

# Music BM

## Music History

**Goal Description:**

BM music students will be knowledgeable regarding the history of music and proficient in identifying composers, genres, and styles of compositions from the representative periods of Music History they have studied.

**Providing Department:** Music BM

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Music History Writing Skills**

**Learning Objective Description:**

Students will develop the necessary skills to discuss and explain in detail important concepts related to music history. Students will also be able to write in a clear, fluent manner consistent with norms within the field.

RELATED ITEM LEVEL 2

**Improving Music History Learning by Writing**

**Indicator Description:**

The traditional semester essay will be replaced by a regular journal assignment in which students have to reflect on the weeks' topics and bring them into a concise piece of writing. In this way writing becomes a learning tool rather than an more or less unrelated activity. Furthermore, the instructors can give feedback on the students' writing in a more targeted fashion.

**Criterion Description:**

Overall performance of students who regularly complete the journal assignment is expected. Moreover, students should display significant improvements in their writing—particularly style, grammar, and expression.

**Findings Description:**

The use of copy/paste and AI have significantly interfered with this assignment type. Half of the faculty will therefore move to a handwritten format in the next academic year.

RELATED ITEM LEVEL 3

**Improving Music History Learning by Writing**

**Action Description:**

The traditional semester essay will be replaced by a regular journal assignment in which students have to reflect on the weeks' topics and bring them into a concise piece of writing. In this way, writing becomes a learning tool rather than a more or less unrelated activity. Furthermore, the instructors can give feedback on the students' writing in a more targeted fashion.

## Music Theory

**Goal Description:**

BM students will become proficient with the necessary fundamental skills associated with Music Theory.

**Providing Department:** Music BM

**Progress:** Completed

RELATED ITEM LEVEL 1

Sight Singing Assessment

Learning Objective Description:

Each student will demonstrate a proficiency in music literacy skills, such as effectively demonstrating the ability to sight sing a diatonic and a chromatic excerpt using solfege. The assessment of sight singing within the Music Theory curriculum highlights important skills covered in the core Music Theory and Musicianship sequence, such as: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

RELATED ITEM LEVEL 2

Sight Singing Assessment

Indicator Description:

At the completion of Musicianship 3 (Fall 2023), the capstone class within the core sequence for performance-based skills in the Music Theory curriculum, students will be assessed on their sight singing ability of both diatonic and chromatic music. The sight singing assessment tool will allow faculty to collect data in the following areas: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

Criterion Description:

This semester (Fall 2023) we collected data for sight singing assessment.

On a scale of 1 to 10, the benchmark in all areas for assessment is 8. After collecting the data, we investigated the results.

Areas of assessment in sight singing (diatonic and chromatic music):

- (1) Musical Fluency
- (2) Pitch Accuracy
- (3) Rhythm Accuracy
- (4) Solfege Mastery

Findings Description:

The findings for diatonic sight singing are as follows:

Musical Fluency: 8.8

Pitch Accuracy: 8.5

Rhythm Accuracy: 8.8

Solfege Accuracy: 8.8

Criterion in all assessment areas of diatonic sight singing were met.

The findings for chromatic sight singing are as follows:

Musical Fluency: 8.2

Pitch Accuracy: 8.0

Rhythm Accuracy: 8.8

Criterion in all assessment areas of chromatic sight singing were met.

RELATED ITEM LEVEL 3

**Sight Singing Assessment Diagnostic**

**Action Description:**

Based on the assessment from Fall 2023, the benchmark areas related to diatonic and chromatic sight singing are currently being met. The music theory faculty discussed that moving forward these benchmark areas will be enhanced beginning in the next academic year with the adoption of a new music theory textbook and musicianship textbook to even better affect student learning and overall skill level. In addition, the music theory faculty have had meetings with the music therapy faculty to brainstorm how the music theory curriculum can help the music therapy students build practical skills for their professional duties, such as being able to sing standard songs that music therapists use with their clients. In coordination with the music therapy faculty, the musicianship curriculum will be enhanced with at least 10 popular songs that students will be able to sing with lyrics. Students will also work on being able to transpose these songs to another key at sight, an important skill that music therapists must hone to be able to successfully sing with their clients.

**Performance Application**

**Goal Description:**

Students in the BM must be able to perform a variety of undergraduate repertoire, demonstrating musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.

**Providing Department:** Music BM

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Instrumental/Vocal Performance Proficiency**

**Learning Objective Description:**

At the completion of the fourth semester of applied study, each student will demonstrate, through a juried performance, proficiency in instrumental/vocal performance relative to technical command, rhythmic accuracy, intonation, tonal control and musicianship.

Attached Files

 [Performance Assessment.pdf](#)

RELATED ITEM LEVEL 2

**Instrumental/Vocal Performance Proficiency**

**Indicator Description:**

Students perform an end-of-semester juried performances for applied faculty in their specific area that demonstrates the culmination of their semester's work. Students must also show consistent progress in key areas of their respective instrument/voice and perform at an acceptable level corresponding to their grade level, and must pass a "proficiency" which demonstrates a minimum skill set before being permitted to register for upper level applied instrument credits. The ideal is for

each student to pass the proficiency at the first attempt; however, due to the rigorous application of indicator standards that are common to the SHSU applied faculty, a high, yet realistically attainable criterion is that students should pass the proficiency hearing with no more than three (3) attempts. The School of Music considers a pass rate of 90% of the students attempting proficiency every semester to be successful.

#### **Criterion Description:**

The students' proficiency jury will be used to evaluate and indicate the pass/fail rate. A minimum of three faculty adjudicators rate the juries and agree on a final proficiency outcome.

Attached Files

 [WW Proficiency Exam Example Spring 2022.pdf](#)

 [Voice Proficiency Exam Example Spring 2022.pdf](#)

#### **Findings Description:**

The School of Music has 24 BM (music performance, music education, and composition concentrations) attempt a proficiency exam this academic year. Of the 24 attempts, 20 were successful on the first try, with a pass rate of 83%. While this is lower than the goal, two of the failed attempts were successful on the second attempt in the spring, still giving us an overall pass rate above 90% for three (3) attempts.

Attached Files

 [BM Proficiency Results AY 24.pdf](#)

RELATED ITEM LEVEL 3

#### **Instrumental/Vocal Performance Proficiency**

##### **Action Description:**

The School of Music will continue to use the pass/fail of the proficiency as a benchmark for assessment, with a 90% pass rate as a goal for the school. This has consistently been a good benchmark of understanding how our students are progressing through their applied performance studies.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

### **Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

#### **Closing Summary**

1. The music theory assessment plan for the upcoming year will continue to focus on targeted areas in the musicianship curriculum, as well as explore additional areas in the core music theory sequence.
2. The performance assessment plan for the upcoming year will continue to focus on recruiting higher level players and singers, and ensuring that the current students are gaining the skills as needed to be successful in the applied proficiency. The applied faculty are continuing to raise their recruitment efforts as the learning loss from COVID is being seen in the new students, which is a challenge to maintain high standards.

#### **Update of Progress to the Previous Cycle's PCI:**

1. This past year (Fall 2023-Spring 2024), the music theory faculty focused specifically on assessing sight singing, both diatonic and chromatic. The results indicated that all benchmark areas associated with sight singing are achieved.
2. The School of Music enrollment looks very good for the Fall 2024. Because the proficiency jury typically takes place at the end of the 4th semester of study, we will need more time to determine if the skill level of incoming students continues to trend upward.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

1. The music theory curriculum will be enhanced beginning in Fall 2024 with the adoption of new textbooks in the music theory curriculum and the musicianship curriculum. The new textbooks offer a rigorous and holistic approach to studying the mechanics of music that we think will support positive student outcomes. The music theory faculty and the music therapy faculty also plan to collaborate during the next academic year to find pedagogical intersections that can positively affect student learning. One such area (re: singing and transposing popular songs) has already been identified for inclusion starting Fall 2024 within the musicianship curriculum. The music theory faculty have also identified an essential initiative (re: entrance/diagnostic exams for first year students and transfer students) that will be discussed at the School of Music retreat in August 2024. Together with colleagues in the School of Music, the music theory faculty plan to chart a course of action how entrance/diagnostic exams can successfully be used to positively affect student learning and success.

2. The School of Music will continue to use the pass/fail of the proficiency as a benchmark for assessment, with a 90% pass rate as a goal for the school. This has consistently been a good benchmark of understanding how our students are progressing through their applied performance studies. In addition, the faculty will continue to make recruitment of high level incoming students a priority for the program. As high school programs continue to recover their enrollments and skill levels post-COVID, this will continue to become a reality at the college level.