

# SCHOOL OF MUSIC

## State University of New York at Fredonia

### Assessment Plan

Established at faculty retreat, Fall 2008

Implemented 2008-09

#### School of Music Mission Statement

Established at faculty retreat, Fall 2003

The School of Music of SUNY Fredonia is an internationally recognized undergraduate and graduate program in a comprehensive, liberal arts and sciences college of the State University of New York. We provide the foundations of outstanding musicianship for all music majors and enrich the cultural life of the campus and community. Our mission is to provide the resources and the guidance necessary to motivate our students to seek excellence in their individual careers in music education, performance, composition, music theatre, music therapy and sound recording. In an environment oriented to the individual, we endeavor to create musicians who will assume vigorous roles as leaders and participants in significant musical experiences.

The School of Music has an ongoing effort to systematically assess the outcomes of learning objectives for basic musicianship. Basic musicianship is defined as that body of knowledge and supporting coursework common to all our majors, and which serves as the foundation for overall musicianship referenced in our mission statement. The following objectives, identified by the faculty who teach the basic musicianship courses, were discussed and agreed upon by the full faculty who then identified which objectives would be the primary items to be assessed in this specific plan.

#### Musicianship Learning Objectives

The objectives are keyed to the courses in the musicianship core. The bolded objectives are those that will be assessed by the plan.

P= piano class  
T= theory  
AS= aural skills  
C= conducting  
H= music history/musicology

1. Historical Perspective
  - a. **Grasp the Western musical style timeline.** H,T, AS
  - b. **Know key representative works of repertoire.** H,T, C
  - c. **Comprehend the history of musical expression relative to a broader understanding of the arts, humanities, sciences and politics.** H

2. Basic Comfort with Materials
  - a. Understand transposition and have some facility with it. T,AS,C, P
  - b. Be able to convert notation to sound and sound to notation.** T,AS,C,P
  - c. Be able to do basic composition using stylistic models. T,AS
  - d. Be fluent in tonal musical materials and constructions.** P,T,AS,C,H
  
3. Critical Abilities
  - a. Be able to critique own performance and that of others. P,T,AS,C,H
  - b. Know how to approach a wide range of repertoire, familiar and unfamiliar.**  
T,AS,C,H
  - c. Be prepared to engage in future repertoires. P,T,AS,C,H
  
4. Basic Skills for Building Further Skills and Comprehension
  - a. Be able to read a score. P,T,AS,C,H
  - b. Be able to sight-read and sight-sing.** P,AS,C
  - c. Have facility at the keyboard. P
  
5. Conveying of thought about music.
  - a. Be able to conduct convincingly, with reasonable baton technique.** C
  - b. Be able to improvise simple musical ideas. P,T,AS
  - c. Have competence at writing about musical observations. T,H

#### Assessment Measures

1. Each instructor of private applied music lessons will evaluate each of their students on historical and theoretical perception. The basic standard will be that of the musicianship core of courses, and the evaluation will be whether the student has met that standard, exceeds that standard, or has more work to do to reach that standard. This will be done every semester prior to or at juries and will be based on the full semester experience with that student. A number score will be recorded. This score will be thought of as a progress score, and we should be able to see the score improving as the student gains knowledge from the courses, applies these principles to their own musical perceptions, and has more experience with repertoire and performance.
2. At the end of the musicianship core music theory courses, the theory faculty give a theory standard exam. The scores from the standard exam will be available as a measure for School-wide assessment.
3. At the end of the musicianship core music history courses, the musicology faculty give a music history standard exam. The scores from the standard exam will be available as a measure for School-wide assessment.
4. The grades from Conducting I will be available as a measure for School-wide assessment.

#### Assessment Procedure

1. An assessment committee of three faculty members, one from Music Education or Music Therapy, one from Academics (theory, history, composition, conducting), and one from

Performance will be selected by the Director in consultation with the Faculty. They will normally serve for a period of two years.

2. The Committee will be responsible in collecting the data. This will be collected yearly, and more frequently if available.
3. The Committee will use various methods to analyze the data (sampling, aggregation, statistical observation, etc) to develop an understanding of how well students are gaining musicianship skills through the curriculum.
4. Each Fall Semester, the Committee will make a report to the faculty and make recommendations for action as appropriate.
5. Following discussion, the faculty will vote to take certain immediate actions and/or initiate follow up for further discussion regarding potential curricular revision.