

Instructional Impact: You Get What You Pay For

It is important to consider how instruction will be impacted when administrators suggest moving music instruction outside of the academic day and argue that it can be handled by “coaches”. Parents should consider....

“What kind of teacher will kids get after school?”

A stipend position is likely to attract an enthusiastic community member who participated in a high school music program. While this person may be an exceptional performer on one or maybe even a few instruments or voice, they are unlikely to have had any formal training in designing and implementing an effective program and curriculum for school students. They are unlikely to know how to play all the band or orchestra instruments, or about the internal workings of voice. For example, a high school trained trumpet player rarely knows how to play clarinet. Unfortunately, candidates for such positions are also unlikely to have been mentored into the profession by experienced music teacher who could share with them key classroom management strategies and techniques for working with groups of students in ensemble settings.

Let’s compare that to....

“What kind of teacher do kids get during the school day?”

A music teaching position within a school system is likely to attract a state certified music teacher who has completed the training outlined below. (Note: These are standard experiences as required by the National Association for Schools of Music, the primary accrediting body for college music teacher preparation programs.) A state-certified music teacher is looking for a place to unfold a professional career where they can engage students with the music that they love. They are invested in developing a program that extends from K to12 and which focuses on what students need within their own lives and within their communities.

Hours of Preparation	Content Area	Related to teaching students to...
30	Brass Techniques	play trumpet, fr. horn, trombone, baritone horn, tuba
60	Woodwinds Techniques	play flute, clarinet, saxophone, oboe, bassoon
60	String Techniques	play violin, viola, cello, bass
30	Percussion Techniques	play snare drum, bass drum, marimba, xylophone and dozens of auxiliary percussion instruments - triangle, clave, etc
30	Guitar Techniques	play acoustic and electric guitar
45 each	Teaching Instrumental or Choral Music	to collaborate with other musicians in grades 4-12 and beyond: includes curriculum development - selecting literature appropriate to children's developing skills level; understanding how the voice works, voice change for both girls and boys, and the critical psychology of voice change during adolescence; how to develop school-based programs; how to program concerts; all aspects program management such as ordering music, hiring accompanists, taking kids to festivals, working with administrators, communicating with parents, etc.
45	Teaching Classroom Music	understand music, culture and what it is to be human through listening, singing, playing instruments, improvisation, and composition with supporting connections to other arts and other subject area within a variety of historical periods and cultures
60	Conducting	follow basic conducting patterns so that they may function as a musical ensemble; utilize non-verbal communication skills to perform effectively; maximize their ensemble-based musicality as the engage in musical teamwork
45	Musician's Health & Wellness	guard against injuries commonly experienced by young musicians and the stresses experienced in performance
	Instructional Learning Theory	achieve at the highest possible levels. This course of study provides teachers with foundational knowledge about how children learn in relation to personal learning styles, age, abilities and capacities; which instructional strategies are most effective in given settings, and best practices within education broadly and music education specifically
45	Teaching Children w/Special Needs	make progress in their personal development regardless of what challenges they may face. This coursework provides teachers with the foundation knowledge necessary for working with children who have special physical, emotional, behavioral, and psychological needs when they are members of a music class. The needs of exceptionally high achievers (who are often found in music) are also addressed.
240	Music Theory & Eartraining	read, write, and analyze music. Additionally, these courses provide teachers with foundational knowledge for broad musical instruction and preparation for conducting.
240	Music History/ World Musics	about music's role in human civilizations throughout all documented histories and cultures from around the world.
120	Piano Skills	sing with accompaniment or play the piano. These are also foundational skills are used by teachers in classroom music and choral music classes.
315	Instrumental Ensembles	be productive, engaged and contributing members in the conducted instrumental music ensembles in which they participate.
315	Choral Ensembles	be productive, engaged and contributing members in the conducted choral music ensembles in which they participate.
30	Chamber Music	Successfully make music with their peers with minimal coaching from a teacher. These are skills that are learned with the guidance of a teacher, but help children learn to make music with peers without a teacher - a lifelong skill.
105	Applied Performance Study	Perform as soloists. This course work prepares teachers to be outstanding musician, most commonly in the area of performance on a specific instrument or voice. This is critical as teachers serve as the primary musical models that their students see and hear.
525	Professional Internship in Teaching Music	do anything and everything in music. This particular experience allows novice teachers to practice the application of their content area and teaching knowledge under the guidance of an experienced mentor teacher in partnership with the sending university program. This is the experience in which young teachers establish their connections to the profession - connections necessary for taking kids to district and state level music events.