

Music MM

Comprehensive Music Knowledge Base

Goal Description:

MM students should obtain a comprehensive knowledge of music beyond their primary area of focus/concentration, building on undergraduate foundations and increasing the *breadth* of their knowledge and abilities. This should include but is not limited to music performance, pedagogy, or therapy; music theory; and music history.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Breadth Of Knowledge

Learning Objective Description:

MM students need to obtain an appropriate level of musical knowledge beyond their primary area of focus/concentration. This should include but is not limited to music performance, pedagogy, or therapy; music theory; and music history.

RELATED ITEM LEVEL 2

Comprehensive Exam

Indicator Description:

Students will take an oral comprehensive exam in their final semester of study. This test will be relevant to all aspects of study that the student has experienced in the program, including performance, pedagogy, or therapy; music theory; and music history. The test will be administered by a minimum of three School of Music faculty from the designated fields of study.

Criterion Description:

Students are scored in three different categories: their applied area; music history; and music theory. They are scored as "Pass" or "Fail" in each category. A "Pass" on the exam indicates that all three categories were completed successfully. Each section may be repeated up to 2 times if necessary. The School of Music considers a first-time pass rate of 75% of students to be successful.

Findings Description:

Approximately 53% of students taking comprehensive exams during the 2015-2016 academic year passed all areas on the first attempt. This falls short of our goal of 75%.

RELATED ITEM LEVEL 3

Comprehensive Exam Preparation

Action Description:

The School of Music has recently made improvements in comprehensive exam preparation through a preparation document given to each graduate student. We anticipate an effect on first-time pass rates as students use this resource. We will disseminate the document to each student scheduling comps in any given semester and will be available to answer further questions or otherwise assist with preparation.

RELATED ITEM LEVEL 3

Performance Action

Action Description:

All MM students with a performance emphasis will be assigned appropriate performance literature that corresponds to their primary instrument, with each student receiving intense, weekly one-on-one instruction from their applied lesson teacher. The literature will include, but is not limited to, the categories of solo, chamber, and orchestral works across most, if not all historical periods. Additionally, each student performs several times a semester in public and for other applied faculty within their area, and are evaluated on every performance.

Students at this level will also spend a significant amount of time with their applied lesson teacher discussing the various pedagogical approaches that are applicable to their instrument. They will explore a wide variety of resources and methodologies, and will often pair this exploration with an independent study project of a comparative and/or analytical nature.

All courses in the MM degree will explore their respective topics in great depth and detail, with each incorporating large-scale projects and assignments that emphasize research and analysis.

Music Performance

Goal Description:

Students studying music performance will perform at a level considered professionally competitive in all types of music literature, including solo works, chamber music, and those pieces written for large ensembles. Through their performance, students will be able to demonstrate a fundamental understanding of all musical stylistic periods by making historically-informed choices regarding specific musical elements (i.e. phrasing, articulation, ornamentation, etc.). This degree plan culminates in a recital, which adheres to the guidelines in the School of Music Student Handbook and is tailored to the student’s principle vocal or instrumental concentration.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

High Quality Performance Of Standard Literature

Learning Objective Description:

Master's students with a performance emphasis will perform standard literature for their instrument/voice. The music selections will be appropriate to the masters degree level and performance practices at the professional level.

RELATED ITEM LEVEL 2

Pre-Recital Hearing

Indicator Description:

Graduate students studying performance or pedagogy must pass a pre-recital hearing indicating the music required for their recital has been prepared to a professional performance-ready level. Students will present at least one graduate recital which indicates they have attained the appropriate level of mastery of their instrument/voice at a level which must be consistent with the national standards of the National Association of Schools of Music(NASM).

Masters of Music Pre-Recital Hearing Performance Standards:
The application of performance standards used for each instrument or voice will vary widely based upon composers, periods and styles; nevertheless, the following standard performance qualities are checked by all faculty and assessed in the specific context of the particular performance piece:
Intonation
Rhythmic accuracy
Tone quality
Students must sing/play in turn, with the proper/appropriate intonation and tone quality and within the prescribed rhythmic patters for the periods and composers and styles of their performance pieces.

Criterion Description:

The ideal is for each student to pass the pre-recital hearing at the first attempt; however, due to the rigorous application of indicator standards that are common to the SHSU Masters Music Program faculty, a high, yet realistically attainable criterion is that Students should pass the pre-recital hearing with no more than three (3) attempts. 100% of students will pass the pre-recital hearing within three attempts and be judged "recital ready." The School of Music considers 95% of the students passing the recital jury on the first attempt to be a success.
ALL students will pass their subsequent Recital Performance

Findings Description:

The pass rate for first-attempt recital hearings was 100%, exceeding our goal of 95%.

RELATED ITEM LEVEL 3

Performance Action

Action Description:

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Update to Previous Cycle's Plan for Continuous Improvement

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

The School of Music has made a concerted effort to increase graduate enrollments. A couple new TA lines have been granted to the School of Music and have been filled with outstanding candidates. We continue to evaluate our curriculum and methodologies in an effort to provide the best environment and opportunities for our graduate population.

Update of Progress to the Previous Cycle's PCI:

The addition of the Music Therapy Track to the MM has greatly improved overall enrollment in our graduate programs. New TA lines have also been granted the School of Music, and again, filled with excellent candidates. The addition of these lines should increase the attractiveness and affordability of our graduate programs. We continue to evaluate and adjust curricula in order to best meet the needs of our graduate students.

Action Summary

Closing Summary:

Comprehensive Knowledge: The School of Music has recently made improvements in comprehensive exam preparation through a preparation document given to each graduate student. We anticipate an effect on first-time pass rates as students use this resource. We will disseminate the document to each student scheduling comps in any given semester and will be available to answer further questions or otherwise assist with preparation.

Performance Action: The performance goal related to pre-recital hearings was met with 100% passage. We will turn our attention to other goals within the performance area to be determined in consultation with the applied faculty.