Field 026: Fine Arts—General Music
REPA Educator Standards

Standard 1: Musicianship
General music teachers have a broad and comprehensive understanding of essential listening, sight-singing, and keyboard skills, including:

1.3   aural analysis of Western art music from the Middle Ages to the present

1.4   aural identification of instrumentation and characteristic elements of music from various world cultures

Standard 2: Music Theory
General music teachers have a broad and comprehensive understanding of the materials and procedures of common practice era and post-tonal music, including:

2.1   music notation, including clefs, key signatures, time signatures, symbols, and terms

2.2   rhythmic elements, including note values, rests, pulse, meter, tempo, and rhythmic devices and patterns

2.3   melodic elements, including intervals, modes, scales, and embellishments

2.4   harmonic elements, including intervals, chord construction, inversions, progressions, cadences, sequences, non-chord tones, and modulation techniques

2.5   procedures of four-part writing, including voice leading, counterpoint, and melody harmonization

2.6   harmonic analysis, including Roman numeral analysis

2.7   form and analysis, including phrase structures, compositional techniques and textures, single-movement forms, multi-movement forms, and cyclic forms

2.8   post-tonal techniques, including impressionism, atonality, serialism, and minimalism

Standard 3: Composing, Arranging, and Improvising
General music teachers have a broad and comprehensive understanding of techniques for composing, arranging, and improvising, including:

3.3   techniques for creating stylistically modeled compositions in various musical styles, including two-voice counterpoint and chorales

3.4   use of various compositional devices, elements, and techniques, such as sequences, modulations, voice leading, and counterpoint

3.5   techniques for creating transcriptions and arrangements for various school instrumental and vocal ensembles

3.6   techniques for using technology for composing and arranging music

Standard 4: History, Literature, and Culture

General music teachers have a broad and comprehensive understanding of music history and culture, including:

4.1   stylistic characteristics, instrumentation, and context of Western music from the Middle Ages to 1750

4.2   major works and composers of Western music from the Middle Ages to 1750

4.3   stylistic characteristics, instrumentation, and context of Western music from 1750 to the present

4.4   major works and composers of Western music from 1750 to the present

4.5   stylistic characteristics, instrumentation, and context of U.S. music

4.6   major works and composers of U.S. music

4.7   stylistic characteristics, instrumentation, and context of traditional music from various world cultures

Standard 7: Music Pedagogy

General music teachers have a broad and comprehensive understanding of music methodologies, including:

7.1   philosophy of music education, and research supporting the inclusion of music taught by certified music specialists in the school program

7.2   techniques for teaching aesthetic valuing and music appreciation, including terminology, guided listening, text-music relations, concert attendance and etiquette, analysis, reflection, and modeling

7.3   knowledge of methods for general music instruction, including Dalcroze, Gordon Music Learning Theory, Kodály, and Orff

7.4   knowledge of methods for teaching aural knowledge and skills

7.5   knowledge of methods for teaching music literacy

7.6   choral techniques for general music classes, including vocal performance techniques and age-appropriate repertoire

7.7   techniques for playing classroom instruments, including recorder, keyboard, guitar, and percussion instruments

7.8   instructional techniques for facilitating equity, access, accommodation, and adaptation in music classes

7.9   techniques for music assessment, including the use of technology in assessment

7.10   relationships between music and the other arts and content areas, including terminology, concepts, and the relationship between literary and musical techniques in a given score

7.11   techniques for using technology to promote students' music performance, learning, and creativity

7.12   administration of the school music program, including advocacy, recruiting and retaining for performance ensembles, budgeting, publicity, concert programming, and selecting textbooks for general music classes

7.13   knowledge of copyright law as it applies to the school music program, including video and mechanical licensing