

## **Reflection on TPE 1 Specific Pedagogical Skills for Subject Matter Instruction**

### **Teaching Music in a Single Subject Assignment**

Candidates for the Single Subject Teaching Credential demonstrate the ability to teach the state adopted academic content standards for students in Music (Grades 7-12). 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, understand the techniques of orchestration and have facility in transposition.

*This is very important for music students to not only learn the essential techniques of their instruments or voice but also theory of music which includes a wide spectrum of subjects such as history, harmony, musicianship, orchestration.*

Candidates model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills.

*Every music teacher can demonstrate essential skills of music on piano in a very communicative way. Thus basic knowledge of keyboard is a must for a credential candidate in music.*

They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction.

*Another essential skill for a California music education credential candidate should be considered non-Western music. The reason is obviously high rate of immigrant population of California. Teachers who have a good knowledge of Asian, African and other non-Western music cultures can communicate easily to the English learners in their classrooms.*

They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. 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.**

**Candidates 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. They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media and entertainment industries. Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics.**

*Music can enhance learning abilities of many students in other subject matters. Therefore a candidate teaches in mathematical aspects of music as well as the relationships between music and fine arts such as painting and architecture.*