

**Program Matrix - Subject Area  
Music K-12 (DOE Code 202)  
University of Florida**

<b>Music Education (Bachelor's)</b>		<b>Program Requirements</b>												
<b>Subject Area Competencies and Skills (22nd Edition)</b>	MUE 3311 Music in Elementary Schools	MUE 3330 Music in Secondary Schools	MUE 2040 Introduction to Music Education	Music Theory Sequence -- MUT 1121, 1122, 2126, 2127	Music History Sequence MUL 2110, MUH 3211, 3212	MUE 4421 Choral/General Techniques	MUE 4422 Materials and Methods of Teaching Winds and Percussion	MUS 2221 (French) 2231 (German) 2211 *English) 2241 (Italian) --	MUE 2430 Voice Skills	Skills Courses: MUE 2460/2470 (Brass); MUE 2440/2450 (Strings); MUE 2470 (Percussion); MUE 2450/2460 (Woodwind)	MUN 1000, 3000 Large Ensemble	Performance Principal -- Private Studio MV_34_	MUG 4104 Conducting	EDG 2701 Diverse Populations
	<b>Music K-12</b>													
<b>"C" below indicates where content is covered through coursework</b>														
<b>1. Knowledge of music theory, history, and literature</b>														
1. Identify and discriminate between rhythmic structures (e.g., beat, meter, pattern, polyrhythms).				C										
2. Identify and discriminate between melodic structures (e.g., contour/patterns, tonal systems [modes/scales], melodic sequence).				C										
3. Identify and discriminate between harmonic structures and textures.				C										
4. Identify and discriminate between standard music forms.				C	C									
5. Identify and discriminate between stylistic features, principal genres, and contributions of representative composers of the traditional stylistic eras of Western music.					C									
6. Identify and discriminate between stylistic features in American music (e.g., folk, ethnic, electronic, popular, jazz, classical).					C									
7. Identify and discriminate between musics of other cultures. (e.g., jazz, classical).					C									
8. Identify and interpret terms and symbols found in music scores.					C									

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		Music in Elementary Schools	Music in Secondary Schools	Introduction to Music Education	Music Theory Sequence --	Music History Sequence	Choral/General Techniques	Materials and Methods of Teaching Winds and Percussion	(French) 2231 (German) 2241 (Italian) --	Voice Skills	Skills Courses: (Brass); MUE 2440/2450 (Strings); MUE 2470 (Percussion); MUE 2450/2460 (Woodwind)	Large Ensemble	Principal -- Private	Conducting	Diverse Populations
<b>2. Knowledge of curricula and instructional planning</b>															
1.	Identify appropriate skills, teaching strategies, and sequence of concepts for developing students' musical independence.	C	C												
2.	Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted.	C	C												
3.	Identify appropriate instructional strategies for the exceptional student.	C	C												C
4.	Identify instructional strategies for teaching music history and theory.		C												
5.	Identify techniques for developing students' creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills).	C	C												
6.	Identify appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction.	C	C												
7.	Identify trends and research affecting music curriculum development and instruction.	C	C												
8.	Identify the relationships between music, the other arts, and disciplines outside the arts.	C	C												
9.	Identify factors in creating a music curriculum that provides a balance of musical experiences for all students.	C	C												

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<b>3. Knowledge of instructional and assessment procedures</b>															
1.	Identify music performance problems (e.g., intonation, phrasing, blend, balance, tone quality, notation/performance discrepancies) and methods for correcting the problems.	C	C												
2.	Select teaching strategies that motivate and promote students' musical growth, independence, and creativity.	C	C												
3.	Read, interpret, and identify appropriate techniques for conducting music scores.			C										C	
4.	Make critical judgments about expressive qualities of music performances.		C										C		
5.	Identify techniques for assessing and evaluating student progress.	C	C												
6.	Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation.	C	C												
7.	Select strategies for implementing technology in music instruction.	C	C												
8.	Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.			C								C			

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<b>4. Knowledge of professional and instructional resources</b>															
1.	Identify media resources and technology (e.g., sound recording and reproduction systems, visual aids) for instructional purposes.	C	C				C	C							
2.	Select acoustic and electronic instruments (e.g., pianos, synthesizers, guitars, keyboards) for instructional purposes.	C	C				C	C							
3.	Identify and select appropriate computer hardware and software for both administrative purposes and instructional applications.	C	C				C	C							
4.	Identify techniques and resources for advocating music education and for generating community support for school music programs.	C	C	C			C	C							
5.	Identify legal and ethical issues that impact music education (e.g., copyright, financial accountability, liability).	C	C	C			C	C							
6.	Identify resources available through professional organizations, music industry, and publications.	C	C	C			C	C							
7.	Identify procedures for student selection, recruitment, and retention, including feeder pattern articulation and placement in appropriate music courses.	C	C				C	C							

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<b>5. Knowledge of instructional emphasis: choral</b>															
1.	Identify basic vocal diction techniques in different languages (e.g., English, Latin, Italian, Spanish, French, German).								C					C	
2.	Identify problems of individual vocal production and determine methods of correction.	C					C			C				C	
3.	Identify practices in the care and maintenance of the vocal mechanism to promote lifelong performance.						C			C				C	
4.	Classify vocal characteristics and ranges at various levels of development and maturation.	C					C			C					
5.	Identify representative repertoire for solo voices and small/large vocal ensembles at various levels of maturation and development (e.g., music lists from FCA, ACDA).						C			C					
6.	Identify musical problems in an ensemble performance and determine methods of correction.						C			C		C		C	

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<b>6. Knowledge of instructional emphasis: instrumental</b>															
1.	Identify basic performance techniques for wind, string, and percussion instruments (e.g., proper playing position; embouchure; sticking, fingering, and bowing techniques).										C				
2.	Identify families of wind, percussion, and string instruments and their ranges, clefs, and transpositions.										C				
3.	Identify problems of individual tone production (e.g., embouchure, bowing, sticking, proper breath support) and determine methods of correction.										C				
4.	Identify musical problems in an ensemble performance and determine methods of correction.							C				C		C	
5.	Identify representative repertoire for solo and small/large ensembles at various levels of maturation and development (e.g., FBA, FOA, NBA, NSOA).							C							
6.	Identify practices in the care and maintenance of instruments and accessories.										C				
<b>7. Knowledge of instructional emphasis: general music</b>															
1.	Identify appropriate materials and repertoire for use at various levels of maturation and development.	C													
2.	Identify practices in the care and maintenance of classroom instruments.	C													
3.	Identify methods for incorporating creative movement in music instruction.	C													
4.	Identify techniques for teaching students how to play classroom instruments (e.g., autoharps, guitars, chromatic bells, keyboards, recorders, ukuleles, Orff, percussion instruments).	C													