

REDLINE VERSION

Draft #1 – 7.11.14

Draft #2 – 7.14.14; after Ad Hoc Meeting

Draft #3 – 9.22.14 after Ad Hoc Meeting #2

Draft #4 – 12.3.14

Vocal Music  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board  
of Education on \_\_/\_\_/\_\_)

006.69 Vocal Music

006.69A Grade Levels: ~~PK-12~~ ~~K-8;~~ ~~7-12~~

006.69B Endorsement Type: Subject

006.69C Persons with this endorsement may teach vocal music in ~~prekindergarten through Grade 12. the grade levels of their endorsements (K-8 and/or 7-12).~~

006.69D Certification Endorsement Requirements: This endorsement shall require a minimum of ~~45~~ ~~30~~ semester hours ~~for either the K-8 or 7-12 endorsement, or 40 semester hours if the two endorsements are earned at the same time.~~ in vocal music education. Vocal music coursework will ~~shall~~ include theory, ~~and~~ composition, arranging, improvisation, music history ~~and literature,~~ applied music, ensemble performance, conducting, pedagogy, and technology. ~~vocal performing, and techniques and methodologies for the grade levels of the endorsement, and must include proficiency in at least one applied area.~~

006.69E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.41F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR  
INCLUSION AS PART OF THE INSTITUTION'S PLAN  
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide opportunities for Vocal Music education teacher candidates to demonstrate the dispositions and competencies required by the following guidelines. ~~should prepare prospective teachers to:~~ The vocal music teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and

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processes of the *Nebraska Fine Arts Standards: Music* as adopted by the Nebraska State Board of Education.

Standard 1. Conducting and Musical Leadership

The vocal music education teacher candidate 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.

Standard 2. Musical Creation and Adaptation

The vocal music education teacher candidate must compose, arrange, and improvise music.

The vocal music education teacher candidate must demonstrate ability to:

Element 1 create original music in a variety of styles and settings;

Element 2 arrange/adapt music from a variety of sources; and

Element 3 spontaneously create music in a variety of styles and settings.

Standard 3. Performance

The vocal music education teacher candidate must demonstrate abilities in solo and ensemble performance.

The vocal music education teacher candidate must:

Element 1 display technical skills for artistic self-expression in at least one major applied area; and

Element 2 understand and perform standard repertoire in a variety of ensemble settings.

Standard 4. Theory and History

The vocal music education teacher candidate must develop knowledge and skills pertaining to the structure, function and context of music.

The vocal music teacher education candidate must:

Element 1 apply analytical skills to a variety of styles and time periods through music theory and analysis; and

Element 2 possess understanding of music as an art form across various time periods and cultures through the study of music history and literature.

Standard 5. Essential Teaching Competencies

The vocal music education teacher candidate must apply vocal music knowledge and skills in teaching situations; and integrate vocal music instruction within the context of PK-12 education.

The vocal music education teacher candidate must:

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Element 1 apply understanding of child growth and development and learning principles relevant to vocal music instruction;

Element 2 plan and deliver developmentally appropriate instruction utilizing relevant methods and materials to meet the diverse experiences and needs of the student;

Element 3 utilize effective classroom management and rehearsal techniques;

Element 4 apply vocal skills and pedagogy for effective student instruction;

Element 5 enhance classroom learning through the use of piano (may include other accompanying instruments);

Element 6 model and apply technology tools and resources that promote vocal music teaching and learning;

Element 7 utilize formative and summative assessment to monitor student progress and evaluate instructional effectiveness and curriculum management; and

Element 8 use best practices and research-based data to inform curriculum development and continuous vocal music program improvement.

Standard 6. Professionalism

Vocal music education teacher candidates recognize they are lifelong learners and that learning is often collaborative. They demonstrate professional conduct and ethical practices, participate in professional development experiences specific to vocal music and vocal music education, draw upon vocal music education research to inform practice, continuously reflect on their own practice, advocate for vocal music education in schools and communities, utilize resources from professional vocal music organizations, and administer the vocal music program.

The vocal music education teacher candidate must:

Element 1 take an active role in professional growth by participating in professional development experiences that directly relate to the learning and teaching of vocal music;

Element 2 engage in continuous and collaborative learning that draws upon research in vocal music education to inform practice;

Element 3 utilize resources from professional vocal music organizations to advance their own development as a reflective practitioner;

Element 4 demonstrate an understanding of the administration and management of a successful vocal music program; and

Element 5 advance the profession by engaging in activities such as informed advocacy for vocal music education for all students and mentoring experiences in schools and communities.

Guidelines informed by National Association of Schools of Music (NASM) standards for music educators (2014).

**NOTE TO NCTE MEMBERS: Please see ‘Music Ad Hoc DISCUSSION NOTES’ and ‘Music Ad Hoc Committee Members’, pages 5-7 of Proposed Music Field endorsement.**

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- ~~A. Demonstrate skill in listening, analyzing, notating, performing, and evaluating music and music performances;~~
- ~~B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;~~
- ~~C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;~~
- ~~D. Apply qualitative criteria in making judgments about the music selected for study and performance;~~
- ~~E. Utilize technology to enhance musicianship and to design, organize, and facilitate instruction;~~
- ~~F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;~~
- ~~G. Develop creative skills in performing, arranging, composing, and improvising;~~
- ~~H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;~~
- ~~I. Demonstrate knowledge of vocal pedagogy and performance practice by modeling on piano and voice;~~
- ~~J. Demonstrate skills in rehearsing, including the ability to detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;~~
- ~~K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;~~
- ~~L. Demonstrate an understanding of the role of and need for music in society, how music affects the human being, and the importance of music education for all students;~~
- ~~M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum;~~
- ~~N. Demonstrate an understanding of the need to be an advocate for music education;~~
- ~~O. Conduct meaningful and appropriate assessments of student learning;~~
- ~~P. Demonstrate an understanding of the administration and management of a successful vocal music program.~~