

**PERFORMING ARTS DEPARTMENT
MUSIC LEARNING OUTCOME #1**

Students will identify major and minor key signatures, create major, natural minor, melodic minor and harmonic minor scales from a given key signature and create major, minor, perfect, diminished and augmented intervals.

Concepts introduced: Mus 115 Intro to Music

Concepts reinforced: Mus 154 Music Theory; Mus 354 History of Sacred Music; Mus 466 Thiel Choir; Mus 469 Chamber Singers; Mus 464 Handbells; Mus 468 Concert Band; MUS 467 Marching Band; Mus 404 Conducting; All private lessons.

Concepts assessed: Mus 115; Mus 154

Assessment instruments: Exams, dictation, daily homework, creating melodies in a given key.

STUDENT SAMPLE WORK (attached): test dictation sample homework composition

	KEY SIGNATURES	SCALES	INTERVALS
PROFICIENT (5 points)	Major and minor key signature are correctly identified or written. Sharps and/or flats are written clearly, on the correct lines or spaces, and in the correct order. Minor mistakes may be present, but clear conceptual mastery is evident.	Major and minor scales are written correctly. Notes are clearly notated on the correct lines and spaces, and accidentals are correctly indicated. Minor mistakes may be present, but clear conceptual mastery is evident.	Intervals are identified or written correctly. Notes are clearly written and easy to read. Appropriate accidentals are correctly written. Appropriate nomenclature is present when identifying intervals. Minor mistakes may be present, but clear conceptual mastery is evident.
SUCCESSFUL (3-4 points)	Most major and minor key signatures are correctly identified or written. Sharps and/or flats are clearly written, are on the correct lines or spaces, and in the correct order. Some mistakes may be present, but clear conceptual understanding is present.	Most major and minor scales are written correctly. Notes are mostly clear but perhaps a bit sloppy. Appropriate accidentals are present, but may not be aligned exactly. Some mistakes are present, but clear conceptual understanding is evident.	Intervals are mostly identified or written correctly. Notes are mostly clear and readable. Appropriate accidentals are mostly correctly written. Mostly appropriate nomenclature is present when identifying intervals. Some mistakes may be present, but clear conceptual understanding is evident.
UNSUCCESSFUL (0-2 point)	Many major and minor key signatures are incorrectly identified or written. Sharps and/or flats are not clearly written, are on incorrect lines or spaces, and/or are in the incorrect order. A clear lack of conceptual understanding is clear.	Major and minor scales are mostly written incorrectly. Scales may be too sloppy to read, accidentals may be incorrectly written or missing, and clear conceptual misunderstanding is evident.	Many intervals are incorrectly identified or written. Notes may be sloppy and hard to read. Accidentals may be incorrect or missing. Nomenclature is not appropriate in many cases. Many mistakes are present, and a lack of clear conceptual understanding is evident.

Average 4-5 points=proficient

Average 2-3 points=successful

Average 0-1 point=unsuccessful

OVERALL RATING: _____

RECOMMENDED CHANGES TO INSTRUCTION BASED ON RATING: _____

MUSIC LEARNING OUTCOME #2

Students will play minor and major scales up through and including C, G and B-flat major and their relative minors, and play major, minor diminished and augmented intervals and triads and seventh chords above a given note on the piano.

Concept introduced: Mus 115

Concept reinforced: Mus 154

Concept assessed: Mus 115; Mus 154

Assessment instruments: Piano assignments

STUDENT SAMPLE WORK (attached): recorded piano assignment

	PITCHES	TIMING	FINGERING
PROFICIENT (5 points)	All correct pitches were performed.	Scales were performed at a steady tempo throughout.	All correct fingerings were used throughout the performance.
SUCCESSFUL (3-4 points)	Most of the pitches were correct. Minimal mistakes may be present.	Scales were performed with a sense of tempo, but the tempo may have fluctuated slightly.	Mostly correct fingerings were used throughout the performance. Minimal variance from suggested fingerings may be present.
UNSUCCESSFUL (0-2 points)	Many pitches were incorrect. A clear misunderstanding of the scales is present.	A sense of tempo is missing from the performance.	Suggested fingerings were not displayed. A lack of fingering preparation is clear.

Average 4-5 points=proficient

Average 2-3 points=successful

Average 0-1 point=unsuccessful

OVERALL RATING: _____

NOTES: _____

RECOMMENDED CHANGES TO INSTRUCTION BASED ON RATING: _____

**ENTPERFORMING ARTS DEPARTMENT
MUSIC LEARNING OUTCOME #3**

For a harmonic progression, students will be able to analyze chord function using Roman numeral analysis, realize figured bass notation and write chord progressions for a given melody.

Concept introduced: Mus 154

Concept reinforced: Mus 354

Concept assessed: Mus 154

Assessment instruments: Exams, daily homework, composition projects

STUDENT SAMPLE WORK (attached): **exam** **homework** **composition project**

	CHORD ANALYSIS	FIGURED BASS	CHORD PROGRESSION
PROFICIENT (5 points)	Chords are analyzed correctly, include appropriate inversion symbols, correctly indicate chord sonority, and non-chord tones are correctly identified. Minor mistakes may be present, but a clear understanding of the concept is present.	Figured bass symbols are correctly realized. Proper voice leading is clearly displayed, including resolution of tendency tones, doubling rules, range, and spacing. Minor mistakes may be present, but a clear understanding of the concept is present.	Chord progression is logical, functionally sound, is appropriate for the given melody, includes appropriate cadence points, and clearly displays pre-dominant/dominant/tonic relationships. Minor mistakes may be present, but a complete understanding of the concepts is clear.
SUCCESSFUL (3-4 points)	Chords are mostly analyzed correctly, include appropriate inversion symbols, indicated chord sonority, and non-chord tones are mostly identified. Several mistakes may be present, but a sufficient understanding of the concepts is clear.	Figure bass symbols are mostly correctly realized. Proper voice leading is present most of the time with several mistakes present. Tendency tones, doubling rules, range, and spacing are mostly correct with some mistakes. Adequate conceptual understanding is clear.	Chord progression is logical, displays functionality most of the time, is appropriate for the given melody, includes cadence points although perhaps not the most appropriate cadence order, and mostly displays pre-dominant/dominant/tonic relationships. Some mistakes may be present, but adequate understanding of the concepts is present.
UNSUCCESSFUL (0-2 points)	Many chords are analyzed incorrectly, inversion symbols are mostly incorrect or missing, many mistakes in chord sonority are present, and non-chord tones are marked incorrectly or not marked at all. A clear misunderstanding of the concepts is present.	Figured bass symbols are mostly analyzed incorrectly. Voice leading principals, tendency tones, doubling rules, range, and spacing mistakes are common. A lack of conceptual understanding is clear.	Chord progression is random and illogical, lacks functionality, and/or is not appropriate for the given melody. Pre-dominant/dominant/tonic relationships are unclear. Many mistakes are present, and a clear lack of conceptual understanding is present.

Average 4-5 points=proficient

Average 2-3 points=successful

Average 0-1 point=unsuccessful

OVERALL RATING: _____

NOTES: _____

RECOMMENDED CHANGES TO INSTRUCTION BASED ON RATING: _____

**PERFORMING ARTS DEPARTMENT
MUSIC LEARNING OUTCOME #4**

Students will display basic melodic and rhythmic dictation skills.

Concepts introduced: Mus 115

Concepts reinforced: Mus 154

Concepts assessed: Mus 115; Mus 154

Assessment instruments: Exams, daily homework in dictation, daily drills

STUDENT SAMPLE WORK (attached): **exam** **dictation assignment** **daily drill**

	RHYTHMIC DICTATION	MELODIC DICTATION
PROFICIENT (5 points)	Rhythms are correctly dictated and written within a given time signature. Measures contain appropriate number of beats. Beaming, when appropriate, is correctly displayed. Minor mistakes may be present, but clear conceptual mastery is evident.	Melodies are correctly dictated and written withing a given time signature and key. Notes are clearly written and easy to read. Stems are drawn in the correct direction. Interval and exact pitch accuracy is clear. Minor mistakes may be present, but clear conceptual mastery is evident.
SUCCESSFUL (3-4 points)	Most rhythms are correctly dictated and written within a given time signature. Measures contain appropriate number of beats. Beaming, when appropriate, is mostly correct. Some mistakes may be present, but adequate conceptual understanding is evident.	Most of the melodies are correctly dictated and written within a given time signature and key. Notes are readable. Some stems may be drawn in the wrong direction. Intervals are mostly correct even if exact pitch may not be. Minor mistakes may be present, but adequate conceptual understanding is evident.
UNSUCCESSFUL (0-2 point)	Many rhythms are incorrectly dictated and written within a given time signature. Measures may contain incorrect numbers of beats. Beaming, when appropriate, is incorrect. Many mistakes are present, and a lack of conceptual understanding is clear.	Melodies are mostly dictated and written incorrectly within a given time signature and key. Notes may not be readable. Stems may be drawn in the wrong direction. Many interval and pitch mistakes are present, and a lack of conceptual understanding is clear.

Average 4-5 points=proficient

Average 2-3 points=successful

Average 0-1 point=unsuccessful

OVERALL RATING: _____

NOTES: _____

RECOMMENDED CHANGES TO INSTRUCTION BASED ON RATING: _____

**PERFORMING ARTS DEPARTMENT
MUSIC LEARNING OUTCOME #5**

Students will apply the understanding of the basic elements of music (dynamics, tempo, rhythm, style, form, etc.) to relevant discussions of music encountered.

Concepts introduced: Mus 115 and Mus 100

Concepts reinforced: Mus 154; Mus 354; Mus 466; Mus 469; Mus 404; Mus 464; Mus 467; MUS 468 All Private lessons in instruments or voice;

Concepts assessed: Mus 100; Mus 115; Mus 154; Mus 354; Mus 404

Assessment instruments: Class discussions and dialogue; exams, discussion of music sung or played.

STUDENT SAMPLE WORK (attached): Recorded discussion exam written sample

PROFICIENT (5 points)	Proper vocabulary was consistently and appropriately. Student displayed a clear mastery of musical terms and was able to intelligently discuss musical concepts fluidly. Clear mastery of the concepts is evident.
SUCCESSFUL (3-4 points)	Proper vocabulary was used most of the time. Student displayed a working knowledge of musical terms and was able to use appropriate vocabulary in most situations. Layman's terms may have also been present, but adequate conceptual understanding is evident.
UNSUCCESSFUL (0-2 point)	Student did not use or misused proper vocabulary most of the time. Sample contains many layman's terms, and a lack of conceptual understanding is clear.

Average 4-5 points=proficient

Average 2-3 points=successful

Average 0-1 point=unsuccessful

OVERALL RATING: _____

NOTES: _____

RECOMMENDED CHANGES TO INSTRUCTION BASED ON RATING: _____

**PERFORMING ARTS DEPARTMENT
MUSIC LEARNING OUTCOME #6**

Students will understand and identify the characteristics of various style periods of western music history and their representative composers (Baroque, Classical, Romantic, etc.).

Concept introduced: Mus 100

Concept reinforced: Mus 354; Mus 466; Mus 469

Concept assessed: Mus 100; Mus 354

Assessment instruments: Exams, listening assignments, daily discussions of characteristics upon in-class listening to examples

STUDENT SAMPLE WORK (attached):

PROFICIENT (5 points)	Student correctly identified characteristics of various music time periods and properly placed works by specific composers and stylistic representative works within appropriate time periods based on specific notable characteristics. While minor mistakes may be present, clear conceptual mastery is evident.
SUCCESSFUL (3-4 points)	Student correctly identified characteristics of various music time periods most of the time and properly placed works by specific composers as well as representative works within appropriate time periods based on specific notable characteristics. Some mistakes are present, but adequate conceptual understanding is clear.
UNSUCCESSFUL (0-2 point)	Students did not correctly identify characteristics of various music time periods most of the time, nor did they properly place works by specific composers or representative works within appropriate time periods. Many mistakes are present, and a lack of conceptual understanding is evident.

Average 4-5 points=proficient

Average 2-3 points=successful

Average 0-1 point=unsuccessful

OVERALL RATING: _____

NOTES: _____

RECOMMENDED CHANGES TO INSTRUCTION BASED ON RATING: _____

**PERFORMING ARTS DEPARTMENT
MUSIC LEARNING OUTCOME #7**

Students will gain proficiency and knowledge relevant to the individual areas of private instruction.

Concept introduced: Mus 224, 234, 244, 284, 274, 294, 304, 314, 324, 334 (lessons)

Concept reinforced: Same above courses as they can be repeated for credit

Concept assessed: Same above courses

Assessment instruments: Through repeated practice, one-on-one instruction, required memorized literature, participation in semester student recitals, studio recitals and solos in concerts of Thiel Choir, Chambers Singers and Concert Band.

STUDENT SAMPLE WORK (attached): recording of performance

	RHYTHMIC/PITCH ACCURACY	INTONATION	MUSICALITY	TECHNIQUE
PROFICIENT (5 points)	Performer displayed pitch and rhythmic accuracy. Tempo was steady and appropriate. Minor mistakes may be present, but clear mastery of pitch and rhythm are evident.	Performer displayed near perfect intonation melodically and, when appropriate, with harmonically with accompaniment or within the context of an ensemble. Minor inconsistencies may exist, but the performer regularly adjusted and corrected intonation discrepancies. Clear conceptual mastery is evident.	Performer displayed well-thought-out, well-planned, and consistent musical attributes in regard to phrasing, phrase shape, dynamics, choice of articulation, breathing, and nuance. Minor inconsistencies and/or mistakes associated with regular live performance may be present, but clear conceptual mastery is evident.	Performer displayed appropriate instrumental or vocal technique throughout the performance. Technical aspects may include posture, vowel formation and placement, articulation, tone production, projection, consonant sounds, annunciation, fingerings and other instrumental manipulations, proper embouchure control, and others. Minor inconsistencies may exist but are in line with typical live performance. Clear conceptual mastery is evident.
SUCCESSFUL (3-4 points)	Performer displayed pitch and rhythmic accuracy most of the time. Tempo was steady but may be a bit slow or fast. Some mistakes are present, but the performance is still "audience ready." Adequate conceptual	Performer displayed very good intonation melodically and, when appropriate, harmonically with accompaniment or within the context of an ensemble. Some inconsistencies exist, but the performer	Performer displayed a working knowledge of musical attributes in regard to phrasing, phrase shape, dynamics, choice of articulation, breathing, and nuance. Several inconsistencies and/or mistakes are present	Performer displayed appropriate instrumental or vocal technique throughout most of the performance. Technical aspects may include posture, vowel formation and placement

understanding is evident.	made attempts in many cases to adjust and correct intonation discrepancies. Some intonation problems were not corrected, but adequate conceptual understanding is evident.	but a great attempt was made to address these areas. Adequate conceptual understanding is evident.	articulation, tone production, projection, consonant sounds, annunciation, fingerings and other instrumental manipulations, proper embouchure control, and others. Some inconsistencies exist, but the performer clearly made an effort to address these areas. Adequate conceptual understanding is evident.
---------------------------	--	--	---

**UNSUCCESSFUL
(0-2 point)**

Performer did not display appropriate rhythmic or pitch accuracy. Tempo was not appropriate and perhaps extremely fast or slow. Evidence for a lack of conceptual understanding is present.	Performer did not display appropriate intonation melodically and/or, when appropriate, harmonically with accompaniment or within the context of an ensemble. Many intonation discrepancies went unnoticed or were not fixed or adjusted during the performance. A lack of conceptual understanding is evident.	Performer did not adequately address musical attributes in regard to phrasing, phrase shape, dynamics, choice of articulation, breathing, and/or nuance. Many inconsistencies are present, and/or the performer ignored these attributes altogether. Lack of conceptual understanding is evident.	Performer did not display appropriate instrumental or vocal technique throughout of the performance. Technical aspects may include posture, vowel formation and placement, articulation, tone production, projection, consonant sounds, annunciation, fingerings and other instrumental manipulations, proper embouchure control, and others. Many technical inconsistencies exist and the performer displayed a lack of technical preparation during the performance. Lack of conceptual understanding is evident.
---	--	---	---

Average 4-5 points=proficient
Average 2-3 points=successful
Average 0-1 point=unsuccessful

OVERALL RATING: _____

NOTES: _____

RECOMMENDED CHANGES TO INSTRUCTION BASED ON RATING: _____

**PERFORMING ARTS DEPARTMENT
MUSIC LEARNING OUTCOME #8**

Students will demonstrate appropriate performance techniques in an ensemble or solo setting.

Concept introduced: Mus 224, 234, 244, 274, 284, 294, 304, 314, 324, 334, 344, 463, 464, 466, 467, 468, 469

Concept reinforced: Same as “Course Introduced” in subsequent semesters

Concept assessed: Same as “Course Introduced”

Assessment instruments: Through effective rehearsals or performances in concert and recitals, recorded performances

STUDENT SAMPLE WORK (attached): recorded performance

PROFICIENT (5 points)	Student displayed appropriate performance techniques throughout the performance. These techniques may include ensemble balance, attention to ensemble intonation, stage presence, concert etiquette, sound production, balance with accompaniment (if solo), connection with audience, attention to detail, and similar aspects of performance. Clear conceptual mastery is evident.
SUCCESSFUL (3-4 points)	Student displayed appropriate performance techniques throughout the majority of the performance. These techniques may include ensemble balance, attention to ensemble intonation, stage presence, concert etiquette, sound production, balance with accompaniment (if solo), connection with audience, attention to detail, and similar aspects of performance. While some diversions or discrepancies exist, they are well within the limits of accepted performance practice. Adequate conceptual understanding is evident.
UNSUCCESSFUL (0-2 point)	Student did not display appropriate performance techniques throughout the majority of the performance. These techniques may include ensemble balance, attention to ensemble intonation, stage presence, concert etiquette, sound production, balance with accompaniment (if solo), connection with audience, attention to detail, and similar aspects of performance. The student's lack of attention to these details was a distraction from the performance and hindered the overall effectiveness of the performers. Lack of conceptual understanding was clearly evident.

Average 4-5 points=proficient

Average 2-3 points=successful

Average 0-1 point=unsuccessful

OVERALL RATING: _____

NOTES: _____

RECOMMENDED CHANGES TO INSTRUCTION BASED ON RATING: _____

**PERFORMING ARTS DEPARTMENT
MUSIC LEARNING OUTCOME #9**

Students will understand and learn basic conducting techniques, develop self confidence in conducting, and conduct live rehearsals.

Concepts introduced: Mus 404

Concepts reinforced: Mus 404

Concepts assessed: Mus 404

Assessment instruments: Through examination, practice both in class setting and individually, recorded projects.

STUDENT SAMPLE WORK (attached): recorded project

	CONDUCTION TECHNIQUES	CONDUCTING CONFIDENCE	CONDUCTING LIVE REHEARSALS
PROFICIENT (5 points)	Student displayed appropriate conducting techniques throughout the exercise. These techniques include but are not limited to correct conducting patterns, pattern size, pattern style (legato, staccato, etc), left hand usage, cues, expressiveness, eye contact, and score knowledge. Student took musical command of the ensemble and was clear in gesture and expectation. Clear conceptual mastery was evident.	Student displayed complete confidence in the exercise. Eye contact was consistent and appropriate, the student was not hesitant to take charge, the student conducted as a leader rather than a follower, and the student's confidence inspired (or would inspire) performer confidence. Clear conceptual mastery was evident.	The student conducted a live rehearsal appropriately. Performers responded positively to the student conductor. The student had clear ideas about how to rehearse the music, had expectations of the performers, was very clear, and treated the performers with respect. The student achieved desired results. Conceptual mastery was clear.
SUCCESSFUL (3-4 points)	Student displayed appropriate conducting techniques throughout the majority of the exercise. These techniques include but are not limited to correct conducting patterns, pattern size, pattern style (legato, staccato, etc), left hand usage, cues, expressiveness, eye contact, and score knowledge. The student was part of the performance but may not have displayed complete command of the performance. Adequate conceptual understanding was evident.	Student displayed some confidence throughout most of the exercise. The student attempted to take charge of the performance. Eye contact was adequate most of the time. The student conducted as a leader most of the time, but perhaps displayed moments of confusion or a lapse of leadership. Adequate conceptual understanding was evident.	The student conducted a live rehearsal. Performers responded positively to the conductor; however, however there were moments of confusion or misunderstanding. The student had clear ideas about how to rehearse the music, but may have struggled at times to achieve these goals. The conductor was clear most of the time and treated performers with respect. Adequate conceptual mastery was evident.
UNSUCCESSFUL	Student did not display	The student lacked	The student did not conduct a live

<p>techniques. The student appeared “lost” or confused from time to time and struggled keeping a steady tempo, with patterns, cues, or other necessary skills. Lack of conceptual understanding is evident.</p>	<p>exercise. Eye contact was lacking or minimal. The student conducted as a follower rather than a leader. The student's conducting may have distracted or confused performers. Lack of conceptual understanding was clear.</p>	<p>rehearsal inadequately. Performers did not respond well to the conductor. The rehearsal lacked planning, and instructions were not clear. The student was clearly uncomfortable as a conductor and struggled many times. The student may or may not have treated the performers with respect. Lack of conceptual understanding was evident.</p>
---	---	--

Average 4-5 points=proficient
Average 2-3 points=successful
Average 0-1 point=unsuccessful

OVERALL RATING: _____

NOTES: _____

RECOMMENDED CHANGES TO INSTRUCTION BASED ON RATING: _____