



***MUSIC DEPARTMENT***

***STUDENT***

***HANDBOOK***

Revised August 2007

## **Elon University Music Department Mission Statement** (Revised and adopted August 2, 2006)

### **Vision**

To be a nationally recognized department of music where talented students and expert teachers practice scholarship, performance and creativity in the study of diverse musical styles.

### **Mission**

To provide a dynamic, challenging and intellectually rich environment where students are actively engaged and encouraged to develop creativity and excellence in the study and performance of diverse musical styles.

### **Philosophy**

The Elon University Music Department recognizes the importance of providing career-oriented/professional programs in music education, music performance, music technology and arts administration which integrate experiences in diverse styles. The Music Department recognizes the importance of offering programs and opportunities within the liberal-arts environment of the university for music majors and for the wider student body. The overall program of the Music Department is relevant to a wide range of musical environments and encourages creativity, performance and scholarship. The study and performance of diverse musical styles fosters respect for human differences by developing awareness and appreciation of diverse cultures.

### **Goals**

1. To offer undergraduate degree programs in music education, music performance and music technology and for the student desiring to pursue music as a profession.
2. To continue to develop curricular programs and initiatives which broaden the opportunities for students to actively participate in culturally enriching experiences.
3. To offer curricula in pedagogy, jazz and literature for students with a disposition towards these areas of study.
4. To foster an understanding of the process and content of music and subsequently develop competence to react intellectually to a musical work as a performer, conductor, producer and teacher.
5. To provide opportunities for students throughout the campus to collectively and individually develop technical excellence and musical understanding through participation in a wide variety of musical ensembles, classes, private music instruction and independent instruction.
6. To contribute to the cultural environment of the university community and maintain a position of leadership in the wider cultural community by providing quality musical performances for the general public. The overall programming of public performances is characterized by diversity of literature performed.
7. To promote a disposition of lifelong learning in music, the liberal arts and sciences.

## **Educational Objectives and Learning Outcomes**

### Students Who Are Music Majors:

1. Will develop technical mastery in a primary instrument.

Students will demonstrate this through public performance and juried recitals.

2. Will develop conceptual understandings of music theory.

Students will demonstrate mastery of theoretical and historical musical traditions through class testing and through performance juries analyzing their artistic interpretations of musical works from a variety of genres and historic periods.

3. Will develop conceptual understandings of music history.

Students will demonstrate mastery of theoretical and historical musical traditions through class testing and through performance juries analyzing their artistic interpretations of musical works from a variety of genres and historic periods.

4. Will develop familiarity with approved research methods, writing and bibliographic styles in music (MLA, Chicago/Turabian, APA).

Students will demonstrate this through in-class writing assignments involving concerts, and research topics with the option of SURF presentations for exceptional work.

5. Students who are music majors will develop a professional disposition with an understanding of the professional requirements of their chosen discipline.

Students will demonstrate an understanding of the professional requirements of their chosen discipline by developing a professional portfolio of learned repertoire, compositions, lesson plans, senior seminar projects or any other work pertinent to their chosen discipline. Students will participate in workshops and discussions during departmental recital period when there are no scheduled performances and have opportunities to work with guest artists in performance and workshop settings.

6. Will develop proficiency in keyboard usage.

Students will demonstrate this through course work and/or a keyboard proficiency exam.

7. Will develop proficiency in critical listening skills and ear-training.

Students will demonstrate this through course work and/or a proficiency exam.

8. Have the option to develop proficiency in conducting/rehearsal technique.

Students will demonstrate this through course work and/or student ensemble work.

9. Have the option to develop proficiency in arranging.

Students will demonstrate this through course work and/or student ensemble work.

10. Have the option to develop piano pedagogy skills.

Students will demonstrate this through course work and/or work with students from the Elon community.

#### Students Who Are Music Education Majors:

1. Will meet all of the above educational objectives and learning outcomes, including those listed as optional, plus those that apply directly to the Elon University Music Education program (please see Music Student Handbook).

#### Students Who Are Jazz Minors:

1. Will demonstrate proficiency in jazz keyboard skills.

Students will demonstrate this through course work and/or student ensemble work.

2. Will demonstrate proficiency in jazz improvisation.

Students will demonstrate this through course work and/or student ensemble work.

#### Students Throughout The Elon University Community:

1. Will have the opportunity to participate in musical ensembles with regularly scheduled performances.

Students who elect to do so will be involved in public performances and complete the ensemble courses for academic credit.

2. Will have the opportunity to enroll in music history and literature classes, theory, composition, pedagogy, applied lessons, jazz and education classes as part of their lifelong experience and as part of Elon University's liberal arts education.

Students who elect such classes will complete those courses for academic credit.

3. All students will have the opportunity to attend public lectures and performances offered by the Department of Music including performances and workshops by guest artists.

Students for whom such attendance is part of a curriculum or course assignment will receive appropriate credit.

## **Elon University Music Department Statement of Academic Challenge**

The Elon University Department of Music views academic challenge as a long-term, progressive process consisting of the following elements:

**ASSESS** the aptitude, skill level, musical experience and personal maturity of the student to determine their access level through pre-acceptance auditions, interview, and individual interaction in the private studio and classroom.

**ENGAGE** the students at their level and present a progressive series (over 4 years) of challenges, through one-on-one lessons, advising, and research and teaching supervision. The entire music curriculum is very specifically layered to address this progressive process.

**CHALLENGE** is encountering, striving for and achieving the next incremental level of skill or understanding. It requires encountering new issues, and working through them to a level of mastery, development of the practice habits and skills required of musicians, and reflecting on the process so that the success can be applied in the future and becomes part of the musician's repertoire. The satisfaction derived from this process of encountering real challenge, and working through it to success is the link to motivation for taking on the next challenge.

**EVALUATE AND ENCOURAGE** the progress of the student through constant feedback in applied lessons, ensembles and classes, and supervision of teaching. Departmentally we evaluate through weekly departmental recitals and other solo and ensemble performance opportunities, class assignments, projects, and exams, and performance juries, recital pre-hearings, and degree recitals.

**CONSCIOUS REFLECTION** of the distance traveled, the challenges encountered, and the appropriate nature of the next set of challenges occurs constantly along the way from first-day freshman to graduating senior, and especially as part of the senior projects (recitals, ensemble performances, senior exams, and seminars). The process doesn't stop at graduation. The senior reflection process provides a bridge to the next chapter of the students' professional and musical lives; graduate school, work, teaching, and performance.

## Preface

The *Elon University Music Department Student Handbook* seeks to provide general, as well as specific, information for all students who begin a serious study of music at Elon University. A “music student” is defined as a student who is engaged in a course of study associated with one of the curricular programs offered by the Elon University Music Department: *B.S. in Music Education, B.A. in Music Performance, B.S. in Music Technology, B.A. in Music, Music Minor, Jazz Studies Minor*. A “music major” is a music student who is pursuing the *B.S. in Music Education, the BA in Music Performance, the B.S. in Music Technology* or the *BA in Music*. A “music minor” is a music student who is pursuing the *Music Minor, the Music Technology Minor* or the *Jazz Studies Minor*.

Listed in this handbook are all policies and requirements which the faculty of the Music Department has established for the successful completion of the various music degrees and programs. All students are expected to acquaint themselves with the specific curricular degree and program requirements appropriate to their major/minor as outlined in the *Academic Catalogue*. Departmental requirements outlined in this handbook are listed in addition to and for clarification of those listed in the *Academic Catalogue*. Ultimately, a student is responsible for meeting all curricular requirements listed for his or her particular degree program. Faculty advising is not considered a valid claim in those cases where the student has failed to meet a requirement.

All students are expected to consult with their faculty advisor during the pre-registration period of each semester. It is further recommended that students meet with their faculty advisor at the beginning of each semester and then as prescribed by their faculty advisor. Because the Music Education degree program is complicated and extremely sequential, Music Education majors must seek an appointment with the Coordinator of the Music Education Program at the earliest opportunity.

Any information in this handbook is supplementary to the *Elon University Academic Catalogue*. The student is responsible for obtaining a copy of the *Academic Catalogue* pertaining to his or her year of entry into the University and the Music Department. The student must become aware of the requirements outlined in the catalogue pertaining to his or her specific degree program. More supplemental information may be obtained on-line at the Music Department website:

<http://www.elon.edu/music>

All music students are expected to familiarize themselves with and abide by the principals outlined in the Elon Honor Code and the Elon Social Code. The Elon Honor and Social Codes can be found on-line at the Elon Student Handbook website:

<http://www.elon.edu/e-web/students/handbook/acadoncode.xhtml>

# MUSIC DEPARTMENT STUDENT HANDBOOK

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## Degree Offerings

### ***Bachelor of Science in Music Education***

The *BS in Music Education* is designed to prepare students for careers as teachers of music in elementary, middle and high school grades and leads to North Carolina licensure for grades K-12 in music. The degree enables students in meeting goals and objectives of the Teacher Education program outlined in the *Academic Catalogue* and in attaining the goals and objectives outlined in the Music Education/Teacher Education section of this handbook.

The Elon University Teacher Education Program emphasizes practical hands-on experience as well as educational theory and methods classes on campus. Yearly field experiences in public school classrooms begin the first year and culminate with a semester of full-time teaching in the student's licensure area.

See the "Checklist for General Studies Requirements in Music Education" document in the appendix of this handbook and the *Academic Catalogue* for specific degree requirements. Furthermore, refer to the Music Education section of this handbook for information regarding goals and objectives of the degree program as well as information pertaining to the Teacher Education Program.

### ***Bachelor of Science in Music Technology***

The *Bachelor of Science in Music Technology* seeks to provide an excellent learning environment for the student who wishes to pursue music in both the professional and/or academic arena. Classes in music theory/aural skills, critical listening, harmony, arranging, applied lessons, class piano courses and participation in ensembles provide the musical foundation of the music technology student. The Music Technology Major will provide students who complete the program with a wide knowledge of MIDI programming and sequencing, audio recording, editing and producing.

The overall philosophy of the program is firmly grounded in the liberal arts tradition of Elon University and based on a strong foundation in the creative, liberal art of music. The program is designed to offer an opportunity to talented and interested students to receive an education that will prepare them to be competitive in the market place, whether it be acquiring a job after graduation or being placed in any of the nation's top graduate schools which have programs in commercial music, music business and/or music technology.

### ***Bachelor of Arts in Music Performance***

The *BA Music in Performance* degree is for those students who wish to emphasize the study of instrumental or vocal music. Students in the *BA in Music Performance* program are expected to become accomplished performers while developing a solid base in theory, composition and history. This major prepares students for graduate study and careers in performance.

See the "Checklist for Graduation Requirements in Music Performance" document in the appendix of this handbook and the *Academic Catalogue* for specific degree requirements.

### ***Bachelor of Arts in Music***

The *BA in Music* is primarily for those students who wish to double major in another liberal arts department. Students in the *BA in Music* program will gain experience and a basic knowledge of music history and theory through participation in ensembles and applied lessons as well as classes.

See the “Checklist for Graduation Requirements in Music” document in the appendix of this handbook and the *Academic Catalogue* for specific degree requirements.

### ***Music Technology Minor***

The *Music Technology Minor* is for those students who wish to continue a formal study of music and expand their knowledge of technology applications in music but do not wish to commit to the depth of study and commitment of the major curricula.

See the *Academic Catalogue* for specific program requirements.

### ***Music Minor***

The *Music Minor* is for those students who wish to continue a formal study of music but do not wish to commit to the depth of study and commitment of the major curricula.

See the *Academic Catalogue* for specific program requirements.

### ***Jazz Studies Minor***

A liberal arts approach to the study of jazz, the *Jazz Studies Minor* concentrates on the key stylistic ingredients of jazz through two units of improvisation, jazz harmony, jazz history, theory, ear training and private lessons. Group performance opportunities include Jazz Ensemble and jazz combo.

See the *Academic Catalogue* for specific program requirements.

### ***Piano Pedagogy Program***

The Piano Pedagogy program includes pedagogy classes, practica and courses and activities which may lead to certification through Music Teachers National Association.

## **Departmental Policies**

### ***Bulletin Boards***

Only official announcements may be posted on university bulletin boards. Any announcements to be posted must be stamped at the Student Activities office in Long Center.

A bulletin board has been designated as the Music Department board and is for general departmental news and announcements. It is directly opposite room 158 of the Center for the Arts. All notices of music activities may be posted on this board without an official student activities stamp. Students and faculty may use the space as a contact board.

### ***Center for the Arts***

Elon University mandates that there be no eating, drinking or smoking at any time in the Center for the Arts. The only exceptions are for refreshments served at formal occasions and after recitals. You must obtain permission through your private teacher if you wish to hold a reception after your Junior and/or Senior Recital.

### ***Practice Rooms***

The use of the practice rooms in the Center for the Arts is reserved for students who are officially enrolled in some aspect of the University's music programs. Other students must seek permission from a member of the Music Department Faculty.

There is one practice room specifically reserved for piano majors. This room should remain locked when not in use. A piano student may secure a key from the Fine Arts Program Assistant. A refundable, five-dollar (\$5.00) deposit is required. Percussion students may also obtain a key for the percussion studio.

The following regulations are in effect for all practice rooms:

- No drinking, eating or smoking
- Do not leave trash in the practice room
- Remove all music and personal belongings when you leave
- Turn out the lights when you leave
- Lock door in piano practice room and/or percussion studio when you leave
- Do not remove piano benches or music stands from practice rooms

### ***Yeager Recital Hall, McCrary Theatre and Whitley Auditorium***

Scheduling of these performance spaces is handled through the University's R-25 scheduling system. Students must work through their applied teacher for scheduling any events or recitals. Keep in mind rehearsal time needed as well as stage set-up and strike and any other physical arrangements. Once a program and/or rehearsal has been completed, the space must be restored to its previous condition. Failure to observe these rules will preclude the student from using either space in the future.

### ***Lockers***

The Music wing has lockers available on the first and second floors for the use of students enrolled in the music program. The large-sized lockers are reserved for those students who need to store large instruments.

Students must register for a locker with the Fine Arts Program Assistant. The registration is for the full year.

Students must furnish their own locks. At the end of the year, the locks must be removed and all articles removed from the lockers. Physical Plant personnel will cut any locks remaining and the janitorial staff will dispose of the locker contents.

### ***Receptions***

You must obtain permission through your private teacher if you wish to hold a reception after your Junior and/or Senior Recital. The reception will be scheduled by the applied teacher with the SOCP. Unless there is an exception made by the Director of Cultural Activities, Aramark must cater all receptions held on campus.

### ***Instrumental/Equipment Checkout***

Students who are enrolled in an ensemble may checkout instruments for use from the Music Department. There are a limited number of instruments available. Arrangements must be made through the Director of Bands. If the student fails to return the instrument at the end of the checkout period the Director of Bands will notify the University cashier who will take the appropriate steps to prevent registration or release of transcripts. If the instrument has not been returned following these actions further legal actions will be initiated. If the instrument is returned in unsatisfactory condition, the student will be assessed for payment of damages. An "Equipment Checkout" form is located in the appendix of this handbook. Use the form to checkout instruments or equipment for personal use during a given semester.

## Departmental Requirements

### *Departmental Recital*

All music majors are required to attend the Departmental Recital held weekly on Tuesdays at 4:15PM. A student is allowed one absence in a given semester. Two or more absences will result in an “unsatisfactory”. A student is allowed only one “unsatisfactory”. More than one grade of “unsatisfactory” over the 4-year period of enrollment will result in delay of graduation.

At the beginning of each semester, a student worker will be assigned as coordinator for Departmental Recital. That student worker’s primary responsibility is to typeset the program. Any students wishing to perform on Departmental Recital must first seek permission from his or her applied instructor and then fill out completely and return the Departmental Recital request form to the student worker for typesetting. A specific schedule for deadline of submission will be announced at the first Departmental Recital. A copy of the Departmental Recital form is in the appendix of the handbook.

### *Senior Assessment*

All music majors must pass a senior assessment examination in order to meet university graduation requirements. Failure to pass the assessment will prevent a student from graduating.

For performance majors this entails an acceptable 20-minute junior recital, an acceptable 40-minute senior recital, the senior seminar and a passing score on the ETS examination.

Music education majors must successfully complete student teaching, pass the Praxis I examination, perform a 20-minute solo recital and pass the ETS examination. The ETS is scheduled by the Music Department in the Fall semester. For information regarding the Praxis I, contact the Education Department.

Music Technology majors must successfully complete the Music Technology Internship and complete the senior seminar.

For *BA in Music* majors, the senior assessment is the senior seminar.

### *Ensembles*

All music students are expected to participate for academic credit in his or her major ensemble each semester according to the specific degree program requirements outlined in the *Academic Catalogue*. The student’s major ensemble is defined as the ensemble associated with that student’s major instrument or voice as determined by audition into the music program and as assigned by the ensemble director and/or music department faculty. The major ensembles offered at Elon University are: MUS101—Wind Ensemble, MUS102—Chorale, MUS103—Chamber Orchestra, MUS 105—Camerata, MUS109—Marching Band. Percussion majors see *Academic Catalogue* for additional ensemble requirements. Jazz Studies minors see *Academic Catalogue* for additional ensemble requirements.

## ***Applied Music Lessons***

The importance of each music major's weekly private lesson cannot be stressed enough.

Applied music lessons are available in voice and the range of instruments listed in the *Academic Catalogue*. All music students are expected to enroll in applied lessons in his or her major instrument. A student's major instrument is defined as the instrument on which the student auditioned for entry into the music program. All music majors are expected to take a full hour lesson (2 credit hours) per week during each semester. Specific applied lesson requirements are listed for each of the degree programs on the graduation checklists in the appendix of this handbook and in the *Academic Catalogue*. Half-hour (1 credit hour) lessons are available for music minors and non-majors. Music minors and non-majors may enroll in one hour lessons with faculty approval. Fees associated with applied lessons are given in the *Academic Catalogue*.

For Jazz minors who are not music majors, private instruction in the student's primary instrument is encouraged.

Students are expected to schedule lessons with the individual instructor at the first Tuesday Departmental Recital time slot of each semester.

Music majors taking applied lessons in a given semester are expected to perform on Departmental Recital at least once during that semester.

All students will take a graded jury at the end of the semester. Music majors will perform a jury for the instrumental or vocal faculty depending upon the student's major instrument. Music minors and non-majors will take an area jury evaluated by the faculty of the instruments. The jury grade will constitute 20% of the final grade.

Students are expected to attend all scheduled lessons. Lessons will be rescheduled if the teacher must cancel due to illness or another professional obligation. If a student misses a lesson, adhering to departmental policy, the lesson will be forfeited. However, if the absence is the result of illness or other extenuating circumstances, there will be an attempt to find a mutually convenient time for a make up session. In case of illness only, a minimum of three hours notice must be given.

Students enrolled in applied lessons are expected to practice a minimum of six hours per week for each credit hour.

All students will take a graded jury at the end of the semester. Music majors will perform a jury for the instrumental or vocal faculty depending upon the student's major instrument. Final grades will be calculated as follows: 80% weekly average, 20% jury grade.

## ***Juries***

The music jury serves as the means by which the Music Department evaluates the progress a student is making in applied lessons and the appropriate level of applied lessons.

Juries are scheduled by the department for the end of each Fall and Spring semester. A notice of the date and time of the juries will be posted on the Music Department bulletin board and will be available through the applied teacher. Students are responsible for signing up for a specific jury time slot.

All music students are required to perform a jury in their principal performance area (major instrument) each semester they are enrolled in applied lessons. If the student performs a required recital during a given semester, he or she will be excused from a jury by the applied instructor, unless requesting advancement to the next level.

Students who fail to perform a jury for any required area will receive a failing grade. It is during the jury exam that a student may audition to move up to a higher level of performance after the student has completed two semesters at a given level. Jury forms are available on-line, and a copy of the form is in the appendix of this handbook. The form must be typed and submitted to the applied instructor one week before the scheduled jury. A form must be submitted for each performance area. For music majors, the applied instructor will file the summary sheet with the Music Department Chair after it has been completed following the jury. The summary sheet is an official document and becomes part of the student's permanent file.

### ***Scale Juries***

All wind, percussion, string and piano music majors must take a scale jury each semester at a time deemed appropriate by the music faculty. There are separate requirements for each of the areas and additional requirements may be specified by the instructor. In order to move up to the next performance/course level the student must pass his or her area's scale requirements in the semester they audition to move up. Scales will be randomly selected from the prescribed list within each instrument classification. Students are to play scales in eighth notes at quarter equals 60. For each scale For each scale students can do it over or miss one note, students can do it over or miss one note.

### ***Voice Area Requirements***

#### **MUS 122B 2 credits**

First semester - minimum of 4 songs consisting primarily of Italian and English art songs at the teacher's discretion.

Second semester - minimum of 5 songs same as above.

#### **MUS 122A 1 credit (for non-majors only)**

Both semesters - minimum of three songs same as above.

#### **MUS 222B 2 credits**

First semester - minimum of five songs chosen from Italian, English, German and/or French repertoire at the teacher's discretion.

Second semester - minimum of six songs chosen from Italian, English, German and French repertoire at the teacher's discretion. By the end of this semester students should have some experience with all four languages.

#### **MUS 222A 1 credit**

Minimum of four songs. (All majors should be taking 222B for 2 credits)

#### **MUS 322A, 322B, 422A & 422B 1 or 2 credits**

Minimum of six songs and arias each semester

After two semesters at the 200 level, voice students can sing a hearing to pass to upper level credit. The students will have a minimum of six pieces prepared representing the four languages listed above. One of the pieces should be an independent piece which is chosen by

the teacher and prepared solely by the student. The voice teacher should not hear this piece until the jury. The student should be prepared to answer basic questions relative to the history, translation, and composer of the jury selections. The faculty will hear a minimum of three pieces including the independent piece.

Music theatre majors should sing a mixture of art songs, arias, and music theatre selections for each jury. Art songs and arias should comprise a minimum of two-thirds of the minimum required pieces for each jury. In the senior year allow for more music theatre repertoire - at the teacher's discretion.

Music education majors must be at the 300 level in order to perform a required half recital consisting of no less than 20 minutes of music and no more than 40 minutes music with 30 minutes being the target. The recital should consist of classical repertoire representing contrasting style periods and languages.

Voice performance majors must be at the 300 level in order to perform a half recital/Junior Recital of 30 minutes of music consisting of English, German, French, and Italian repertoire. This should be targeted for the end of the junior year.

Voice performance majors should be at the 400 level to perform a full recital/Senior Recital of no less than 40 minutes music of English, German, French, and Italian repertoire.

Please consult the section on recital hearings in the handbook for the hearing procedures.

### ***Solo Recitals***

Music performance majors are required to perform a half recital at the 300-level and a full recital at the 400-level in his or her major applied area. Music education majors are required to perform a half recital at the 300-level in his or her major applied area. Non-music majors and minors may perform solo recitals, but must adhere to the same policies and guidelines applied to music majors and pass all required assessments necessary for consideration of performing a solo recital. This includes passing a barrier exam and passing into the 300-level of the applied area of the student.

In order to perform a half recital at the 300-level, the student must be enrolled in applied lessons at the 300-level. In order to perform a full recital at the 400-level, the student must be enrolled in applied lessons at the 400-level.

The half recital must be no less than 20 minutes and no more than 40 minutes of music. The full recital must be no less than 40 minutes and no more than 50 minutes of music.

All recitals are expected to be solo recitals. However, the student may, with approval from the applied instructor and the music department faculty, have other performers (duets, trios, etc.) Furthermore, the half recital may be done as a joint recital with another student who wishes to perform a half recital.

To schedule a recital, the student should consult with the applied instructor in order to determine the appropriate time. A required recital must be scheduled by the last class date of September for a fall recital or by the last class day of February for a spring recital. A recital hearing must be scheduled a minimum of four weeks prior to the recital date. Any student who is preparing a solo recital will be allowed at least three hours of practice time in the venue. The applied instructor will schedule the recital, practice time and recital hearing in the venue through the University's R-25 scheduling system.

The recital program should be worked out between the student and the applied instructor. Faculty approval of the program must be gained at the recital hearing. At the recital hearing, the student should be prepared to perform any part of the program and answer any questions

pertaining to composers, compositions, etc. Should a student fail the recital hearing, a second hearing must be scheduled no earlier than four weeks following the original hearing date. The recital must be rescheduled at least four weeks following the second hearing. Students should work closely with the applied instructor to avoid failure and the confusion of rescheduling.

If a student and the instructor determine that it is impossible for the student to perform, the date must be cancelled immediately through the R-25 system. Cancellation during the semester in which the recital is to take place may only be done by the applied instructor.

The student is to supply the faculty with six copies of the recital program and one copy of the flyer/poster to be used in promoting the recital, both in printer-ready format, at the recital hearing. Once the program and flyer/poster are approved, there are to be no changes. A statement regarding fulfillment of degree requirements, if applicable, should appear on the program: "This recital is in partial fulfillment of requirements for the Bachelor of Arts in Music Performance." The student should list accompanist and any other performers who are assisting on the program. The student should work with the applied instructor to ensure proper etiquette. It is inappropriate for personal statements to appear on a recital program. The student may format the program for 8.5" x 11", printed front and back, or may fold the document in half. Sample programs appear in the appendix of this handbook. Although the sample programs do not include translations, the voice student must provide translations for any foreign language pieces presented on the program.

The program information should be emailed to the Fine Arts Program Assistant to be formatted. The Fine Arts Program Assistant will have the program printed at the Elon University Print Shop and will notify the student of the printing cost. The student is responsible for the printing cost. A copy of the printed program will be retained for archive purposes. It is recommended that the applied instructor bring the printed programs to the recital.

Pianists and vocalists should perform from memory except in chamber works and/or at the discretion of the applied instructor.

Appropriate dress is expected for all recitals. The student should consult with the applied instructor for guidance.

The student is responsible for arranging to have the recital recorded and is responsible for any costs incurred.

### ***Scholarships and Awards***

All departmental scholarship recipients are required to participate in at least one major ensemble per semester of receipt of scholarship regardless of requirements outlined in the degree program. Ensemble assignments are at the discretion of ensemble directors and music department faculty.

Scholarship recipients are expected to display the highest level of commitment to leadership and scholarship in the Music Department. Specific requirements for scholarship recipients will be outlined in the scholarship contract signed by the scholarship recipient and include:

- Scholarship recipients must maintain a 3.0 average in music courses.
- Scholarship recipients must register for applied lessons in their major instrument, regardless of major.
- Scholarship recipients must maintain full-time status and be registered for the ensembles to which they are assigned.

Choral, band or orchestra scholarships are at the discretion of the directors of those ensembles.

***Keyboard Proficiency Requirements*** (Revised/Adopted August 2006)

All Music Education majors and BA Music Performance majors must pass by exam the following requirements:

- I. The following major and relative minor scales - 2 octaves, hands together (correct fingering in scales required)
  - C Major/A minor
  - F Major/D minor
  - B-flat Major/G minor
  - E-flat Major/C minor
  - A-flat Major/F minor
  - G Major/E minor
  - D Major/B minor
  - A Major/F-sharp minor
  - E Major/C-sharp minor
- II. Chord progressions in major and minor keys from those Listed above (closest voice leading, you choose inversion or root movement).
  - A. I-IV-I-V7-I and I-iv-I- V7-I (Both hands block chords)
  - B. i-vi-IV-ii6-I6/4-V7-I and i-VI-iv-iid6-V7-I (left hand plays bassline, right hand plays 3 note chords)
- III. Harmonization in major and minor keys from those listed above
  - A. 5-finger position melody with chord symbols limited to I, IV, V7 with transposition to keys from those listed above
  - B. Melody with NO chord symbols; appropriate sequence and timing of diatonic chords. A sense of traditional chord progression and harmonic rhythm should be demonstrated.
- IV. Applied
  - A. At sight play any two parts of a choral score
  - B. Happy Birthday by ear, with melody and accompaniment
  - C. Star-Spangled Banner with score
  - D. Hymn or easy choral accompaniment, which will be distributed one day before the exam, with conductor and/or singers—emphasis on steady beat without mistakes
  - E. Play pieces from Alfred Grade 3 Level books or equivalent with consistent rhythm and without mistakes with only one week preparation
  - F. Play vocal warm-up exercises with head up and without looking at hands

## *Music Senior Seminar (MUS495)*

### Description:

- I. Senior seminar will include intensive individual work, collaboration with your supervising professor, interaction with other faculty and students participating this semester in senior seminar, and a final presentation to the entire music department community.
- II. You will work with a supervising full-time music professor on an in-depth individual research project, the topic of which you will choose with your professor.
- III. Scheduling:
  - weekly meetings with supervising faculty partner.
  - At least 4 large group meetings including all faculty and students currently engaged in sr. seminar. These large meetings will be scheduled in advance, probably during the Tuesday or Thursday 4:00 hour (Tuesdays when no recital is scheduled) The large group meetings will include an initial brainstorming session for topics and strategies, at least two meetings in which students share progress, and a final meeting of the entire music department for finished presentations.

### Goals and objectives:

- I. A substantial, extended individual research experience
- II. A permanent final product. This should include a written product of at least 15 pages in length, and may also include other media.
- III. A final presentation, which may also include performance of at least 20 minutes in length.
- IV. Participation in a seminar experience, that is, a group of music majors sharing their growing insights into content and method accrued throughout the process.
- V. Reflection on the wholeness of the musical experience at Elon, documented at the beginning and the end of the project.
- VI. Connection of the musical experience to the larger academic, intellectual and personal experience. Definition of one's personal musical identity and voice.
- VII. Practical preparation for future professional and other applications beyond the undergraduate experience.
- VIII. A collection of permanent documents, which becomes a departmental archive and resource for recruitment.

### Common Requirements:

- I. Substantial research component with formal and comprehensive citation of sources
- II. Substantial permanent product
- III. Substantial presentation component

Acceptable forms the seminar can take: (performance or recording components require approval of music faculty)

- I. Research/ paper/presentation
- II. Research/paper//lecture recital
- III. Research/paper/production
- IV. Promotion package/CD recording

Topic areas may include:

- I. Traditional musicological/theoretical/performance
- II. Interdisciplinary---connecting music to other areas
- III. Business of music

Timeline: (Specific dates for group meetings and other activities will be announced in February)

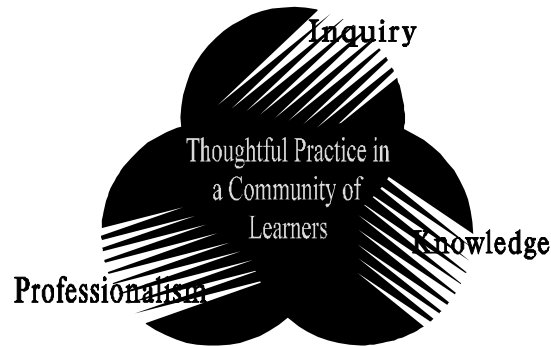
- I. Student/faculty assignments by music faculty (Dec. 2, 2004)
- II. Preliminary reflective questionnaire, to be returned to supervising faculty by Dec. 6, 2004.
- III. Planning meeting with supervising faculty before leaving for Christmas break
- IV. Students are encouraged to begin work during January
- V. First week of Feb: final topic approval (if not already accomplished)
- VI. SURF applications, mid-February (optional)
- VII. Mid-term evaluation
- VIII. SURF April (optional)
- IX. Presentations to department (second-to-last full week of classes)
- X. Submission of permanent documents (at time of presentation?)
- XI. Application to SURF (for dept. approved projects)---Feb?
- XII. Presentation at SURF

Evaluation:

- I. 50% supervising faculty, based on process and specific evaluation points along the way
- II. 50% average of department faculty of presentation and permanent document. It is the responsibility of the supervising faculty to collect and average grades from the rest of the department, and to provide feedback to the student.
- III. Criteria for evaluation based on how effectively all aspects of student's senior seminar meet the goals and objectives stated above.

## Music Education/Teacher Education Program

### Thoughtful Practice in a Community of Learners *A Conceptual Framework for Teacher Education* Elon University



The mission of Teacher Education at Elon University is to prepare quality teachers who are knowledgeable, responsible and thoughtful professionals. The conceptual framework, "Thoughtful Practice in a Community of Learners," reflects the intention to create a learning environment where teacher candidates inquire and collaborate to develop the knowledge, skills and dispositions for effective professional practice.

Effective teachers are *knowledgeable*. They know learning theory, disciplinary content and relevant pedagogy. They are cognizant of the developmental characteristics and diverse learning needs of students and of varying family and community cultures. Included in their knowledge base are an awareness of and an ability to choose instructional strategies, resources (including technology) and assessment procedures that promote the learning of a variety of students. They create positive learning environments that embrace diversity, act on the belief that *all* students can learn, and are dedicated to their own development as teachers and learners.

Effective teachers *inquire*. They value and use questioning intentionally to stimulate student inquiry and to motivate learning. They use a variety of resources to acquire and critically analyze information to inform instructional decisions. Effective teachers take the initiative to learn about their students and the families and communities in which they live. They use assessment of student learning to reflect upon their classroom practice. They are enthusiastic learners who engage in purposeful inquiry within professional communities. They continually reflect upon personal beliefs and the effectiveness of instructional practices to enhance the learning of all students..

Effective teachers are *professional*. They view themselves as integral to a professional community that shares and builds knowledge about student learning and quality practice. They remain current and informed through collaboration with colleagues and participation in professional organizations. They hold high expectations for academic and social growth of *all* students and establish positive learning environments to support that growth. To build a community of practice, they interact with colleagues, students, families and others in the community in an ethical and respectful manner. Effective teachers are enthusiastic about the challenges and opportunities within the profession and they demonstrate respect and support for their colleagues.

Embedded throughout the quality teacher education program described in the conceptual framework are dispositions that describe the values and commitments that we seek to develop in all teacher candidates. Effective teachers are committed to the following:

- Designing and implementing cognitively challenging learning experiences for all students
- Creating positive classroom environments that accept and embrace diversity
- Seeking opportunities for continued personal and professional development
- Enthusiastically supporting the profession of teaching

Teacher candidates with these dispositions have a propensity to act in ways that further the learning of all students, including those from ethnic/racial minorities, poor families or those who may have disabilities. They take action to develop as professionals and to support the growth of their colleagues. They are professionals who can meet the daunting challenges of educators in the new century.

In keeping with our conceptual framework, twelve learning outcomes for teacher candidates have been identified.

### ***Knowledge***

1. Demonstrate in-depth knowledge of the subject area(s) for which they seek licensure.
2. Use knowledge of students' learning process to inform instruction.
3. Demonstrate understanding of pedagogical knowledge relevant to the subject area(s) for which they seek licensure.
4. Choose appropriately from among multiple instructional strategies to promote optimal student learning.
5. Choose appropriately from among a variety of resources, including technology, to promote active student learning.

### ***Inquiry***

6. Seek to understand students' family and culture, collaborate with parents and professional colleagues, and establish a knowledge-building community to inform practice.
7. Inquire, actively and persistently, about student learning through the use of a variety of assessment procedures.
8. Analyze, through reflective practice, effectiveness of their instruction and make appropriate adaptations to maximize student learning.

### ***Professionalism***

9. Establish positive classroom learning environments that support the social and academic growth of students.
10. Hold high expectations for the academic and social growth of all students.
11. Seek opportunities to further personal learning and professional growth.
12. Demonstrate enthusiasm and respect for the profession of teaching.

The Music Education Program is designed to assist students in meeting the objectives stated in the mission statement of the Elon University Teacher Education Program and in attaining the following:

GOALS:

1. Development of skills and competencies necessary to teach specialized areas of music (band, orchestra, chorus, general) levels K-12.
2. Successful participation in coursework and field experiences relating to the curriculum and understanding of students.
3. Ability to work effectively with and relate to others.
4. Development of a superior level of performance ability in the student's applied area of study emphasizing the philosophy that in order to teach music effectively, the teacher must be able to perform music with technical and musical expertise.
5. Knowledge of the subject matter and repertoire contained within the K-12 music curriculum.
6. Knowledge of effective teaching behaviors based on current empirical research in music education and their effect on student achievement.

OBJECTIVES:

1. Enable the prospective music-educator to make educated and appropriate decisions in the many curricular and extra-curricular events in the educational process.
2. Development and/or enhancement of effective communication skills with students, peers, and authority figures.
3. Commitment to and adherence to a professional code of ethics.
4. Appropriate professional attention to the diverse personal and emotional needs of students with exceptionalities.
5. To stimulate thinking concerning life and the teaching profession as evidenced by demonstrated ability to logically analyze, criticize, and/or choose alternatives consistent with a personal value orientation.
6. Knowledge and subsequent application of a positive teaching technique to the management of student/teacher interactions and to the overall music education curriculum.

*Steps to Teacher Licensure*

**I. Sophomore Year**

1. Declare the major. Obtain form from Academic Advising, Alamance 101.
2. Apply for admission to the Teacher Education Program in the Teacher Education Office, Mooney 102.
3. Have SAT composite scores of 1100 or above or ACT composite scores of 24 or above. If not, complete steps 4 and 5.
4. Obtain registration bulletin for the Praxis Series/Pre-Professional Skills Tests (PPST) from the Teacher Education Office. (See guidelines under "Education" in the University Catalog for additional details.)
5. Have PPST scores sent to Elon University and to the Department of Public Instruction in Raleigh.
6. Have an overall grade point average of at least 2.50. Maintain at least a 2.50 GPA throughout the program.
7. Earn a grade of C- or better in PSY321.
8. Receive a passing score on a grammar competency test or a C or better in ENG205 Grammar.

9. Demonstrate satisfactory dispositions.
10. Interview with the Teacher Education Committee (to be determined after departmental review). (See guidelines under "Education" in the University Catalog for additional details.)
11. Only after a student has been unconditionally admitted to Teacher Education may he/she enroll in Education (EDU) courses at the 300-400 level.
12. Attend (required) the Teacher Education Induction Ceremony (fourth Tuesday in September or fourth Tuesday in February, 4:00.)

## **II. Semester Prior to Student Teaching**

1. Have an overall GPA of at least 2.50.
2. Earn a C or better in all methods courses.
3. Apply for student teaching. Forms are available in the Teacher Education Office.
4. Obtain registration bulletin for the appropriate Praxis II Subject Assessment tests from the Teacher Education Office.
5. Have Praxis scores sent to Elon University and to the Department of Public Instruction in Raleigh.

## **III. At End of Student Teaching**

1. Obtain licensure forms from the Teacher Education Office.
2. Clear all requirements with the Office of the Registrar.

## **Admission to Teacher Education**

While taking EDU 211: Introduction to Education with Practicum this semester, you will begin the application process for admission to the Teacher Education Program.

Should you decide not to pursue a career in teacher education, you may withdraw your application to the program at any time by notifying the Teacher Education Office, 278-5853.

### ***The Application Process***

1. Declare the major and obtain an advisor in your major department. This is done in Academic Advising, Alamance 101.
2. Successfully complete EDU 211: Introduction to Education with Practicum.
3. Fill out and turn in to the Teacher Education Office the following forms (see appendix):
  - a. application form
  - b. autobiography (on form provided)
  - c. Candidate for Professional Licensure (CPL) form

If you take EDU 211 in the fall, these forms are due **15 October**.

If you take EDU 211 in Winter Term or in the spring, these forms are due **15 March**.

4. Give reference forms to two of your professors at Elon. If you work on campus, your supervisor may serve as a reference. If you are a transfer student, professors from your previous school may serve as references.

Ask professors/supervisors to return reference forms to the Teacher Education Office according to the deadlines listed in #3.

**DO NOT GIVE A REFERENCE SHEET TO YOUR EDU 211 PROFESSOR.**

5. Make the minimum qualifying score on the Praxis I: Pre-Professional Skills Tests (PPST: Reading, Writing, and Mathematics) **or** the computer-based version of the tests (CBT: Reading, Writing, and Mathematics). See Praxis Information Sheet.  
**Have a score report sent to the Teacher Education Office.**
6. Have a grade point average of at least **2.50**.
7. When requirements 1-6 have been met, your application file will be complete; and it will be sent to your major department for review. Should the department want to meet with you, you will be notified by the education coordinator.
8. Upon recommendation from your major department, you will be scheduled for an interview with the Teacher Education Committee. The Teacher Education Committee interviews students in the fall and in the spring. Your interview will be scheduled according to when you complete application requirements.
9. The Teacher Education Committee makes the final decision on all admissions to the Teacher Education program, and applicants will be notified of the Committee's decision at the end of the semester.
10. Once a student has been admitted to Teacher Education, he/she may enroll in 300- and 400-level education (EDU) courses.

### *The Praxis Series*

#### *General Information*

The Praxis Series testing year usually begins with the first test administration in September and ends with the last test administration in June. The test dates and registration calendar are on the back of the Registration Bulletin, and bulletins for the current testing year are available from the Teacher Education Office (Mooney 102) by the first week in August.

There are three test sessions during a test administration day: two sessions in the morning (7:30-10:30 a.m. and 11:00 a.m.-1:30 p.m.) and one in the afternoon (2:15-5:00 p.m.)--times are approximate.

Because there are some one-hour tests, it is possible to take two tests during one test session.

**The first number in the test code indicates the session in which the test is administered.**

You may register for the Pre-Professional Skills paper/pencil tests and for any Praxis Series Subject Assessment tests using one of these options:

(1) register by mail using the registration form which is inside the envelope in the Registration Bulletin. (Please allow at least 10 days for mail delivery.)

**AVAILABLE TO ALL TEST TAKERS**

(2) register by phone: call 800/772-9476.

**AVAILABLE TO PREVIOUS PRAXIS SERIES TEST TAKERS ONLY**

(3) register via the Internet; go to <http://www.teachingandlearning.org>

**AVAILABLE TO ALL TEST TAKERS**

**Educational Testing Service must receive your registration by the registration deadline, or you will be charged a late fee.**

Regardless of how you register for a Praxis Series test, **BE SURE TO INCLUDE THE AGENCY NUMBER FOR ELON (R5183) AND FOR THE DEPARTMENT OF PUBLIC INSTRUCTION IN RALEIGH (R7846) SO EACH AGENCY WILL RECEIVE A SCORE REPORT.**

Please read the Registration Bulletin carefully for test center regulations, what to take to the test center, and the test day schedule.

If you have any questions, please contact the Teacher Education Office at 278-5900.

### *Praxis Series Pre-Professional Skills Test*

The tests listed below are part of the admission requirements for the Teacher Education Program. There are two versions of the tests, and you may choose to take the paper/pencil tests or the computer-based tests.

<b><u>Paper/Pencil Tests</u></b>	<b><u>Minimum Score</u></b>
Reading (#10710)-Session 1, one-hour test	176
Math (#10730)-Session 1, one-hour test	173
Writing (#20720)-Session 2, one-hour test	173

**OR**

<b><u>Computer-based Tests (CBT)</u></b>	
Reading	323
Math	318
Writing	319

Registration deadlines are approximately 30 days PRIOR to test dates (applies to paper/pencil tests only).

Score reports are mailed approximately 6 weeks AFTER test dates (applies to paper/pencil tests only).

Registration bulletins will be available in Mooney 102 by the first week in August.

Contact the Teacher Education Office at 278-5900 for test dates for the paper/pencil tests. The computer-based tests are administered at selected Prometric Testing Centers. To register for the CBT, call the test center where you wish to take the tests or call the Prometric Test Center at 336/854-4230.

If you have any questions, please call the Teacher Education Office at 278-5900.

## *Appendix*



Teacher Education Program Application (cont)

List the names of your references:

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Name: \_\_\_\_\_ Department: \_\_\_\_\_

List the name of your advisor:

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Please have your application signed by your advisor **BEFORE** you return it to the Teacher Education Office.

Advisor Signature: \_\_\_\_\_

**APPLICATION DEADLINES:      15 OCTOBER FOR FALL SEMESTER  
    15 MARCH FOR WINTER TERM  
    15 MARCH FOR SPRING SEMESTER**

Please rate yourself as objectively as possible on the following traits:

	POOR	SATISFACTORY	SUPERIOR
Academic Competence			
Use of English Language: Written			
Use of English Language: Oral			
Dependability			
Initiative: Ability to Work Independently			
Willingness to Comply with Standards and Instructions			
Attendance and Punctuality Record			
Appearance: Care of Person and Dress			
Personality: Poise, Manner, etc.			
Emotional Stability			
Potential for Success in Teaching			
Attitude toward Learning			
Respect for People			

## TEACHER EDUCATION APPLICATION

### Autobiography

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: In your own handwriting, write a short autobiography that includes your reasons for choosing to enter the teaching profession. (You may use both the front and back of this sheet, if necessary.)



# CANDIDATE FOR PROFESSIONAL LICENSURE (CPL) DATA FORM

PLEASE PRINT

Name: \_\_\_\_\_  
last first middle

Social Security Number: \_\_\_\_\_ State of Legal Residence: \_\_\_\_\_

Home Address: \_\_\_\_\_ Local/Campus Address: \_\_\_\_\_  
\_\_\_\_\_

Home Telephone: (\_\_\_\_\_) \_\_\_\_\_ Local Telephone: (\_\_\_\_\_) \_\_\_\_\_

Race/Ethnic Origin: \_\_\_\_\_ Birthdate: \_\_\_\_/\_\_\_\_/\_\_\_\_ Gender: \_\_\_\_\_  
(A-Asian/Pacific Islander; B-Black; (MM/DD/YY) (M or F)  
H-Hispanic; I-American Indian/Alaskan;  
O-Other; W-White)

Date Applied to Teacher Education: \_\_\_\_\_

Expected Date of Student Teaching: \_\_\_\_ fall semester 20\_\_\_\_ or \_\_\_\_ spring semester 20\_\_\_\_

Expected Graduation Date: \_\_\_\_\_

**Majors:** Indicate first major with "1";  
second major with "2"

- \_\_\_ Biology
- \_\_\_ Chemistry
- \_\_\_ Elementary Education
- \_\_\_ English
- \_\_\_ French
- \_\_\_ Health Education
- \_\_\_ History
- \_\_\_ Mathematics
- \_\_\_ Middle Grades Education
- \_\_\_ Music Education
- \_\_\_ Physical Education
- \_\_\_ Physics
- \_\_\_ Science Education
- \_\_\_ Social Sciences
- \_\_\_ Spanish
- \_\_\_ Special Education (Learning Disabilities)

**Degree Type:** \_\_\_\_\_ (choose only one)

- 4-Bachelor
- 5-Master
- 6-Six Year
- 7-Doctorate
- 0-licensure only (no degree)

**Licensure Areas:** Indicate first area with "1";  
second area with "2."

**Elementary Education K-6**

\_\_\_ Elementary Education (00025)

**Middle Grades 6-9 (check two)**

\_\_\_ Language Arts (78180)

\_\_\_ Mathematics (78200)

\_\_\_ Science (78300)

\_\_\_ Social Studies (78400)

**Secondary Education 9-12**

\_\_\_ Biology (00310)

\_\_\_ Chemistry (00330)

\_\_\_ Comprehensive Science (00300)

\_\_\_ English (00100)

\_\_\_ History (00420)

\_\_\_ Mathematics (00200)

\_\_\_ Physics (00320)

\_\_\_ Social Sciences (00400)

**Special Subjects K-12**

\_\_\_ French (00511)

\_\_\_ Health Specialist (00098)

\_\_\_ Music Education (00800)

\_\_\_ Physical Education (00090)

\_\_\_ Spanish (00521)

\_\_\_ Special Education/LD (88086)

**ELON UNIVERSITY DEPARTMENT OF MUSIC  
EQUIPMENT CHECK-OUT FORM**

Name \_\_\_\_\_

Campus Phone \_\_\_\_\_

Home Address \_\_\_\_\_

Campus Address \_\_\_\_\_

Equipment \_\_\_\_\_

Make \_\_\_\_\_

Model Number \_\_\_\_\_

Serial Number (REQUIRED) \_\_\_\_\_

Date checked out \_\_\_\_\_

Date to be returned \_\_\_\_\_

Reason for borrowing:

By signing below, I understand that I am personally and financially responsible for any loss of or damage to this equipment owned by Elon University. I further understand that failure to return this equipment by the due date may constitute a violation of University policies and of the law, and that measures may be taken by the University and/or legal authorities to retrieve the equipment.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Member \_\_\_\_\_

Date \_\_\_\_\_

**Departmental Recital Request Form**  
**\*Applied Teacher and Accompanist Signatures Required**

Date Requested\_\_\_\_\_

Performer(s)\_\_\_\_\_

Phone Number\_\_\_\_\_

Email Address\_\_\_\_\_

Instrument(s)/Vocal Range\_\_\_\_\_

**Accompanist's Signature**\_\_\_\_\_

**Instructor's Signature**\_\_\_\_\_

Title(s) \_\_\_\_\_

Movements \_\_\_\_\_

Composer(s)-include dates\_\_\_\_\_

Larger work from which it comes\_\_\_\_\_

Estimated Duration\_\_\_\_\_

Translation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If more space is needed, finish writing the translation on the back of this form

## CHECKLIST FOR MUSIC MAJOR PIANO PROFICIENCY

(Piano Proficiency Requirements revised/adopted August 2006)

STUDENT \_\_\_\_\_ MAJOR \_\_\_\_\_

All Music Education majors and BA Music Performance majors must pass by exam the following requirements:

- I. SCALES (2 octaves, hands together, correct fingering)
  - A. White key majors (except B) \_\_\_\_\_
  - B. White key minors \_\_\_\_\_
  - C. Black key majors (Bb, Eb, Ab, will be tested) \_\_\_\_\_
  - D. Black key minors (f#, c# will be tested) \_\_\_\_\_
  
- II. CHORD PROGRESSIONS in the keys listed above (closest voice leading, you choose inversion or root movement)
  - A. I-IV-I-V7-I and i-iv-I-V7-I (Both hands block chords)
    1. White key majors \_\_\_\_\_
    2. White key minors \_\_\_\_\_
    3. Black key majors \_\_\_\_\_
    4. Black key minors \_\_\_\_\_
  - B. I-vi-IV-ii6-I6/4-V7-I and i-VI-iv-ii6-V7-I (left hand plays bassline, right hand plays 3 note chords)
    1. White key majors \_\_\_\_\_
    2. White key minors \_\_\_\_\_
    3. Black key majors \_\_\_\_\_
    4. Black key minors \_\_\_\_\_
  
- III. HARMONIZATION in major and minor keys from those listed above
  - A. 5-finger position melody with chord symbols limited to I, IV, V7  
\_\_\_\_\_
  - B. Melody with NO chord symbols; appropriate sequence and timing of diatonic chords. A sense of traditional chord progression and harmonic rhythm should be demonstrated.)  
\_\_\_\_\_
  
- IV. APPLIED SKILLS
  - A. SCORE READING: At sight play any two parts of a choral score \_\_\_\_\_
  - B. HAPPY BIRTHDAY by ear, with melody and accompaniment \_\_\_\_\_
  - C. STAR-SPANGLED BANNER with score \_\_\_\_\_
  - D. HYMN or EASY CHORAL ACCOMPANIMENT, which will be distributed one day before the exam, with conductor and/or singers. Emphasis on steady beat without mistakes.  
\_\_\_\_\_
  - E. REPERTOIRE from Alfred Grade 3 or equivalent with consistent rhythm and without mistakes with one week preparation. Memorization not required \_\_\_\_\_
  - F. VOCAL WARMUP EXERCISES with head up and without looking at hands.  
\_\_\_\_\_

**ELON UNIVERSITY MUSIC DEPARTMENT**  
**Applied Lessons Jury Form** (Revised January 2007)

One copy of this form is to be completed by the student with the assistance of his or her applied lesson teacher and brought to the jury exam. The form must be typed, as it will be part of the student's permanent record.

Semester \_\_\_\_\_ Year \_\_\_\_\_

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Local Address \_\_\_\_\_ Phone \_\_\_\_\_  
\_\_\_\_\_ email \_\_\_\_\_

Circle Major *BS Music Education* *BS Music Technology* *BA Music Performance* *BA Music*

Major Instrument \_\_\_\_\_ Scale Jury Grade \_\_\_\_\_

Circle Current Applied Level    100    200    300    400

Circle Number of Credits        1 hour        2 hours

Number of Semesters at this Classification \_\_\_\_\_

Is this a barrier exam for consideration to be moved up a level?    \_\_\_\_ Yes    \_\_\_\_ No

Number of hours practiced per week in major instrument this semester \_\_\_\_\_

Please complete information on page 2.  
Faculty Jury to fill in below line.

---

SUMMARY OF COMMENTS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

JURY GRADE \_\_\_\_\_ Classification for Next Semester \_\_\_\_\_

Faculty Signatures

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I. Material studied this semester (P=performed in recital, M=memorized)

A. Scales/Technical Studies

B. Repertoire

Title

Composer

II. Material as yet incomplete (will not be included in examination)

**ELON UNIVERSITY MUSIC DEPARTMENT**  
**Applied Lessons Jury Form** (Revised August 2005)  
**Adjudicator Comment Sheet**

This form is to be completed (above “comments” section only) by the student with the assistance of his or her applied lesson teacher and 12 copies brought to the jury exam. The form must be typed, as it will be part of the student’s permanent record.

Semester \_\_\_\_\_ Year \_\_\_\_\_

Student’s Name \_\_\_\_\_ Class \_\_\_\_\_

Major \_\_\_\_\_ Major Instrument \_\_\_\_\_ Current Applied Level \_\_\_\_\_

**Comments**

Issue grade for this jury here \_\_\_\_\_

If this is a barrier exam, cast vote for approval to move up: \_\_\_\_ Yes \_\_\_\_ No

Adjudicator’s Signature \_\_\_\_\_



(sample program front)\*



*presents*

Carlos Estudiante, baritone

*in*

Senior Recital

Franz Liszt, piano

*Monday, November 5, 2007, 7:30PM*  
*Francis Council Yeager Recital Hall*  
*Center for the Arts*

(sample program back or inside)

## *Program*

I'll Sail upon the Dog Star Strike the Viol	Henry Purcell (1659-1695)
Phidylé Soupir La Vie antérieure	Henri Duparc (1860-1903)
Intermission	
Der Musikant Verschwiegene Liebe	Hugo Wolf (1860-1903)
The Sally Gardens O Waly, Waly	Benjamin Britten (1913-1976)
Memories The Greatest Man	Charles Ives (1874-1954)

*This recital is in partial fulfillment of the requirements for the  
Bachelor of Arts in Music Performance*

\*\* (If there is room, the program title and contents may be placed on the front as one page with translations appearing on the back. If the program is typeset as this sample, translations may appear on a separate sheet. The program may also be formatted as a folded piece. See the sample instrumental program as a guide.)

(sample program front)



*presents*

Joanne Smythe, flute

*in*

Senior Recital

Franz Liszt, piano

*Tuesday, November 6, 2007, 7:30PM*

*Whitley Auditorium*

(sample program inside)

## *Program*

Ballade	Albert Perillhou (1846-1936)
Sonata IV in F Major, KV. 13	Wolfgang Amadeus Mozart (1756-1791)
Allegro	
Andante	
Menuetto primo	
Menuetto secondo	
Morceau de Concours for Flute and Piano	Gabriel Fauré (1845-1924)
Sonata pour Flute et Piano	Francis Poulenc (1899-1963)
Allegretto malincolico	
Cantilena	
Presto giocoso	

*This recital is in partial fulfillment of the requirements for the  
Bachelor of Science in Music Education*