# Single Subject Content Area Pedagogies Course Matrix

**In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

**Institution Name**

**Program Coordinator Name**

**Program Coordinator Email**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:**  **Music** | Course Title and Number1 | Course Title and Number2 | Course Title and Number3 | Course Title and Number4 | Course Title and Number5 | Course Title and Number6 | Course Title and Number7 | Course Title and Number8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Beginning Single Subject Music teachers demonstrate the ability to teach the state-adopted standards in music and applicable English Language Development Standards. |  |  |  |  |  |  |  |  |
| 1. They model highly developed aural musicianship and aural analysis skills; teach music theory and analysis, including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences; and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. |  |  |  |  |  |  |  |  |
| 1. They use effective conducting techniques and teach students to sight-sing, sight-read, improvise, compose, and arrange music. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers use wide knowledge of Western and non-Western works in their instruction. |  |  |  |  |  |  |  |  |
| 1. They help students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, and contemporary and historical periods, and identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers instruct students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion. |  |  |  |  |  |  |  |  |
| 1. They use a variety of instrumental, choral, and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers enable students to understand aesthetic valuing in music and teach them to respond to, analyze, and critique performances and works of music, including their own. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain-specific text, and graphic/media representations presented in diverse formats. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers also teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts. |  |  |  |  |  |  |  |  |
| 1. They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. |  |  |  |  |  |  |  |  |
| 1. They inform students of career and lifelong learning opportunities available in the field of music, media, and entertainment industries. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. |  |  |  |  |  |  |  |  |
| 1. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. |  |  |  |  |  |  |  |  |
| 1. They use various strategies for sequencing, planning, and assessing music learning in general music and ensemble classes, including portfolio, video recording, audio recording, adjudication forms, and rubrics. |  |  |  |  |  |  |  |  |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool. |  |  |  |  |  |  |  |  |
| 1. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats. |  |  |  |  |  |  |  |  |
| 1. They demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music. |  |  |  |  |  |  |  |  |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. |  |  |  |  |  |  |  |  |