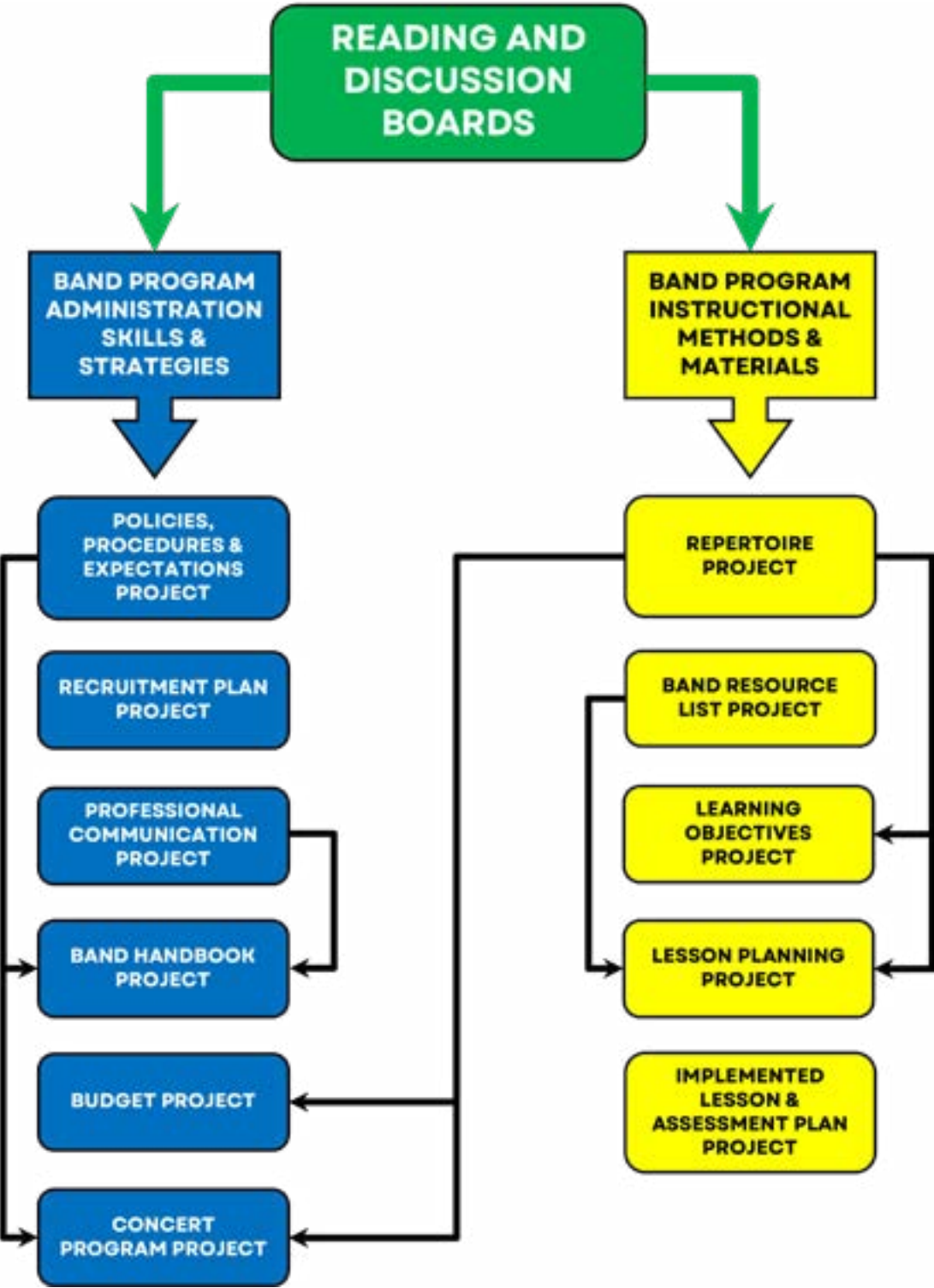
APPENDIX 1 - COURSE OVERVIEW		
AUGUST	W1	Dates: 8/19, 8/21 - class meetings Suggested deadline for completing week 1 reading and submitting Discussion Board 1—8/20
	W2	Dates: 8/26, 8/28 - class meetings Suggested deadline for completing week 2 reading and submitting Discussion Board 2—8/25 POLICIES/PROCEDURES/EXPECTATIONS PROJECT DUE BY 11:59PM ON 8/28/25
SEPTEMBER	W3	Dates: 9/2, 9/4 - class meetings Suggested deadline for completing week 3 reading and submitting Discussion Boards 3 and 4—9/1
	W4	Dates: 9/9, 9/11 - class meetings <i>Field Experience reality check - do you have 14 hours completed?</i>
	W5	Dates: 9/16, 9/18 - class meetings Suggested deadline for completing week 5 reading and submitting Discussion Board 5—9/15 REPERTOIRE PROJECT DUE BY 11:59PM ON 9/18/25
	W6	Dates: 9/21, 9/21 - CNAfME CONFERENCE; 9/23, 9/25 - class meetings BAND RESOURCE LIST PROJECT DUE BY 11:59PM ON 9/26/25 BLUE AND GOLD—ALL DAY, 9/27
OCTOBER	W7	Dates: 9/30 - class meeting (FALL BREAK on 10/2) Suggested deadline for completing week 7 reading and submitting Discussion Board 6—9/29 LEARNING OBJECTIVES PROJECT DUE BY 11:59PM ON 10/2
	W8	Dates: 10/7, 10/9 - class meeting Suggested deadline for completing week 8 reading and submitting Discussion Board 7—10/6 <i>Field Experience reality check - do you have 27 hours completed?</i> LESSON PLANNING PROJECT DUE BY 11:59PM ON 10/9
	W9	Dates: 10/14, 10/16 - class meetings Suggested deadline for completing week 9 reading and submitting Discussion Board 8—10/13
	W10	Dates: 10/21, 10/23 - class meetings Suggested deadline for completing week 10 reading and submitting Discussion Board 9—10/20 RECRUITMENT PLAN PROJECT DUE BY 11:59PM on 10/23
	W11	Dates: 10/28, 10/30 - class meetings Suggested deadline for completing week 11 reading and submitting Discussion Board 10—10/27
NOVEMBER	W12	Dates: 11/4, 11/6 - class meetings <i>Field Experience reality check - do you have 40 hours completed?</i> PROFESSIONAL COMMUNICATION PROJECT DUE BY 11:59PM ON 11/6
	W13	Dates: 11/11, 11/13 - class meetings Suggested deadline for completing week 13 reading and submitting Discussion Board 11—11/10 CONCERT PROGRAM PROJECT DUE BY 11:59PM ON 11/13 TRI-STATE MIDDLE SCHOOL BAND CLINIC—ALL DAY, 11/15
	W14	Dates: 11/19, 11/21 - class meetings BAND HANDBOOK PROJECT DUE BY 11:59PM ON 11/21
	W15	Dates: 11/25 - class meeting (THANKSGIVING on 11/27) Suggested deadline for completing week 15 reading and submitting Discussion Board 12—11/24 BUDGET PROJECT DUE BY 11:59PM ON 11/25
DEC	W16	Dates: 12/2, 12/4 - class meetings ALL FE FORMS DUE IN CLASS ON 12/2 IMPLEMENTED LESSON PLAN / ASSESSMENT PLAN PROJECT DUE BY 11:59PM ON 12/4 ALL DISCUSSION BOARD POSTS MUST BE COMPLETED BY 11:59PM on 12/4/25
	W17	FINAL EXAM - Date/Time TBA, week of 12/9-12/13

NOTE—Suggested dates for completing reading assignments and discussion board posts are based on topics scheduled for class discussion. Failing to complete them by the suggested date will result in the student being unprepared for class discussions. Because the final due date to have all discussion board posts completed is the final week of classes, there will be ONLY ONE CHANCE TO ACHIEVE COMPETENCY IN THIS ASSIGNMENT.

APPENDIX 2

COURSE ASSIGNMENT CONNECTIONS

While skills learned while completing one project very often help with subsequent projects, several projects in this course allow students to reuse/refine content from previous project assignments. The following diagram illustrates where this might be possible:



APPENDIX 3

Related NASM Attributes and Competencies:

- (DA) *Desirable Attributes*: The prospective music teacher should have:
1. Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
 2. The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
 3. The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.
 4. The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
 5. The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
 6. The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.
 7. The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

- (MC) *Music Competencies*: The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements.
1. Conducting and Musical Leadership. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.
 2. Arranging. The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
 3. Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.
 4. Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

- (SC) *Specialization Competencies*: Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.
- (1-2 only loosely to course content)
3. Instrumental Music. Listed below are essential competencies and experiences for the instrumental music teaching specialization:
 - a. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
 - b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
 - c. Experiences in solo instrumental performance and in ensembles. Ensembles should be varied both in size and nature.
 - d. Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.



4.

Music: All Levels, All Specializations. Listed below are essential competencies and experiences for programs whose published purpose is to prepare teachers in all or several areas (e.g. general, vocal/choral, instrumental, other). To fulfill this purpose consistent with this and other applicable standards, all of the specialization areas chosen are included in some manner in the curriculum as a whole. Specific forms of inclusion, proportions, and assignments are the responsibility of the institution.

a.

Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.

b.

Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

c.

Experiences in solo vocal or instrumental performance.

d.

Experiences in ensembles. Ensembles should be varied both in size and nature.

e.

The ability to lead performance-based instruction in a variety of settings.

f.

Laboratory experience in teaching beginning students in a variety of specializations.
5.

Specific Music Fields or Combinations. Listed below are essential competencies and experiences for music teaching specialization(s) focused on either one or a combination of areas such as composition, electronic and computer music, ethnic music, guitar, small ensembles, jazz, keyboard, orchestral music, music history and theory, music in combination with other disciplines, music technologies, music in multimedia, and popular music; or combinations of one or more of these types of content with aspects of the general, vocal/choral, or instrumental specializations:

a.

Knowledge and skill in the selected area(s) of specialization sufficient to teach beginning and intermediate students effectively.

b.

Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for the area(s) of specialization.

c.

In-depth experiences with the creative and/or performance and/or scholarly aspects of the selected area of specialization as required by the nature and content of that specialization.

d.

The ability to use instruments, equipment, and technologies associated with the area(s) of specialization.

e.

Laboratory experience in teaching beginning students in the area(s) of specialization, individually, in small groups, and in larger classes.

(TC) *Teaching Competencies.* The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P–12 education. Essential competencies are:

1.

Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
2.

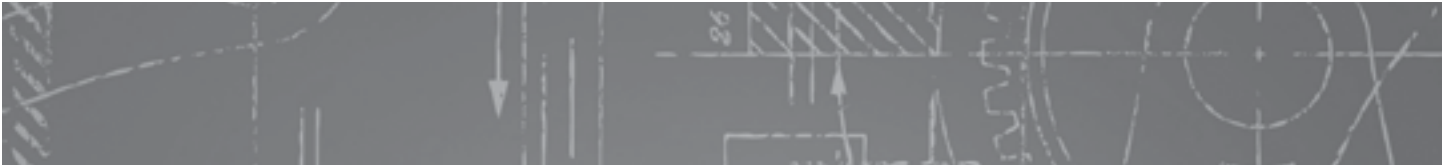
An understanding of child growth and development and an understanding of principles of learning as they relate to music.
3.

The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
4.

Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
5.

The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
6.

An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.



APPENDIX 4

Kentucky Teacher Performance Standards (Revised July 1, 2018):

MUSE 376 integrates the Kentucky Teacher Performance Standards as adopted by the Kentucky Education Professional Standards Board. The course requirements, assignments, and learning outcomes address these standards to varying degrees as they are relevant to the objectives of this class.

Standard I: Learner Development

The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard II: Learning Differences

The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard III: Learning Environments

The teacher shall work with others to create environments that:

- a.

Support individual and collaborative learning; and
- b.

Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard IV: Content Knowledge

The teacher shall:

- a.

Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- b.

Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard V: Application of Content

The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard VI: Assessment

The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.

Standard VII: Planning for Instruction

The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard VIII: Instructional Strategies

The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard IX: Professional Learning and Ethical Practice

The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard X: Leadership and Collaboration

The teacher shall seek appropriate leadership roles and opportunities to:

- a.

Take responsibility for student learning;
- b.

Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- c.

Advance the profession.



APPENDIX 5 - COMPLETING FIELD EXPERIENCE PAPERWORK FOR MUSE 376

General Reminders: Deliberate falsification of field experience reports is considered academic dishonesty and will result in a sanction that may include failure of the assignment, failure of a particular class, or other appropriate disciplinary action (such as dismissal from the teacher education program). See Academic Misconduct policy in the Morehead State University Eagle Student Handbook. Field experience forms are expected to be submitted complete and accurate. Incomplete and inaccurate forms will not be accepted for field experience credit. Always keep a copy of your field experience paperwork. Students are asked to please take time to ensure handwriting on the FE Form is completely neat and legible.

Specific to MUSE 376:

Field Experience (Pass/Fail) FE Forms due in class on 12/2/25 FE Forms uploaded to SLL by 12/5/25	Students must earn a minimum of 50 hours of field experience to pass this course. Hours must include: • Twenty (18) hours of private, small group, or large group teaching (must be P-12 students) • One (1) hour of ELL observation • One (1) hour of contact with family hours (can be completed at Blue and Gold or Tri-State Clinic • Eight (8) hours of observation/interaction at Tri-State Middle School Clinic and eight (8) at Blue and Gold Championship of Marching Bands • Six (6) hours of professional development at the NAFME Fall Conference. • The remaining nine (8) hours may be obtained through additional hours in the categories above, through observation and involvement at approved university-sponsored P-12 events, or university-sponsored music education professional development sessions. Always confirm approval with the instructor. See Appendix 5 for details on properly completing the required paperwork/documentation. <i>Failure to attain 50 FE hours for this course will result in failure of the course.</i> Improperly documented field experience will not count toward the student's total FE hours for the course. Failure to acquire sufficient hours in the required categories above will also result in failure of the course. Students will be provided current FE forms for documentation purposes. Blank forms can also be found under "Course Documents" in Blackboard. Students must submit all field experience documentation to Dr. Dale for approval by 12/2/25. Taskstream has been replaced with SLL— <i>Morehead State University's Educator Preparation Programs use Student Learning and Licensure, a Watermark product. Accounts for the system will be provided. You will be notified by Dr. Kristie Williams, 801 Ginger Hall regarding the system. Candidates will be required to use Student Learning and Licensure for any education-related courses with field experiences and/or Key Assessments.</i> Dr. Dale will check all FE forms on 11/26/24, sign them if needed, scan them, and email you a PDF file with all forms. You must upload your FE forms to SLL by 12/5/25.
---	---



**MOREHEAD STATE
UNIVERSITY**
MUSIC & THEATRE