

ELEMENTARY MUSIC SPECIALIST ENDORSEMENT SPECS

This endorsement may be attached to a current Professional or Associate Educator License with an Elementary Education area of concentration and is required to be qualified to teach in the Beverley Taylor Sorenson Arts Learning Program.

Endorsement Type Requirements:

Professional Elementary Music Endorsement – Must meet all requirements.

Associate Elementary Music Endorsement- Must complete at least one of the following requirements:

- Passed the Praxis II Music Content Knowledge Test #5113
- Earned a bachelor's or higher degree in the endorsement area
- Completed at least 3 of 9 Requirement Areas for the endorsement.

Endorsement Requirements:

Music, like other art forms, is not taught in isolated units. Several skills are used in creating and performing music that are constantly developed throughout the educational process. As students' progress, increased rigor of those skills is expected. The same is true for the music educator. There is an expectation that a musician/teacher is constantly learning and refining existing skills, developing new skills, and collaborating with others to help both the teacher and the student. Therefore, a teacher's individual musical skills are important as well as the ability to teach those skills to others.

The skills listed for an endorsement do not necessarily need to be evidenced separately. Observations, video, or written evidence can encompass several skills at one time. It is more important to show consistency and learning by submitting multiple examples.

Refer to the [Utah State Core Standards](#) to understand how and what Utah students should learn and be able to do in music:

Competency Area Requirements:

Musicianship

Theory/Aural Skills

Competencies include but not limited to:

- Common practice part writing
- Melodic & Harmonic Analysis
- Sight Singing
- Dictation
- Error Detection

Options to Demonstrate Competency:

- *Coursework* Option (4 courses required)
 - Music Theory 1
 - Aural Skills 1
- *Professional Exam* Option
 - Exam equivalent to college level Music Theory and Aural Skills. Praxis II Exam: Music Education #2115 (Passing Score: 156)

Conducting

Competencies include but not limited to:

- Conducting skills in styles and meters; competency in Identifying strengths and weakness in analyzing aural performances with suggestions for improvement interpreting a written score.

Options to Demonstrate Competency:

- *Coursework* Option (1 course required)
 - Fundamentals of Conducting
- *Demonstrated Competency Portfolio* Option
 - Evidence of conducting, nonverbal communication, including:
 - At least four different beat patterns
 - Left hand cueing
 - Offbeat entrances
 - Fermata
 - Caesura (cut-off)
 - Tenuto

- Dynamics
- Score analysis, including notations of the following:
 - Melody
 - Harmony
 - Rhythm
 - Orchestration
 - Dynamics
 - Texture
 - Form
- Sample rehearsal plan with methods and techniques identified.
- Observe a musical performance featuring a conductor.
- Provide a written reflection of the conducting techniques observed, including strengths and areas for improvement.

Personal Performance on your Main Instrument

Competencies include but not limited to:

- Demonstrated proficiency with their voice and/or instrument(s) and provide appropriate aural models that provide students with appropriate aural feedback

Options to Demonstrate Competency:

- *Coursework* Option (3 courses required)
 - Personal private instruction 1
 - Personal private instruction 2
 - Personal private instruction 3
- *Demonstrated Competency Portfolio* Option
 - Video or live performance with
 - Tone quality: focused, clear, and centered in normal range
 - Rhythm: secure beats, accurate for the style of music, and does not detract from the overall performance
 - Pitch/Intonation: occasional isolated error acceptable, otherwise generally in tune
 - Dynamics: typically accurate and appropriate for the interpretation of the style of music
 - Phrasing: consistent and sensitive to the style of music

- Expression & Style: performance includes nuance and style appropriate for the style of music
- Note accuracy: occasional isolated inaccurate acceptable, otherwise generally accurate
- Articulation: attacks and interpretations generally secure and executed accurately, and
- A supporting letter of recommendation by an expert on that instrument or voice.

Ensemble Performance

Competencies include but not limited to:

- Participation in both rehearsal and performance in a musical ensemble(s)

Options to Demonstrate Competency:

- *Coursework* Option (1 course required)
 - Ensemble participation 1
 - Ensemble participation 2
- *Demonstrated Competency Portfolio* Option
 - Evidence of live performance in an ensemble (four or more musicians). Ensembles must be sponsored by a community, college, university, or professional organization.
 - Program with name listed; or
 - Video of live performance, and
 - Written reflection of how rehearsal impacted the performance

Improvisation

Competencies include but not limited to:

- Improvisation skills including improvised accompaniment and melodic improvisation.

Options to Demonstrate Competency:

- *Coursework* Option (1 course required)
 - A course where improvisation is an objective in the course
- *Demonstrated Competency Portfolio* Option
 - Video of live performance demonstrating the following:
 - Develops musical ideas in real time

- Uses correct pitch set
- Adheres to the beat established
- Executes rhythms accurately
- Confident; able to process “errors” and move on

Composing and Arranging

Competencies include but not limited to:

- Understanding of the developmental level of K-6 students, range of voice and/or instruments, accessibility of piece. Common part-writing skills

Options to Demonstrate Competency:

- **Coursework** Option (1 course required)
 - A course where scoring and arranging is an objective in the course.
- **Demonstrated Competency Portfolio** Option
 - Provide portfolio evidence of an Original musical composition or arrangement, including the following:
 - Multiple parts
 - Tempo
 - Dynamics
 - Chord structure
 - Form
 - Repeating themes
 - Phrase climax
 - Musical sentence structure
 - Variation of themes or repeated ideas
 - Written response: Describe and evaluate current trends in music compositional practice.

Music History and World Music (culture and relevance)

Competencies include but not limited to:

- Understanding of:
 - Western (Euro-American) including a diversity of genres and styles
 - World Music including a diversity of genres and styles
 - Popular and Commercial Music

Options to Demonstrate Competency:

- **Coursework** Option (1 course required)
- **Praxis Exam** Option Music Education: Content Knowledge #5113 with a score of at least 156

Curriculum & Literature Repertoire

Competencies include but not limited to:

- Competence in selecting literature for a diversity grade levels
- Competence in designing instructional strategies

Options to Demonstrate Competency:

- **Coursework** Option (1 course required)
 - Elementary Methods (Orff/Kodaly/Music Learning Theory/Dalcroze Certification)
- **Demonstrated Competency Portfolio** Option
 - Evidence demonstrating the ability to plan and prepare instruction with music from a variety of genres and styles.
 - Provide a unit plan that demonstrates the four strands of the state core standards:
 - Minimum of four strands of the state standards
 - Minimum of two musical genres
 - **For each** of the musical genres, include:
 - Historical, social and cultural analysis
 - Connections to students' history, culture, and lived experiences
 - Score analysis (expressiveness, genre, style, form, rhythm, harmony, melody, texture, articulation, dynamics, and text)
 - Student performance
 - Listening strategies
 - Rehearsal techniques
 - Methods & materials
 - Instructional strategies

Teaching of content specific techniques

Competencies include but not limited to:

- Competence in changing voice, vocal ranges, and vocal health

Options to Demonstrate Competency:

- *Coursework* Option (1 course required)
 - Technique course(s) specific to vocal emphasis.
- *Demonstrated Competency Portfolio* Option:
 - Video of instrument instruction, including:
 - Two or more instructional techniques
 - Written portfolio of artifacts to support lesson:
 - Sample lesson structure or plan for an individual or group lesson
 - Justification of repertoire selection for skill level of student(s)

APPLICATION SUBMISSION

Please submit application online in the Utah Educator Licensing Application system, [Survey Monkey Apply](https://usbelicensing.smapply.us) (<https://usbelicensing.smapply.us>)