GENERAL EDUCATION ASSESSMENT AND REVIEW FORM
EXPRESSIVE ARTS 5/15

Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: School of Music
Course Title: Performance Study
Course Number: MUSI 102A

Type of Request: New One-time Only Renew*
Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

Students enroll for 1 credit for a 30 minute lesson or 2 credits for a 1 hour lesson per week. The time spent in class and the expectations for practice and reflection warrants the 1-2 credit designation. 1-2 credit hour courses in music conform to commonly accepted practices in higher education in Schools of Music for applied learning and include skills courses, laboratory ensembles and studio work. This mode includes activities where students receive hands-on learning experience continually supervised by the instructor. Work is normally completed in the learning environment, but may include out-of-class assignments. The contact hours are be devoted primarily to practice, mastery, clarification, and application of material, rather than presentation of new or theoretical material.

II. ENDORSEMENT / APPROVALS

* Instructor: All applied faculty-Dr. Kevin Griggs coordinator
Phone / Email: 370-8730 kevin.griggs@umontana.edu
Signature ___________________________ Date 2/22/16

Program Chair: Dr. Kevin Griggs, Interim Director
Signature ___________________________ Date 2/22/16

Dean: Dr. Stephen Kalm
Signature ___________________________ Date

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble

Individual fundamental and foundational instruction in voice, piano, organ, harpsichord, carillon, string, wind and percussion instruments. This introductory course provides the student the opportunity to acquire foundational skills in an individual setting and to engage in the creative process. This “learning by doing” course offering involves the student by way of interpretive performance and critical assessment of their own work. It provides a foundation for further study of music specifically, but also assists in the cultivation of an appreciation of the humanities and history of different global cultures. The student participates in active involvement in the performance of a work of art. Required in the major: Bachelor of Music Education.
IV. CRITERIA
BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITÈRIA FOR THE GROUP.

1. Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.

MUSI 102A students study instruments in a “one on one” setting in which the instructor guides them through the interpretive process. Material presented for study represents styles and genres from a global perspective. Western and non-western composers and styles are presented as well as music from a wide varied of historical time periods. Students prepare musical examples to perform during each lesson. Fundamental issues dealing with basic techniques as related to the instrument and interpretation are studied and explored from a perspective of aural, visual and kinesthetic involvement. The student is asked to engage in the creative process by way of performance during the lesson and within the context of discussions with the instructor. In addition, they are asked to engage in critical assessment of their own work through practice sessions between the weekly lessons.

2. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

V. STUDENT LEARNING GOALS
BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Express themselves in the making of an original work or creative performance.

Students express themselves at the end of each week’s individual practice sessions; perform the selection or technique to be learned or explored. In addition, students apply a fundamental knowledge of music theory and history to their weekly lesson performances, the structures and forms of the artistic language to convey meaning. Students present the product of their work during the lesson meetings as well as during studio class and master class sessions. They are asked to critique their work as well as the work of others.

2. Understand the genres and/or forms that have shaped the medium.

3. Critique the quality of their own work and that of others.

VI. ASSESSMENT
A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.
Assessment for Expressive Arts Courses in Music.

Assessment is accomplished by way of performance critiques by the professor and the student. Each class meeting incorporates culminating performances through rehearsal, individual performance that are evaluated as to improvement of technique, understanding of the musical language, development of artistic expression and the musical structure of the composition or musical style. Ensemble courses (MUSI 108A, 110A, 111A, 112A, 114A, 122A, 123A, 131A, 135A, 136A, 155A, 160A) have culminating public performances several times each semester (www.umarts for semester calendar of the Student Ensemble Series). In addition, chamber music courses (MUSI 162A) have culminating semester performance as well (www.umt.edu/music/events). MUSI 102A (Performance Study) builds into each class meeting culminating in individual performances that are critiqued by the professor. This is the nature of “private instruction” or “private study” and the rubric can be found in each professor’s syllabi.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B - D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.

2.

3.

C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]
What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

(This section is optional. Assessment feedback can be reported if it is available.)

Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.
VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Expressive Arts Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
INSTRUCTOR:  Professor Fern Glass  
Office: MUS 111  
Phone: 243-5371  
E-mail: fern.glass@umontana.edu

NO. of CREDITS:  1 -2 (repeatable)  

PREREQUISITES:  Consent of instructor  

COREQUISITES:  Music 108, sec. 1 or 2 (required for scholarship recipients only; by audition)  

GEN ED Distributional Requirement:  Satisfies Group IV: Expressive Arts  

COURSE DESCRIPTION:  
Private study of cello technique and literature at elementary, intermediate, or advanced level intended for any of the following:  
• Non-major interested in music as an avocation  
• Secondary Study: Music major whose principal instrument is not cello who wishes to improve knowledge of the instrument for teaching purposes and for the enjoyment of playing  
• Remedial Study: Music major whose principal instrument is cello who needs remedial study before being admitted to 195 level

COURSE REQUIREMENTS:  
• Private lesson once a week with instructor To Be Arranged  
• Minimum of $\frac{1}{2}$ hour practice daily per credit

COURSE CONTENT:  (Sample repertoire & method books)  
• Scales: 2, 3, or 4-octave scales, according to level of ability; Technical Studies by Kengel  
• Repertoire: Selected works from appropriate Cello Repertoire Lists (see Cello 195-495)  

ATTENDANCE REQUIREMENTS & EXPECTATIONS are:  
• that you practice a minimum of $\frac{1}{2}$ hour per credit each day  
• that you show up on time for your lesson at the agreed upon meeting time
- that if you are detained or are unavoidably late, that you contact me by email or phone as a common courtesy (and I would do the same for you)
- that you come prepared to your lessons, remember your assignments and our work together, and keep a record of this work so that you can make appropriate progress at your level

GRADING PROCEDURE:
- Traditional letter grade only
- Optional jury at end of semester
- Grade is determined by effort, intention, and progress of student throughout the semester

ACADEMIC MISCONDUCT and the STUDENT CONDUCT CODE: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umn.edu/vpsa/student_conduct.php.