

MUSIC, AS

Music Certificate

PROGRAM LEARNING OUTCOMES

The assessment of student learning outcomes is not only a key indicator of program effectiveness, it is also one of the standards of excellence identified by the Middle States Commission (Standard 5) and is required through the SUNY assessment initiative.

Current Program Learning Outcomes as stated in Catalog

Upon completion, students will:

- Be able to identify, distinguish and notate written and aural elements of music theory
- Be able to sing with accurate intonation in a variety of tonalities and meters
- Be able to analyze compositional techniques in all musical style periods
- Be able to compare and contrast characteristics of historical music time periods
- Be able to describe characteristics of major composers
- Be able to perform piano compositions in major and minor keys
- Have performed in a variety of venues
- Demonstrate preparation for a transfer audition

CURRICULUM MAP

COURSES IN THE MAJOR	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7	SLO8
MUS 117			P, E, PR (I) (P)	P, E, PR (I) (P)	P, E, PR (I) (P)			
MUS 118			P, E, PR (I) (P)	P, E, PR (I) (P)	P, E, PR (I) (P)			
MUS 133			P, E, PR (I) (P)	P, E, PR (I) (P)	P, E, PR (I) (P)			
MUS 171	E, L (I)							
MUS 172	E, L (P) (R)							
MUS 181	E, L (I)					L (I) (P)		
MUS 182	E, L (P)	E, L (I)				L (P)		
Ensembles		E, L (P)					P (P)	
Music Elective	Music electives selected through advisement. These courses will vary in meeting outcomes depending on student needs or wants in selecting elective.							

Assessment Key:

P=Paper E=Exam PO=Portfolio O=Oral Presentation L=Lab Assignment PR=Project I=Internship
 (I)=Introduced (P)=Practiced (R)=Reinforced

	Identify, distinguish, and notate written and aural elements of music theory	Sing with accurate intonation in a variety of tonalities and meters	Analyze compositional techniques in all musical style periods	Compare and contrast characteristics of historical music time periods	Describe characteristics of major composers	Perform piano compositions in major and minor keys	Perform in a variety of venues	Demonstrate preparation for a transfer audition
MUS 117: Music History & Repertoire I			X	X	X			
Define musically specific vocabulary as it relates to musical eras of Ancient Greece to the Classical Period.				X				
Discriminate the instruments of the orchestra.			X	X				
Differentiate characteristics of vocal and instrumental genres.			X	X				
Define the compositional qualities in significant works by composers of Ancient Greece, the Middle Ages, Renaissance, Baroque and Classical eras.			X	X	X			
Aurally identify musical eras, important composers and their significant works.				X	X			
MUS 118: Music History & Repertoire II			X	X	X			
Define musically specific vocabulary as it relates to the Romantic, Twentieth and Twenty-first Centuries.				X				
Differentiate characteristics of vocal and instrumental genres.			X	X				
Define the compositional qualities in significant works by classical composers of the Romantic, Twentieth and Twenty-first Centuries eras.			X	X	X			
Aurally identify musical eras, important composers and their significant works.				X	X			
MUS 133: American Popular Music			X	X	X			
Distinguish the elements of music as they pertain to American Popular Music.			X	X				
Explain the characteristics of the acculturation process.				X				
Recall American theatrical forms and significant composers.				X	X			
Recall various forms of Jazz, Rock 'n Roll and important contributors.				X				
Recall the development of American Popular Music and the significant cities where the development took place.				X				
MUS 171: Written Theory I	X		X					X
Identify and write all elements of the fundamentals of music, including pitches and rhythms, meters, major and minor scales, time and key	X							

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signatures, intervals, inversions, and diatonic triads and seventh chords, in any inversion and in all four standard clefs, at a mastery level.								
Analyze diatonic root position part writing in chorale textures using Roman Numeral Analysis, and identify any errors in part writing, voice leading, or harmonic progression, at a proficient level.	X							
Harmonize melodies in major and minor tonalities.	X							
Interpret the phrase structure and cadence patterns of a piece of music of the common practice period.	X							
MUS 172: Written Theory II	X							X
Write chorale harmonization, figured bass, six-four chords, and pre-dominant, Dominant, and secondary dominant chords.	X							
Differentiate the use of tonic, dominant voice leading and secondary dominants.	X							
Examine the use of cadence, phrase, melody, and diatonic progressions.	X							
Identify and write a variety of non-chord tones.	X							
MUS 181: Aural & Keyboard Skills I	X	X	X			X		X
Recall and differentiate musical patterns of pitch and rhythm including major and minor scales, diatonic modes, intervals, triads and seventh chords; and in duple, triple, and unusual meters.	X	X						
Create notation, voicing, scoring, and transposition for vocal and instrumental music from melodic and rhythmic dictation as well as two-voice compositions.	X	X	X?					
Demonstrate ability to sight-sing in duple, triple, and unusual meters; and diatonic and chromatic intervals within or without melodic context using solfege syllables.		X						
Demonstrate piano playing skills with chordal and melodic accompaniment employing keyboard and vocal styles.						X		

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MUS 182: Aural & Keyboard Skills II	X	X	X			X		X
Recall and differentiate musical patterns of pitch and rhythm including major and minor scales, diatonic modes, intervals, triads and seventh chords; and in duple, triple, and unusual meters.	X	X						
Create notation, voicing, scoring, and transposition for vocal and instrumental music from melodic and rhythmic dictation as well as two-voice compositions.	X	X	X?					
Demonstrate ability to sight-sing in duple, triple, and unusual meters; and diatonic and chromatic intervals within or without melodic context using solfege syllables	X	X	X					
Demonstrate piano playing skills with chordal and melodic accompaniment employing keyboard and vocal styles						X		

Music Ensembles/Performance Courses

College Choir				X			X?	
Recall the musical characteristics of specific choral literature.				X				
Discuss the qualities that promote musical expression.							X?	
Apply proper singing technique in a choral setting.							X?	
Perform choral music at individual and ensemble skill level.							X?	
Jazz Combo	X	X?	X	X?			X?	
Recall a vocabulary of jazz phrases used in improvisation.			X					
Interpret the jazz idiom through a variety of genres and performance practice.				X?			X?	
Appraise musical ideas notated on the score.	X		X					
Create a Jazz performance.		X?					X	

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Rock Ensemble			X?	X?			X	
Assemble and manage a Rock band including use of rehearsal space and schedule, Auditioning members, and booking engagements.							X	
Compose original songs in selected genres.			X?	X?				
Proficiently perform a variety of styles within Rock and Popular music.				X			X	
Organize the set-up of band equipment for rehearsal and performance.							X	
Experimental Music Lab	X?		X?	X?			X?	
Recall approaches to working with computer sound.	X?		X?					
Describe the techniques for producing an electronic sound.				X?				
Examine the collection of environmental sound for incorporation in musical compositions.			X?	X?				
Produce a musical composition using electronic, acoustic, and collected sounds.							X?	

Fall 2016 Semester. (note: X=meets SLO and PLO; X? = meets SLO and PLO but is ambiguous or does not completely satisfy the language.)

Student Learning Outcome - Samples of Assessment Modalities

PLO Courses	Identify, distinguish, and notate written and aural elements of music theory	Sing with accurate intonation in a variety of tonalities and meters	Analyze compositional techniques in all musical style periods	Compare and contrast characteristics of historical music time periods	Describe characteristics of major composers	Perform piano compositions in major and minor keys	Perform in a variety of venues	Demonstrate preparation for a transfer audition
MUS 117: Music History & Repertoire I			Listening Assessment: identify elements specific to each era; performing media, and stylistic trends	Music of Ancient Greece/Rome, Medieval, Renaissance, Baroque, and Classical eras	Reading discussions, written exams, class participation			
MUS 118: Music History & Repertoire II			Listening Assessment: identify elements specific to each era; performing media, and stylistic trends	Music of Romantic, Impressionist, Avant-garde and Modern eras	Reading discussions, written exams, class participation			
MUS 133: American Popular Music			Specifically American music 1600-present and its influences in the world	Music in early American, ragtime, jazz, R&B, big band, rock, and pop genres				
MUS 171: Written Theory I	Writing scales, intervals, chords, meter and rhythm		Exercises in part-writing in common practice music					Earn a C or better in course, and B or better on transfer placement
MUS 172: Written Theory II	Writing scales, intervals, chords, meter and rhythm		Harmonic progressions		Through analysis of musical scores			Earn a C or better in course, and B or better on transfer placement

Student Learning Outcome - Samples of Assessment Modalities

MUS 181: Aural & Keyboard Skills I	Notate from dictation melodic, harmonic, and/or rhythmic passages	Perform at sight melodic and arpeggiated chordal passages				Play prepared keyboard repertoire and scales, and at sight		Earn a C or better in course, and B or better on transfer placement
MUS 182: Aural & Keyboard Skills II	Notate from dictation melodic, harmonic, and/or rhythmic passages	Perform at sight melodic and arpeggiated chordal passages				Play prepared keyboard repertoire and scales, and at sight		Earn a C or better in course, and B or better on transfer placement
Music Performance: Choir, Jazz, Rock, Experimental				Perform music of different genres and eras with sensitivity to period practice			Learn, rehearse, create, and perform concerts and recitals	Sufficient ensemble experience for preferred transfer institution
Music Electives:	MUA composition	MUA voice	MUA composition, conducting	MUA conducting		MUA piano	MUA course electives	Perform on major instrument or voice at level befitting transfer

STUDENT LEARNING OUTCOME RUBRIC

Student Learning Outcomes	Assessment Measure	Criterion			
		Does Not Meet Standard <i>Grade: F</i>	Approaches Standard <i>Grade range: D- to C-</i>	Meets Standard <i>Grade range: C to A-</i>	Exceeds Standard <i>Grade: A</i>
1. Be able to identify, distinguish and notate written and aural elements of music theory	Melodic and Rhythmic dictation	According to meter and key signature, few to no notes are correct.	According to meter and key signatures, most notes, beats, and measures are correctly displayed.	According to meter and key signatures, the order of all notes are arranged, and represented correctly.	Student is able to capture the melodic/rhythmic dictation within the first 3 play-through; No errors.
2. Be able to sing with accurate intonation in a variety of tonalities and meters	Sight-singing Examination	Student lacks ability to maintain resting tone; Many errors in pitch accuracy are present; intonation is unclear.	Student sang with minimal errors in intonation or accurate pitches; Solfege is basically present but contains errors.	Student clearly sang with acceptable intonation; No errors; accurate pitches.	Student meets standard, but performed with a sense of tonality and resting tone.
3. Be able to analyze compositional techniques in all musical style periods	Listening Examination	Student does not scrutinize but rather defines or elements or characteristics of a period but does not relate to the piece/composition in question; Student is unable to support answer.	Reveals basic definitions of compositional elements and techniques, but contains errors or confusion in explaining analysis.	Correctly identifies and describes musical elements found within a piece from hearing it.	Correctly identifies and describes musical elements found within a piece from hearing it and relates it to other compositions from the same period to support answers.
4. Be able to compare and contrast characteristics of historical music time periods	Oral (class discussion); OR Written Examination; Project; Presentation	Student either compares or contrasts characteristics of historical music time periods;	Includes only 1 example that inadequately or vaguely represents the elements of these	Includes 2 or more examples taken from different musical eras; Composers or historical	Comparison and contrast of eras is complete, thorough, and expansive

Student Learning Outcomes	Assessment Measure	Criterion			
		Does Not Meet Standard <i>Grade: F</i>	Approaches Standard <i>Grade range: D- to C-</i>	Meets Standard <i>Grade range: C to A-</i>	Exceeds Standard <i>Grade: A</i>
		AND/OR Students examples are incomplete, illogical, random or ambiguous.	periods or their major factors and artifacts.	figures are represented with social and cultural artifacts.	representing 3 or more eras.
5. Be able to describe characteristics of major composers	Oral (class discussion); OR Written Examination	Lacks awareness of the characteristics and traits of the composer in question; items described are vague or used to describe a breath of composers of a particular era.	Includes a few of the important and obvious characteristics and traits, but is not thorough; No evidence in repertoire is utilized.	Includes a diverse representation of musical styles and traits employed by the composer; Uses repertoire to support argument.	Includes social, political, economical, and thematic influences of the era in comparison or contrast to the composer.
6. Be able to perform piano compositions in major and minor keys	Piano Performance solo and/or class.	Student does not maintain tonality consistency; Piece is laden with errors both melodically and rhythmically.	Student displays a sense of tonality (major or minor); Minimal errors or self-correction is employed.	Student clearly performs with a sense of tonality (major or minor); All pitches and rhythm accurate; Steady tempo is consistent.	Exhibits the traits of "Meets Standard," but is able to perform at sight; not rehearsed; Student performs in other tonalities.
7. Have performed in a variety of venues.	Applied Music Instructor will schedule student on a departmental recital. Student has enrolled and completes music ensemble course(s)	Students' musical achievement(s) preclude her/him from solo performance. Student does not attend performance(s).	Student performs as soloist (instrument or voice) on a departmental recital. Student participates in ensemble performances	Student performs as soloist (instrument or voice) on a department recital. Student participates in ensemble performances.	Student performs in additional off-campus, non-school related performances at an academic level. Student participates in ensemble performances.

Student Learning Outcomes	Assessment Measure	Criterion			
		Does Not Meet Standard <i>Grade: F</i>	Approaches Standard <i>Grade range: D- to C-</i>	Meets Standard <i>Grade range: C to A-</i>	Exceeds Standard <i>Grade: A</i>
8. Demonstrate preparation for a transfer audition.	Applied Music Jury.	Performance shows clear lack of preparation; Numerous errors in rhythmic / melodic components.	Performance contains minimal errors; Student shows signs of nervousness.	Performance contains correct rhythm/melodic components. Free of errors.	Performance is sensitive to historical practice and/or breathing and phrasing.