

# MUSIC EDUCATION (PRE-K–12, B.MUS.)

## Bachelor of Music Program

Program Code: MUSB-AS

Major Code: MUE

## Music Department

Rockwell Hall 203

(716) 878-6401

music.buffalostate.edu (<https://music.buffalostate.edu/>)

Accredited by National Association of Schools of Music (NASM)

**Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.**

**Professional Licensure:** This program leads to a recommendation for NYS certification; please check for certification requirements in all other states (<https://academicaffairs.buffalostate.edu/professional-licensure-disclosures/>)

The Music Education program leads to a New York State Initial Certificate for teaching general, vocal, and instrumental music in New York State schools at the pre-kindergarten through grade 12 levels. The program requires intensive study in music performance, music history, music theory, and methodology of teaching, with an emphasis on world music and urban culture.

For current information regarding policies and procedures for music program acceptance, continuance, and completion, visit [music.buffalostate.edu/music-major-handbook](http://music.buffalostate.edu/music-major-handbook/) (<http://music.buffalostate.edu/music-major-handbook/>).

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops> (<https://teachercertification.buffalostate.edu/seminars-and-workshops/>)

## Program Requirements

Code	Title	Credit Hours
	General Education 23 Requirements ( <a href="http://ecatalog.buffalostate.edu/undergraduate/collegewide-degree-requirements-baccalaureate-degrees/#IF_Courses">http://ecatalog.buffalostate.edu/undergraduate/collegewide-degree-requirements-baccalaureate-degrees/#IF_Courses</a> )	33 credit hours <sup>1</sup>
	<b>Basic Musicianship and Performance Major Requirements (70 credit hours)</b>	

## Applied Instruction

Select 7 semesters; 7 credit hours from the following: 7

MUS 171	APPLIED MUSIC I
MUS 173	APPLIED MUSIC II
MUS 271	APPLIED MUSIC III
MUS 273	APPLIED MUSIC IV
MUS 371	APPLIED MUSIC V
MUS 373	APPLIED MUSIC VI
MUS 471	APPLIED MUSIC VII

## Ensemble Requirement

Select 7 semesters; 7 credit hours from the following: 7

MUS 113	BRASS TECHNIQUES
MUS 114	PERCUSSION TECHNIQUES
MUS 115	STRING TECHNIQUES
MUS 116	WOODWIND TECHNIQUES
MUS 119	VOCAL PEDAGOGY
MUS 122	INTRODUCTION TO MUSIC STUDIES AND CAREERS
MUS 206	FOUNDATIONS OF AMERICAN POPULAR MUSIC 1900-1950
MUS 218	AURAL PERCEPTION I
MUS 219	AURAL PERCEPTION II
MUS 220	TECHNOLOGY APPLICATIONS FOR MUSIC EDUCATION
MUS 230	MUSIC THEORY I
MUS 231	MUSIC THEORY II
MUS 302	MUSIC HISTORY: ANTIQUITY THROUGH BAROQUE
MUS 303	MUSIC HISTORY: CLASSIC THROUGH MODERN
MUS 313	CHAMBER CHOIR
MUS 314	WIND ENSEMBLE
MUS 318	AURAL PERCEPTION III
MUS 319	AURAL PERCEPTION IV
MUS 321	COMPOSITION, IMPROVISATION AND ARRANGING
MUS 322	INSTRUMENTAL CONDUCTING
MUS 330	MUSIC THEORY III
MUS 331	MUSIC THEORY IV
MUS 333	CHORAL CONDUCTING
MUS 335	BUFFALO STATE CHORALE

MUS 345	ELEMENTARY MUSIC METHODS
MUS 346	FIELD EXPERIENCE IN ELEMENTARY MUSIC
MUS 353	FIELD EXPERIENCE IN MUSIC FOR EXCEPTIONAL LEARNERS
MUS 360	SECONDARY INSTRUMENTAL MUSIC METHODS
MUS 361	FIELD EXPERIENCE IN SECONDARY INSTRUMENTAL MUSIC
MUS 362	SECONDARY CHORAL METHODS
MUS 363	FIELD EXPERIENCE IN SECONDARY CHORAL MUSIC
MUS 364	FIELD EXPERIENCE IN COMMUNITY MUSIC
MUS 390	UNIVERSITY PHILHARMONIA
MUS 440	ETHNOMUSICOLOGY

**Professional Education Requirements (27 credit hours)**

SPF 203	SCHOOL AND SOCIETY
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION

Choose one:

EDU 211	INTRODUCTION TO LITERACY
or EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS
EXE 100	NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS
MUS 457	STUDENT TEACHING IN ELEMENTARY MUSIC
MUS 458	STUDENT TEACHING IN SECONDARY MUSIC
MUS 460	STUDENT TEACHING SEMINAR

In addition to the course requirements for music education majors, the class piano sequence is strongly recommended in the freshman and sophomore years of study:

MUS 161	CLASS PIANO I
MUS 162	CLASS PIANO II
MUS 261	CLASS PIANO III
MUS 262	CLASS PIANO IV

**Total Credit Hours 130-134**

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Up to 2 general education courses (Arts, Diversity, World History and Global Awareness) may overlap with required courses in the major which could significantly reduce the total number to 124-128 credit hours required. Advisement is strongly encouraged.

- Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- An overview understanding of the repertory in the student's major performance area and the ability to perform from a cross-section of that repertory.

- The ability to read at sight with fluency demonstrating both general musicianship and, in the major performing area, a level of skill relevant to professional standards appropriate for the particular concentration.
- Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation, including rehearsal and conducting skills as appropriate to the particular music concentration."
- Keyboard competency
- Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature.
- Rudimentary capacity to create derivative or original music both extemporaneously and in written form.
- A basic knowledge of music history through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.
- An acquaintance with repertories beyond the area of specialization through exposure to a large and varied body of music by attending and studying recitals, concerts, opera and musical theatre productions, and other performances
- The ability to use technologies current to their area of specialization
- Demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work
- The competency to form and defend value judgments about music, including the ability to communicate musical ideas, concepts, and requirements to professionals and lay persons.
- Understand importance of health and safety within the contexts of practice, performance, teaching, and listening.
- 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
- 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.
- 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.
- 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.
- 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.
- 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.
- 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

- Being a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations through knowledge of score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques
- Competency to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
- Functional performance abilities in keyboard, the voice, and instruments appropriate to the student's teaching specialization.
- The ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.
- The ability to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development to their students
- The ability to successfully experience solo vocal, and small and large choral ensemble performance.
- Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.
- The ability to successfully teach general music classes and beginning vocal techniques individually, in small groups and in larger classes.
- Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music and vocal/choral music
- The ability to successfully teach beginning instrumental students individually, in small groups and in larger classes.
- 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, including demonstration of skill in effective classroom and rehearsal management.
- An understanding of child growth and development and an understanding of principles of learning as they relate to music.
- 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.
- Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
- The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
- 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.