

## Student Portfolio – Bachelor of Music with Teacher Licensure Option – Table of Contents

Students should submit an electronic portfolio the semester prior to graduation or student teaching.

**When given a choice, the student should select the artifact representing the highest level of achievement.** The portfolio should not only serve as evidence of meeting departmental learning goals, but can be considered a professional resource for students to use in career advancement.

### Electronic Student Portfolio Guidelines:

- Create a tab on your website labeled, “Portfolio” for your electronic portfolio
- On your portfolio page, copy the ENTIRE table of contents (listed below) for your major:
  - B.Mus, Teacher Licensure
- Your portfolio page with the table of contents entered should look like:  
<https://eiumusicstudentportfolio.weebly.com/>
- Collect and create **all** required artifacts/documents
- **Scan and/or save all documents as PDFs and upload any videos to YouTube as an unlisted link.** Do not use MuseScore files, Word files, or other types of files.
- Create links to each artifact in the corresponding location on the Table of Contents. Make sure they open in a separate tab. (**Check the box: open in new window in Weebly.**)
- Double check to make sure all links are active, all required artifacts are present and do not require downloading
- Email the link to your portfolio to Dr. Brown and Dr. Gregorich

### Table of Contents: Student Portfolio, B.Mus, Teacher Licensure

#### A. Credentials

- Resume
- Personal Philosophy Statement
- Documentation of at least one year participation in ILCMEA

#### B. Core Student Learning Outcomes

- **SLO #1 – Written Music Theory:** read music at an advanced level, analyze scores from various stylistic periods, and harmonize melodies and bass lines. as relevant to their degree program.
  - MUS 2502: Unit II exam
- **SLO #2 – Aural Skills:** Accurately sight-sing and take aural dictation as appropriate to their degree program.
  - MUS 2502: Musical score and recording of sight-singing assignment, and unit II dictation exam
- **SLO #3 – Music History:** Through score analysis and listening, effectively describe musical elements and expressive devices using advanced technical vocabulary. Identify historical periods, genres, and interdisciplinary connections within a historical context.
  - MUS 3585: exam, if applicable
- **SLO #4 – Applied Instruction:** Perform effectively and musically on their primary performance area demonstrating an understanding of relevant repertoire, as appropriate to their degree program.
  - Repertoire record from final semester of applied study
  - Required degree recital programs, if applicable
- **SLO #5 – Piano:** Prepare works, as relevant to their degree program
  - MUS 2204: a link to a two-minute (max) solo piano recording OR
  - MUS 2206: a link to two-minute (max) accompaniment recording, if applicable

- **SLO #6 – Technology:** perform basic digital audio recording and editing; synthesis sampling and sequencing.
  - MUS 1070: distribution of audio file artifact
- **SLO #7 – Ensemble:** Develop skills of collaborative musicianship through participation in ensemble contexts.
  - Concert programs documenting ensemble participation across a minimum of 4 semesters

### C. B.Mus, Teacher Licensure Learning Outcomes

- **SLO #1 – Functional Performance:** Demonstrate vocal proficiency and the ability to play a variety of instruments.
  - MUS 1308/1309/1310/1311 playing test rubrics, one from each course (total of 4) OR
  - MUS 2442 playing test rubrics, one from each instrument family
  - AND -
  - MUS 2502: Musical score and recording of sight-singing assignment and unit II dictation exam, if applicable
- **SLO #2 – Conducting:** Demonstrate conducting skills in a variety of classroom and ensemble settings that lead to musically expressive and technically accurate performances with ensembles found in K-12 settings.
  - MUS 3155/3156: link to final exam conducting video
- **SLO #3 – Analysis/History:** Apply knowledge from music theory, history studies to curriculum development, lesson planning, and daily classroom and performance activities.
  - MUS 4400/4401: Comprehensive musicianship project
- **SLO #4 – Disposition for teaching:** Model and display an appropriate disposition for K-12 teaching.
  - No artifact required – cooperating teacher assessment supplied at later date
- **SLO #5 – Arranging:** Transcribe, arrange, modify, and adapt music from original sources to suit ensembles in K-12 music settings.
  - MUS 4840: project of your choice OR
  - MUS 4750: project of your choice
- **SLO #6 – Policies/Standards:** Critique methods, policies and advocacy in the arts for their influence on the musical growth of K-12 students.
  - MUS 4400/4401: school board advocacy assignment
- **SLO #7 – Teaching:** Plan and deliver effective and appropriate music instruction and assess student learning and growth in a K-12 environment.
  - MUS 4400 or 4401: capstone assignment (plan)
  - AND -
  - Practicum: a link to instruction video & assessment document
- **SLO #8 – Culturally responsive:** Demonstrate knowledge and application of culturally responsive pedagogy
  - Culturally responsive lesson plan from either MUS 1312, 2444, or 4400/4401