

The Capstone Experiences in Music

The Division of Music offers two undergraduate degrees: Bachelor of Music (BM) and Bachelor of Arts. For the BM degree, there are five different programs or emphases: composition, history, jazz studies, music education, and performance. All of the degrees/programs in music have a number of shared course requirements, as well as separate requirements that define the goals of each. In light of the varied programs and emphases in music, the capstone experiences in music will vary accordingly to address students' individual program goals and interests.

The proposed capstone experiences in music are based on the following assumptions:

1. The capstone experience will expand upon and integrate skills and knowledge students have acquired in their undergraduate courses.
2. The capstone experience will require students to think critically and independently.
3. The capstone experience will not require the addition of hours in the degree programs.
4. The capstone experience will require that students demonstrate practical knowledge through performing, composing, or teaching.
5. The capstone experience will require that students demonstrate formal knowledge through written program notes, a composition portfolio, or teaching portfolio.
6. The capstone experience will be supervised by and assessed by a combination of faculty members from the student's degree program.

The following courses have been identified as capstone courses for students in the various degree programs/emphases.

<u>Degree/Major</u>	<u>Capstone Courses</u>	<u>Projects</u>
BA	M492 Directed Studies	Upper level recital and 1500-word essay/presentation
BM/Composition	M467 Major Project M488 Senior Recital	Recital with program notes and composition portfolio; oral presentation based on senior project and/or works on the senior recital as well as reflections on the student's experience as a composer.
BM/Music Education	M487 Student Teaching Seminar	Teaching internship and portfolio/presentation
BM/Performance	M435 Repertoire (voice) M435A Repertoire (piano) M488 Senior Recital	Recital with program notes; oral presentation of historical/interpretive issues related to works on the senior recital as well as reflections on the student's experience as a musician.
BM/Jazz Studies	M488 Senior Recital M112 Jazz Seminar	Recital with program notes; oral presentation of historical/interpretive issues related to works on the senior recital as well as reflections on the student's experience as a musician.

**Capstone Course for the BA
Music 492: Upper Level Recital**

The capstone experience for the BA will be fulfilled in Music 492: Directed Studies/Upper Level Recital. Students will enroll in M492 for 2 credits during the same semester they give their upper-level recital.

1. *Students will gather material independently.* The student will select a work from his/her upper-level recital upon which to base a 1500-word essay that demonstrate the student's ability to synthesize information, present a well-reasoned essay and express a well-organized and articulate written text. The essay will situate the composition within both its composer's career and the historical period in which it was composed by addressing the following:
 - a. How is the work characteristic of the composer's style?
 - b. What formal conventions appear in the work and what is the nature of the harmonic language of the composition?
 - c. In way ways is it representative of the period?
 - d. What led to the genesis of the composition:
 - What prompted its creation?
 - When and where was it written?
 - When and where was it first published?
 - e. What other compositions was the composer working on during the same period?
 - f. In what ways is this work typical of other works composed in the same period of the composer's career?

2. *Students will integrate theoretical and practical knowledge that they have acquired throughout their undergraduate career.* By combining the essay with the performance of the work, the student will integrate historical and theoretical knowledge with the performance experience ("practical knowledge"). Thus, the student will draw upon knowledge acquired through performance, the study of music history and music theory, and liberal studies.

3. *Student will reflect on ethical and/or social issues.* Historical context for the work is one of the principal issues to be addressed in the essay, the fundamental purpose of which is "to situate the composition within both its composer's career and the historical period in which it was composed."

4. The capstone course will culminate in a recital and oral presentation based on the essay.

**Capstone courses for the BM in Composition
Music 467 Senior Project and 488 Senior Recital**

The capstone experience for the BM/Composition will be fulfilled in Music 467: Senior Project and M488: Senior Recital.

1. *Students will gather material independently.*

Music 467: Senior project. The student will compose a large-scale work of at least 10 minutes duration for an instrumental ensemble larger than chamber music. Instrumental soloists and/or vocal/choral forces may be used. Public performance is desired but not required, however a reading of the work is expected. The student is responsible for composing and orchestrating the work, preparing the score and the parts, and arranging for the reading/performance.

Music 488: Senior recital: The student will prepare a recital with at least 45 minutes of music drawn from compositions composed during the undergraduate years, primarily the sophomore through senior years. A balance of genres is mandatory. The student will arrange for all of the performers, as well as preparing the music, finding performers, and scheduling and supervising rehearsals. The student will be required to perform on this recital program in some capacity, either as soloist, accompanist, ensemble member, or conductor.

2. *Students will integrate theoretical and practical knowledge that they have acquired throughout their undergraduate careers.* MUSC 467 & 488: Students are expected to master standard forms and approaches to composition, orchestration, harmony, text-setting, etc., for soloists and ensembles of all kinds and demonstrate these skills in the recital compositions and the large project.

3. *Students will reflect on ethical and/or social issues.* MUSC 467: The student will write program notes suitable for a general audience. The composer will briefly discuss all of the compositions on the program and place his/her works in the historical context of the genres involved. Additional texts, diagrams, graphics, etc. may be employed on separate pages.

4. *The capstone experience will culminate in a composition portfolio and the presentation of a senior recital.* The student composer will prepare written program notes for the printed program. Students will also give an oral presentation that will include a discussion of the senior project and/or works on the senior recital, as well as reflections on the undergraduate experiences as a student composer. The oral presentation will not be given at the time of the senior recital, but instead will take place during either the studio class or at the division's convocation for students and faculty.

Capstone Course for the BM in Music Education Music 487: Student Teaching Seminar

The capstone experience for the BM/Music Education will be fulfilled in Music 492L: Student Teaching Seminar. Students will enroll in M492 for 2 credits during the same semester that they student teach. The seminar is designed as a companion to the teaching internship and will include the following requirements:

1. *Students will gather material independently.* Throughout the semester students will assume responsibility for teaching in K-12 music settings. Working in tandem with a cooperating teacher and university supervisor, students will be involved in short-term and long-range planning of music instruction. The planning process is multi-faceted and requires that students think critically and independently. The student teacher's preparation and design of effective lessons and rehearsals is an essential component of the field-based internship and includes the following: 1) the selection of appropriate repertoire; 2) a careful analysis of repertoire to determine pedagogical value and instructional strategies; 3) an understanding of K-12 students' knowledge, skills, and interests; and 4) an awareness of overall program goals.
2. *Students will integrate theoretical and practical knowledge that they have acquired throughout their undergraduate career.* The very nature of the student teaching experience requires that students demonstrate pedagogical content knowledge and apply theory to practice. During the fourteen-week internship, students are constantly integrating content learned in their core music courses in music theory, history, arranging, conducting, and performance with the pedagogical content from their coursework in music education.
3. *Student will reflect on ethical and/or social issues.* Student teachers are placed in a variety of settings and are required to teach at three levels: K-4, 5-8, and 9-12. The diversity of populations in K-12 school music programs challenges student teachers to respond with understanding and sensitivity to issues of gender, ethnic diversity, and varied cultural traditions. The collaborative nature of music teaching and learning places the student teacher at the center of professional decision-making necessary to establish a fair and equitable classroom climate for all students.
4. *The capstone experience will culminate with the presentation of a teaching portfolio.* To fulfill the written component of the capstone experience, students will develop a professional teaching portfolio to be presented at the final seminar meeting. The portfolio is intended to provide evidence of a student's growth and development both as a musician and teacher and should include documentation of teaching in a variety of settings (i.e. high school, middle school, elementary). Portfolios should display samples of "best" work that reflect the student's knowledge of repertoire, pedagogy, instructional strategies, and curricular goals appropriate for K-12 music teaching. Contents should include, but are not limited to: a philosophy statement, written plans for classroom/rehearsal instruction, sample programs, video documentation of effective teaching, and reflective statements. Accompanying the portfolio will be a short oral presentation before music education faculty and fellow students. The presentation is intended as a kind of exit interview to assess students' professional growth and development as future music educators.

**Capstone Courses the BM in Performance and BM in Jazz Studies
M435/435A Repertoire, M112 Jazz Seminar, and M488 Senior Recital**

The capstone experience for the BM/Performance and BM/Jazz Studies will be fulfilled in M435: Repertoire (voice) or M435A: Repertoire (piano) and Music 488: Senior Recital.

1. *Students will gather material independently.* Students will work closely with a faculty member to prepare a Senior Recital program that is relevant to their interests and professional goals. Once the repertoire is selected, students are required to engage in daily practice that involves discovering and integrating solutions to musical and technical problems presented in the repertoire. For at least one selection on the Senior Recital, students will develop written program notes that demonstrate historical understanding of the work(s) to be performed.

They may address:

- a. The background on the composer and the historic period in which the work was created
- b. The ways in which the piece is characteristic of the composer's style
- c. The ways in which the work is representative of the period
- d. Interpretive or other performance-related issues

The program notes should be well researched, original (based on secondary sources), and intelligently written. Since the primary purpose of the program notes is to enhance audience understanding and enjoyment of the music, they should be written in a way that is comprehensible to a general audience.

2. *Students will integrate theoretical and practical knowledge that they have acquired throughout their undergraduate career.* For the performer, historical and theoretical studies inform the performance. The preparation of the senior recital will require that students integrate components of prior coursework in history and theory with musical and communication skills necessary to exhibit a high level of performance. The writing of program notes will require students to articulate and integrate skills developed in the writing course (Music 271) and the repertoire courses (M435/voice and M453A/piano).

3. *Students will reflect on ethical and/or societal needs.* The history of repertoire, its place in culture, and its role in political and social phenomena will be addressed in the presentation of a solo recital and the written program notes.

4. *The capstone experience will culminate in the presentation of a solo recital accompanied by program notes.* Students will also give an oral presentation that will include a discussion of the historical and interpretive issues related to the works performed on the recital, as well as reflections on the undergraduate experience as a musician. An oral presentation will not be given at the time of the senior recital, but instead will take place prior to the recital in a variety of venues:

- For piano and voice students, oral presentations will occur in the repertoire classes (M435 and M435A) or in the voice hour.
- For all other performance majors, oral presentations will occur in either the studio master classes or at the division's convocation for students and faculty.
- For jazz studies majors, oral presentations will occur in the Jazz Seminar (M112).