

Music Department Mission Statement, Goals and Objectives
2008

Mission Statement

The mission of the Music Department is to encourage all students to realize their highest musical, academic and professional potential. We prepare individuals for a variety of careers in music, including teaching, business and performance. We provide General Education Courses for the general student population and we provide courses in support of teacher education.

The faculty of the Music Department believes that the presence of music in a person's life is rewarding, fulfilling, and necessary for a balanced life. We also believe that we have a responsibility to fairly present and represent the complex tapestry of contemporary American musical life. The department aims to present a balanced view of the musical contributions of both genders and the various nationalities and ethnicities of the state's population.

Goals and objectives within the Bachelor of Arts in Music Degree

The following goals and objectives guide the curriculum for all music majors. Broadly stated, the overarching goals we have for all music majors are:

- a. to develop musicianship
- b. to develop capabilities in the use of principles and procedures that lead to an intellectual grasp of the art
- c. to develop the ability to perform.
- d. to develop a holistic understanding of the roles of technology, the music industry, and other influences on any musical endeavor.

Goal 1: Visually and aurally identify the basic elements of music (rhythm, melody, harmony and structure).

Students should be able to:

1. Read pitch notation in commonly used clefs (treble, alto, tenor, and bass clefs).
2. Read and interpret rhythmic notation in simple and compound meters.
3. Recognize, read, and hear basic harmonies and harmonic structures (mode and scale, modulation, chord structures, chord progressions, inversions, pitch intervals, tonality).
4. Recognize, read, and hear basic melodic structures (phrase, cadence) and distinguish melody from accompaniment.
5. Distinguish basic formal patterns (repetition, variation, and contrast).
6. Know and identify common musical structures (e.g. song forms, instrumental forms)
7. Define common musical terminology.
8. Record melodic, rhythmic, and harmonic dictation up to 4 parts.

Goal 2. Demonstrate keyboard competency.

Students should be able to:

1. Know and apply basic keyboard technique.
2. Play two stylistically contrasting pieces from two of the following stylistic periods: Baroque, Classical, Romantic, and Contemporary.
3. Transpose at sight a Grade I composition for both hands and transpose to concert pitch a single line written for a transposing instrument.
4. Sight-read a Grade II composition and a two-part choral score.
5. Harmonize at sight a single-line melody (major or minor key with up to 2 sharps or flats), a melody with a broken-chord accompaniment appropriate to the style of the song using at least the three primary chords (I, IV, & V).
6. Accompany at least a Grade II vocal or instrumental piece with soloist.

Goal 3. Demonstrate sight-reading ability.

Students should be able to:

1. Sight-sing intervals and scales.
2. Sight-sing in treble and bass clefs using scale numbers or another method such as sol-fa.
3. Sight-read a composition on their chosen performing medium with fluency.

Goal 4: Demonstrate composition and improvisation skills.

Students should be able to:

1. Compose and improvise in at least two musical styles.
2. Create an original composition.
3. Utilize a variety of sound sources.
4. Manipulate musical elements in diverse ways.

Goal 5. Recognize and examine compositional processes and aesthetic principles of musical style in order to evaluate the ways these shape and are shaped by artistic movements and cultural forces.

Students should be able to:

1. Analyze formal musical structures in terms of harmonic movement and melodic material.
2. Identify stylistic elements and relate them to artistic movements and/or cultural forces.
3. Describe aesthetic principles of various musical traditions

Goal 6. Identify and describe a broad range of music literature in terms of cultural sources, principal stylistic eras, and typical genres.

Students should be able to:

1. Recognize differences among various styles of music.
2. Differentiate and explain cultural sources in various traditions.
3. Articulate in writing the social, historical, and functional significances of music.

Goal 7. Formulate and defend value judgments about music in writing and orally.

Students should be able to:

1. Evaluate their own performances and compositions in addition to those of others.
2. Assess individual and societal attitudes about music-making.

Goal 8: Demonstrate artistic mastery of assigned repertoire appropriate to their chosen performing medium.

Students should be able to:

1. Perform accurate articulations (including diction in English and at least one other language for singers)
2. Perform with accurate intonation.
3. Gauge dynamic contrasts appropriate to score directives or stylistic considerations.
4. Master technical demands appropriate to level of artistic expression.
5. For singers, research (translation) and understand text (and sub text, if appropriate) of vocal compositions.
6. Perform accurate rhythms.
7. Understand and project formal design of performance repertoire.
8. Understand and project historical and/or dramatic context of composition.
9. Select and use artistically appropriate timbre and/or tone quality.
10. Perform major and minor scales and arpeggios up to 4 sharps and 4 flats from memory.
11. Perform at least one solo composition from memory.
12. Perform repertoire of various musical genres and styles appropriate to ensembles of varying nature and size.

Goal 9. Demonstrate working knowledge of technological developments applicable to musicians.

Students should be able to:

1. Use music software
2. Locate and identify Internet resources.

Goal 10. Develop a basic understanding of the procedures and practices in the music industry.

Students should be able to:

1. Describe the procedures and protocols that are usual and customary within the music industry.
2. Explain the technical practices and protocol common to music engineering and production.
3. Develop a self-promotion strategy.

Goal 11. Develop creative approaches to problem-solving through multiple modalities of thinking.

Students should be able to:

1. Work independently on a variety of musical problems and projects
2. Recognize and appraise basic interrelationships and interdependencies among various professions and activities that constitute a musical event/production/enterprise.