

EDGEWOOD COLLEGE

Music

DEPARTMENT

**Music Major/Minor  
Handbook  
v. 8.15.17**

**MUSIC DEPARTMENT MISSION STATEMENT**

*Inspired by the knowledge that music has the power to elevate the human spirit, the Edgewood College Music Department is committed to developing the whole person in pursuit of musical artistry, and to sharing that artistry with the greater population. We are dedicated performers, educators, and student-musicians, rooted in Dominican values, perfecting our craft within a dynamic liberal arts environment. Through the study of music, we seek to engage individuals within a community of scholarship and performance, affirming the College's mission to educate students for meaningful personal and professional lives.*

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## I. What does it take to be a Music Major?

Adapted from the original article by the same title from *Teaching Music*, February 1998, © MENC

**Being a music major is more complicated than singing or playing for pleasure. With careful planning and dedication, however, the curriculum can be one of the most rewarding in the liberal arts.**

**One of the most misunderstood notions of the music major is that it is an “easy” degree** in which students simply enjoy playing or singing in an ensemble. In reality, the music degree is considered among the most rigorous courses of study, requiring extensive use of all learning modalities. Aural skills, reading comprehension, research writing in historical music studies, and kinesthetic ability for performance and conducting are all required.

**Students who lack basic music theory skills** will be required to quickly master theory fundamentals. The initial material students must know or learn includes meter signatures, rhythmic values, elementary principles of form, written intervals and triads, treble and bass clefs, major and minor scales and key signatures, and key relationships.

For many, **aural skills** take the longest to develop. Students must be able to identify by ear the degrees of a scale being played or sung, the type of triad being played or sung, the interval being played or sung, and the chord factor in the bass or soprano of a chord being played. Students should also be able to tap back rhythms being played or sung and to notate simple tonal melodies being played or sung.

**Historical studies in music help students learn invaluable material that will assist them in** selecting literature and in understanding performance practices. The field entails rigorous research writing as well as aural and visual identification of music from various historical time periods, genres, and styles.

Many students who plan to become music majors begin **private study on an instrument or voice** years before they come to college. If not, most students can expect to spend time in “pre-college” lessons that will prepare them for the rigors of the collegiate-level studio lesson. **One of the most important lessons a student must learn is how to practice.** Many students cannot formulate a viable, tangible study and practice plan. Without this, progress is curtailed significantly.

All college music majors, no matter what their principal performance medium, will be required to sing in music courses. Students must be willing

and able to sing back pitches played within and outside their vocal range, sing back notes in a major and minor triad, and sing the major scale with numbers, letters, and solfeggio, and sight-sing simple folk tunes, among other things.

All college music majors, no matter what their principal performance medium, must **develop basic keyboard skills**, essential to studying scores, teaching harmony, and providing basic accompaniment. For this reason, a piano proficiency demonstration is a standard part of every undergraduate music degree.

**The Right Attitude.** If students are passionate about and dedicated to music - as well as being aware of its rigors - then they belong in a college music program.

### INTERESTING FACTS

- Music majors are the most likely group of college graduates to be admitted to medical school. Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants and found that 66 percent of music majors who applied to med school were admitted, the highest percentage of any group. For comparison, (44 percent) of biochemistry majors were admitted.

*Source: "The Comparative Academic Abilities of Students in Education and in Other Areas of a Multi-focus University," Peter H. Wood, ERIC Document No. ED327480*

- A study of 7,500 university students revealed that music majors scored the highest reading scores among all majors including English, biology, chemistry and math.
- The College Board reports that students involved in the fine arts in high school have higher SAT scores than students who are not involved in the arts. The 2010 report indicated a 102 point advantage for fine arts students, consistent with data gathered over the previous ten years.

## II. Declaring a Music Major at Edgewood College: Four Steps

### Step One: Assessing your prior experience

Music students come with a wide variety of background and experiences. Faculty will meet with you to determine your prior knowledge in music theory, aural skills, and performance areas and will place you in courses that will appropriately challenge you and prepare you for the future. You can expect to be assessed as follows:

#### First-year students:

- A short theory placement test
- An audition on your instrument or voice

#### Transfer students:

- A short theory placement test
- An audition on your instrument or voice
- A piano proficiency demonstration
- An assessment of your transcript
- You also may be able to demonstrate proficiency in other areas/courses

#### Post-Bachelor's Degree students seeking certification to teach:

After an assessment of your transcripts, faculty will also assess:

- Ensemble experience in your intended area of certification
- Applied study in your intended area of certification
- Piano proficiency
- Conducting proficiency
- Technology proficiency
- Students may also request to demonstrate knowledge/experience in additional courses that are required for the desired degree or teaching certificate
- Students MUST meet with an advisor in the School of Education to determine which education courses will be required for certification

At a minimum, the Edgewood College Music Department requires all teacher certification candidates to complete the following at Edgewood:

MUS 456; MUS 457; MUS 489

## Step Two: Beginning the Rotation

- All intended music majors and minors must meet with a music faculty member for current course rotation information and for placement into the correct ensemble and applied lessons. Faculty will help you select courses that fulfill general education requirements as well as beginning courses in the major and minor.
  - ♦ Missing a course rotation can result in a delay in your intended graduation.

## Step Three: End of 2nd semester review

Faculty will assess your progress in applied study and introductory music courses at the end of your second semester of study at Edgewood to determine your eligibility to continue as a major or minor. The following are assessed:

- Music GPA, particularly:
  - ♦ course grades in music theory, piano proficiency, and applied study
  - ♦ Grades of C or better are required in all major-minor coursework. Students must retake courses in which they do not attain a grade of at least C.
- Performance “juries” are performance final exams that demonstrate progress in applied study. You will perform before a panel of three faculty members at the end of each semester of private study

*See jury overview sheet in the back of this handbook.*

## Step Four: Declaration of Major or One-semester of Probationary Study

Students who pass the first year review may officially declare the major.

*Go to <http://registrar.edgewood.edu/Faculty-Resources> for the declaration of major forms.*

Students who do not pass the first-year review are given one semester of probation to sufficiently demonstrate progress in academic and applied study. Students who are unable to demonstrate the capacity to graduate within a five-year period will not be permitted to take upper-division music courses and should explore an alternative major.

### III. Music Degrees and Careers

Edgewood College offers degrees in Music, Music Education, Music Media and Production, Music Promotion and Industry, and Pre-music Therapy; we also offer a music minor.

The department is proud to offer a rigorous course of study that prepares students for careers in music business, as professional performers, and as teachers. Our alumni have reported being extremely well-prepared for graduate school.

"A great testament to the quality of teaching is that five years after I had attended Edgewood, I was still able to test out of the preliminary classes for both Music History and Music Theory for my master's program. This is pretty remarkable, especially considering many students, including composition majors, weren't able to pass despite coming directly in from undergraduate programs. The professors at Edgewood do a great job of not only teaching you information, but helping you retain what you have learned."



*Joseph Pleuss, Class of 2004, Liberal Arts Music Degree  
Current Career: Professional Singer active in Berlin, Germany*

#### Liberal Arts Degree

The liberal arts degree follows the standards established by the National Association of Schools of Music, and includes extensive grounding in music theory, music history, and performance.

Edgewood College alumni with liberal arts music degrees enjoy a wide variety of careers. Here are just a few examples:

- Professional opera performance
- Church musician
- Radio broadcasting
- Private lesson instruction
- Freelance jazz performance

## Music Education, with certification in Vocal, General and Instrumental Music

The music education degree is fully approved by the Wisconsin Department of Public Instruction, and is led by music faculty with doctoral degrees in music education who also possess public and private-school teaching experience in both the United States and Mexico.



“My best advice to students is to be in charge of your own education. Put in lots of time and energy, continue to ask questions, seek teaching opportunities—and you will leave Edgewood extremely prepared for whatever the world gives you.”

*Aimee Swanson, Class of 2007  
Music Education  
East Troy High School  
2012 Teacher of the Year*

“The skills and knowledge that I acquired through Edgewood have allowed me to find many different ways to operate in the music industry. Not only did I learn how to perform, write, and interpret music, but I also learned how to function as a businessman to enable myself to make a living as a performer. Studying classical and jazz music at Edgewood has made it incredibly easy for me to participate in both of those worlds, as well as the popular music industry.”



*Lucas Koehler, Class of 2010  
Music Business Major  
Master's Degree/Northern Illinois University  
Freelance musician*

## Music Minor

The music minor works well with a variety of majors and allows students to explore some interesting career paths. At Edgewood, many courses required of music minors also fulfill general education requirements.

## Careers in Music

In America and around the globe, the music industry adds billions of dollars to the economy and employs an astonishing number of people. Within the last decade, the global value of retail sales of recorded music alone was estimated at over \$US37 billion per year. A recent economic study in Nashville reported that the local music industry there supported 54,000 jobs with an estimated labor income of \$722 million annually.

Aspiring musicians may be surprised to learn about the number of careers that exist, including: musicians who compose, conduct, and perform; professionals who create and sell recorded music (including retail stores, online stores, publishers of sheet music, producers, studio personnel, engineers, copyright experts, etc.); personnel associated with live performance, including promoters, advertisers, sales, booking agents, grant writers, business managers, talent scouts; personnel who broadcast music; music journalists, critics, book editors; educators; personnel that support music education, including instrument manufacturers, distributors, salespersons, school ensemble arrangers, and more.

### Just a Few Career Ideas to Explore:

- Accompanist (public and private schools, music schools and performing arts camps; other venues; religious centers and schools)
- Arranger
- Arts administrator/arts management
- Composer
- Conductor
- Copyist, transcriber
- Copyright consultant
- Educator – K-12, college, university, conservatory, religious organizations, private studio
- Entertainment lawyer; music business lawyer
- Event production, management, planning, technology

- Film scoring (Composing, editing, supervising, arranging/adapting, orchestrating)
- Music Historian
- Music Librarian
- Lyricist
- Marketing Related to Music
- Media development
- Merchant
- Music critic or reviewer
- Music for game development
- Music licensing
- Music online and print magazine writing, editing, publishing
- Music publishing
- Performer (Vocal and instrumental soloist, session musician, orchestra/band/group member, background vocalist or instrumentalist, performing artist, show band. Venues may include business meetings, conferences, cruise ships, weddings, hotels, restaurants, clubs, religious events)
- Promoter
- Recording (including research, publicity, marketing, public relations, sales)
- Royalty analyst, royalty accountant
- Songwriter (including composer, lyricist, producer; jingle writing for television, radio and internet; freelance work; librettist)
- Talent representation (booking, management)
- Tours/road work (road manager, sound technician, tour coordinator, tour publicist)

**For More Music Career Ideas:**

<http://musicschoolcentral.com/can-music-degree-70-careers-salaries-revealed/>

<https://www.bls.gov/careeroutlook/2015/article/careers-for-music-lovers.htm>

<https://majoringinmusic.com/what-can-you-do-with-a-music-degree/>

The transferable skills you will gain as a music major will also provide you with the background necessary to enter many other fields as well as postgraduate programs.

### **1. Ability to be creative and think of solutions to problems**

*Preparation in the Major:* improvising; composing innovative music; dealing with myriad challenges that crop up before or during live performances.

### **2. Ability to plan ahead**

*Preparation in the Major:* learning music in advance of performances to “peak” at the right time; juggling your schedule; arranging rehearsals with accompanists and peers

### **3. Ability to take responsibility and assume leadership**

*Preparation in the Major:* scheduling and getting to lessons and rehearsals; learning your individual part for a group performance; leading a sectional in your ensemble; having the poise to perform in front of an audience

### **4. Ability to collaborate and work effectively with others to meet goals**

*Preparation in the Major:* being part of an ensemble, orchestra or chorus; understanding the role and responsibility of the individual to the larger unit

### **5. Ability to think and understand in patterns**

*Preparation in the Major:* reading, composing, arranging and performing music.

*Adapted from <http://majoringinmusic.com>*

## **IV. Internships**

Internships are required of music majors who have a business emphasis, and are encouraged for all liberal arts music majors. Music faculty advisors work directly with students and community partners to assure both the student and the intern host a high-quality experience. Our location in Madison, Wisconsin affords our students access to outstanding opportunities.



Ilana Bar-Av interned at Midwest Family Broadcasting's Q106 radio in Madison, WI. She is pictured here outside of the Peabody hotel in Memphis where she took part in a seminar focused on radio's role in fundraising for charitable causes.

**A few of our most recent internship placements are listed here:**

Madison Symphony Orchestra

Wisconsin Chamber Orchestra

Local commercial radio stations

Monroe Street Fine Arts Center (non-profit)

Wisconsin Center for Music Education

Wisconsin Public Radio

For-profit music stores and businesses

St. Mary's Hospital

Audio for the Arts

## V. Degree Completion MAPS

### Major: Music – Liberal Arts

This chart shows *a typical means toward completing major requirements, but is not the only means*; students should work with their advisors to plan out their program in a way that meets their goals. Students should also talk to their advisor about classes not on the MAP. This MAP is not an official document, it is an information sheet only. Students are fully responsible for knowing the current requirements of their academic program, which can be found in the official catalog (<https://www.edgewood.edu/catalog>).

	Fall		Spring		Summer	TOTAL
1st Year	MUS 000 <sup>1</sup>		MUS 0001			CREDITS EARNED:
	MUS 140 B	3	MUS 1031			
	Ensemble*		MUS 141B	3		
	Private Instrument or Voice* <sup>2</sup>		MUS 142	1		
			MUS 158 AQX (alt years)	4		
2nd Year	MUS 000 <sup>1</sup>		MUS 000 <sup>1</sup>			
	MUS 103 <sup>1</sup>		MUS 103 <sup>1</sup>			
	MUS 143	3	MUS 191 I (alt years)	3		
	MUS 144	1	MUS 241	3		
	MUS 155 AGX	4	MUS 242	1		
	Ensemble*		Ensemble*			
	Private Instrument or Voice*		Private Instrument or Voice*			
3rd Year	MUS 000 <sup>1</sup>		MUS 000 <sup>1</sup>			
	MUS 104	1	MUS 356 U	3		
	MUS 355	3	Ensemble*			
	Ensemble*		Private Instrument or Voice*			
	Private Instrument or Voice *					

	Fall		Spring		Summer	TOTAL
4th Year	MUS 344	2	Ensemble*			
	Ensemble *		MUS 481 K	1		
	Private Instrument or Voice *		Private Instrument or Voice*			
	MUS 440 COR 3					
5th Year* (If Needed)						

<sup>1</sup>Various credits

<sup>2</sup> See music office for placement

\*5th year may be needed depending on minor and/or additional certifications desired.

### Major: Music Education-General License

This chart shows *a typical means toward completing major requirements, but is not the only means*; students should work with their advisors to plan out their program in a way that meets their goals. Students should also talk to their advisor about classes not on the MAP. This MAP is not an official document it is an information sheet only. Students are fully responsible for knowing the current requirements of their academic program.

	Fall		Spring		Summer	TOTAL
1st Year	MUS 000 <sup>3</sup>		MUS 000 <sup>1</sup>			CREDITS EARNED:
			MUS 103 <sup>1</sup>			
			MUS 141B	3		
	MUS 140 B	3	MUS 142	1		
	Ensemble*		MUS 158 AQX (alt years)	4		
	Private Instrument or Voice* <sup>4</sup>		Ensemble *			
			Private Instrument or Voice*			
			ED 271 is recommended P	3		

	Fall		Spring		Summer	TOTAL
<b>2nd Year</b>	MUS 000 <sup>1</sup>		MUS 000 <sup>1</sup>			CREDITS EARNED:
	MUS 103 <sup>1</sup>		MUS 103 <sup>1</sup>			
	MUS 143	3	MUS 191 I (alt years)			
	MUS 144	1	MUS 242	1		
	MUS 155 AGX	4	MUS 241	3		
	Ensemble*		Ensemble *			
	Private Instrument or Voice*		Private Instrument or Voice*			
	ED 200 D or ED 200 2D	3-4	ED 271 P is recommended	3		
	ED 201	2				
<b>3rd Year</b>	MUS 000 <sup>1</sup>		MUS 0001			
	MUS 355	3	MUS 356 U	3		
	Ensemble*		Ensemble*			
	Private Instrument or Voice *		Private Instrument or Voice*			
	MUS 275A <sup>1</sup>		MUS 275f <sup>1</sup>			
	MUS 104	1	MUS 343	2		
	ED 330 X	4	ED 215 J (spring only)	3		
<b>4th Year</b>	MUS 344	2	MUS 345	2		
	Ensemble*		Ensemble*			
	Private Instrument or Voice*		MUS 457			
	MUS 456	2	ED 307	3		
	ED 384 C (fall only)	3	ED 306	3		
	NATS 108 ES (recommended)	4	Private Instrument or Voice*			
			NATS 109 ES (recommended)	4		

<sup>3</sup>Various credits

<sup>4</sup>See music office for advising and placement.

	Fall		Spring		Summer	TOTAL
5th Year*	PS 262	4	MUS 489A <sup>1</sup>			CREDITS EARNED:
	ED 401 3U	3	ED 402	3		
	ED 476	3				
	COR 3 in Student Teaching and MUS 440					
	MUS 481 K	3				

\*5th year may be needed depending on minor and/or additional certifications desired.

### Major: Music Education-Choral License

This chart shows *a typical means toward completing major requirements, but is not the only means*; students should work with their advisors to plan out their program in a way that meets their goals. Students should also talk to their advisor about classes not on the MAP. This MAP is not an official document it is an information sheet only. Students are fully responsible for knowing the current requirements of their academic program.

	Fall		Spring		Summer	TOTAL
1st Year	MUS 000 <sup>5</sup>		MUS 000 <sup>1</sup>			CREDITS EARNED:
			MUS 103 <sup>1</sup>			
	MUS 140 B	3	MUS 141B	3		
	Ensemble*		MUS 142	1		
	Private Instrument or Voice*		MUS 158 AQX (alt years)	4		
			ED 271 is recommended P	3		
			Ensemble*			
2nd Year	MUS 000 <sup>1</sup>		MUS 000 <sup>1</sup>			
	MUS 103 <sup>1</sup>		MUS 103 <sup>1</sup>			
	MUS 143	3	MUS 191 I (alt years)	3		
	MUS 144	1	MUS 242	1		
	MUS 155 AGX	4	MUS 241	3		

	Fall		Spring		Summer	TOTAL
	Ensemble*		Ensemble*			
	Private Instrument or Voice*		Private Instrument or Voice*	2		
	ED 200 D or ED 200 2D	3-4	ED 271 P is recommended	3		
	ED 201					
<b>3rd Year</b>	MUS 000 <sup>1</sup>		MUS 000 <sup>1</sup>			
	MUS 355	3	MUS 356 U	3		
	Ensemble*		Ensemble*			
	Private Instrument or Voice*		Private Instrument or Voice*			
	MUS 275A <sup>1</sup>		MUS 275f <sup>1</sup>			
	MUS 104	1	MUS 343	2		
	ED 330 X	4	ED 215 J (spring only)	3		
<b>4th Year</b>	MUS 344	2	MUS 345	2		
	Ensemble*		Ensemble*			
	Private Instrument or Voice*		MUS 457	2		
	MUS 456	2	ED 307	3		
	ED 384 C (fall only)	3	ED 306	3		
	NATS 108 ES (recommended)	4	Private Instrument or Voice*			
			NATS 109 ES (recommended)	4		
<b>5th Year*</b>	Coursework in Western Studies* <sup>7</sup>		MUS 489B <sup>1</sup>			
	ED 401 3U	3	ED 402	3		
	ED 476	3				
	COR 3 in Student Teaching OR MUS 440					
	MUS 481 K	3				

<sup>5</sup> Various credits

<sup>6</sup> See music office for advising and placement.

\*5th year may be needed depending on minor and/or additional certifications desired.

## Major: Music Education-Instrumental License

This chart shows *a typical means toward completing major requirements, but is not the only means*; students should work with their advisors to plan out their program in a way that meets their goals. Students should also talk to their advisor about classes not on the MAP. This MAP is not an official document it is an information sheet only. Students are fully responsible for knowing the current requirements of their academic program.

	Fall		Spring		Summer	TOTAL
<b>1st Year</b>	MUS 000 <sup>8</sup>		MUS 000 <sup>1</sup>			CREDITS EARNED:
	MUS 140 B	3	MUS 103 <sup>1</sup>			
	Ensemble*		MUS 141B	3		
	Private Instrument or Voice*		MUS 142	1		
			MUS 158 AQX (alt years)	4		
			Ensemble*			
			Private Instrument or Voice*			
<b>2nd Year</b>	MUS 000 <sup>1</sup>		MUS 000 <sup>1</sup>			
	MUS 103 <sup>1</sup>		MUS 103 <sup>1</sup>			
	MUS 143	3	MUS 191 I (alt years)	3		
	MUS 144	1	MUS 242	1		
	MUS 155 AGX	4	MUS 241	3		
	Ensemble*		Ensemble*			
	Private Instrument or Voice*		Private Instrument or Voice*			
	ED 200 D or ED 200 2D	3-4	ED 271 P is recommended	3		
	ED 201					
<b>3rd Year</b>	MUS 000 <sup>1</sup>		MUS 000 <sup>1</sup>			
	MUS 355	3	MUS 356 U	3		
	Ensemble*		Ensemble*			
	Private Instrument or Voice*		Private Instrument or Voice*			

	Fall		Spring		Summer	TOTAL
<b>3rd Year</b> <i>(cont'd.)</i>	MUS 275B <sup>1</sup>		MUS 275C	1		CREDITS EARNED:
	MUS 104	1	MUS 343	2		
	ED 330 X	4	ED 215 J (spring only)	3		
<b>4th Year</b>	MUS 344	2	MUS 345	2		
	Ensemble*		Ensemble*			
	Private Instrument or Voice*		MUS 457	2		
	MUS 275D <sup>1</sup>		MUS 275E <sup>1</sup>			
	MUS 456	2	ED 307	3		
	ED 384 C (Fall only)	3	ED 306	3		
	NATS 108 ES (recommended)	4	Private Instrument or Voice*			
		NATS 109 ES (recommended)	4			
<b>5th Year*</b> <b>(If Needed)</b>	Coursework in Western Studies* <sup>10</sup>		MUS 489C <sup>1</sup>			
	ED 401 <b>3U</b>	3	ED 402	3		
	ED 476	3				
	COR 3 in Student Teaching OR MUS 440					
	MUS 481 K	1				

<sup>7</sup>Majors must take courses in western and non-western studies, or global studies. Please discuss.

<sup>8</sup>Various credits

<sup>9</sup>See music office for advising and placement.

<sup>10</sup>Majors must take courses in western and non-western studies, or global studies. Please discuss this requirement with your advisor.

## Major: Music Media and Production

This chart shows *a typical means toward completing major requirements, but is not the only means*; students should work with their advisors to plan out their program in a way that meets their goals. Students should also talk to their advisor about classes not on the MAP. This MAP is not an official document it is an information sheet only. Students are fully responsible for knowing the current requirements of their academic program.

	Fall		Spring		Summer	TOTAL
1st Year	MUS 140 B	3				CREDITS EARNED:
			MUS 141B	3		
	Private Instrument or Voice* <sup>11</sup>	1		1		
	Ensemble*	1	MUS 158 AQX (alt years) or MUS 159 AD (alt years)	4/3		
			Ensemble*			
			Private Instrument or Voice*			
2nd Year	MUS 143	3	MUS 191 I (ALT YEARS)	3		
	MUS 144	1	ART course	4		
	MUS 152 AD or 155 AGX	4/3	COMMS course	4		
	Ensemble*	1	Ensemble*	1		
	Private Instrument or Voice*	1	Private Instrument or Voice*	1		
3rd Year	COMMS course	4	MUS 343	2		
	ENG course	4	MUS 356 U or 355 (previous sem)	3		
	MUS 355 or 356 U (next sem)	3	Ensemble*	1		
	Ensemble*	1	Private Instrument or Voice*	1		
	Private Instrument or Voice*	1	COMMS course	4		
			ENG course	4		
	MUS 291	3	MUS 279	1		

	Fall		Spring		Summer	TOTAL
4th Year	MUS 344	2	Ensemble*	1		CREDITS EARNED:
	Ensemble*	1				
	Private Instrument or Voice*	1	Private Instrument or Voice*	1		
	MUS 440 COR 3	3				
	MUS 491	2				
5th Year* (If Needed)						

\*5th year may be needed depending on minor and/or additional certifications desired.

Note: There is a wide variety of courses outside the music major so students can choose from these options

### Major: Music Promotion and Industry

This chart shows *a typical means toward completing major requirements, but is not the only means*; students should work with their advisors to plan out their program in a way that meets their goals. Students should also talk to their advisor about classes not on the MAP. This MAP is not an official document it is an information sheet only. Students are fully responsible for knowing the current requirements of their academic program.

	Fall		Spring		Summer	TOTAL
1st Year	MUS 140 B	3				CREDITS EARNED:
			MUS 141B	3		
	Private Instrument or Voice*	1	MUS 142	1		
	Ensemble*	1	MUS 158 AQX (alt years) or MUS 159 AD (alt years)	4/3		
			Ensemble *			
			Private Instrument or Voice*			

	Fall		Spring		Summer	TOTAL
<b>2nd Year</b>	MUS 143	3	MUS 191 I (alt years)	3		CREDITS EARNED:
	MUS 144	1	ART course	4		
	MUS 152 AD or or 155 AGX	4/3	COMMS course	4		
	Ensemble*	1	Ensemble*	1		
	Private Instrument or Voice*	1	Private Instrument or Voice*	1		
<b>3rd Year</b>	MUS 291 I (alt years)	3	MUS 279	1		
	ENG course	4	MUS 356 U or 355 (previous sem)	3		
	MUS 355 or 356 U (next sem)	3	Ensemble*	1		
	Ensemble*	1	Private Instrument or Voice*	1		
	Private Instrument or Voice*	1	COMMS course	4		
			ENG course	4		
<b>4th Year</b>	MUS 344	2	Ensemble*	1		
	Ensemble*	1				
	Private Instrument or Voice*	1	Private Instrument or Voice*	1		
	MUS 440 COR 3	3				
	MUS 491	2				
<b>5th Year*(If Needed)</b>						

<sup>12</sup> See music office for placement MUS 191 I (alt years)

\*5th year may be needed depending on minor and/or additional certifications desired.

Note: There is a wide variety of courses outside the music major so students can choose from these options

## Major: Pre-music therapy

This chart shows *a typical means toward completing major requirements, but is not the only means*; students should work with their advisors to plan out their program in a way that meets their goals. Students should also talk to their advisor about classes not on the MAP. This MAP is not an official document it is an information sheet only. Students are fully responsible for knowing the current requirements of their academic program.

	Fall		Spring		Summer	TOTAL
<b>1st Year</b>	MUS 140 B	3				CREDITS EARNED:
			MUS 141B	3		
	Private Instrument or Voice* <sup>13</sup>	1	MUS 142	1		
	Ensemble*	1	MUS 158 AQX (alt years) or MUS 159 AD (alt years)	4		
			Ensemble*	1		
<b>2nd Year</b>	BIO 151	4				
	MUS 143	3	MUS 191 I (alt years)	3		
	MUS 144	1	BIO 152	4		
	MUS 152 AD or or 155 AGX	3	PSY course	4		
	Ensemble*	1	Ensemble*	1		
	Private Instrument or Voice*	1	Private Instrument or Voice*	1		
<b>3rd Year</b>	MUS 250 (alt years)	3	MUS 275 b, c, d, e	1		
	PSY course	4	MUS 343	2		
	MUS 355 or 356 U (next sem)	3	Ensemble*	1		
	Ensemble*	2	Private Instrument or Voice*	1		
	Private Instrument or Voice *	2	ECON course	4		
	MUS 275a	1				
			MUS 356 U or 355 (previous sem)	3		

<sup>13</sup> See music office for placement MUS 191 I (alt years)

	Fall		Spring		Summer	TOTAL
4th Year	MUS 344	2	Ensemble*	1		CREDITS EARNED:
	Ensemble*	1	MUS 275 b, c, d, e	1		
	Private Instrument or Voice*	1	Private Instrument or Voice*	1		
	MUS 440 COR 3	3	PSY course	4		
	MUS 491	2				
	MUS 275 b, c, d, e	1				
5th Year						

\*5th year may be needed depending on minor and/or additional certifications desired.

Note: There is a wide variety of courses outside the music major so students can choose from

## VI. Advice, Deadlines, and Forms

*One of the best pieces of advice we offer our students...*

***Please check your Edgewood email accounts daily for important announcements and information.*** Music majors have many opportunities to participate in adjudicated performance opportunities and to audition for scholarships. Faculty members also use email to alert students regarding everything from transportation for rehearsals and performances to discounted or free tickets for local musical performances.

**Sample** email announcement content:

- Competition deadlines, such as the annual concerto competition (fall competition, spring performance)
- Sign-up for end-of-semester juried performance exams: “juries”
- Performance class (MUS 000) reminders and due dates
- Work Assignments for students enrolled in the subsidized lesson program
- Scholarship notifications for current students (typically spring auditions for fall awards)
- Reminders regarding portfolio due dates for graduating seniors

## Piano Proficiency: Technique and Skills

All college music degrees require piano proficiency. At Edgewood, students enroll in a designated piano proficiency course (MUS 103) that helps them attain the skills they need in their particular music degrees. Music education requirements meet Wisconsin DPI standards. This worksheet outlines the requirements. Students are encouraged to keep track of their progress toward completion. MUS 103 is a pass/fail course that must be taken until all proficiencies are met. When students are ready to take the final proficiency, they are permitted to take MUS 104 and will receive a letter grade based on their skills.

### Piano proficiency for Music Majors Standards and Policies (updated on Spring 2013)

<b>TECHNIQUE</b>	Scales: 2 octaves in sixteenths, mm = 40. All Major scales and all 3 minor forms	
	Chords: Root and all inversions. All major, minor and dominant	
	Arpeggios: 2 octaves in sixteenths, mm = 40. All Major and minor	
<b>FUNCTIONAL SKILLS</b>	<b>Repertoire</b>	Non-piano or music education majors play only one solo. Piano majors use their jury as their repertoire material. Music ed majors play 2 solos.
	<b>Accompanying</b>	<b>Liberal Arts:</b> Student will accompany a peer vocalist or instrumentalist. Music will be approved by the MUS 103/104 instructor, and performance will be done for the faculty as part of the juried proficiency test.  <b>Music Education:</b> Student will accompany a peer vocalist or instrumentalist in a work of at least Class C repertoire and approved by the faculty at a Performance Class. The student will arrange to receive coaching from one of the piano professors or MUS 103/104 instructor at least 3 weeks prior to the date of the Performance Class. Choral music ed students accompany the choir, one piece, at a rehearsal or concert as part of their requirement.
	<b>Chord progression</b>	Students come up with a 16-measure chord progression, improvise on top of it. They have to use secondary dominants and we grade modulations through this.

<b>FUNCTIONAL SKILLS</b>	<b>Modulation</b>	Students come up with a 16-measure chord progression, improvise on top of it. They have to use secondary dominants and we grade modulations through this.
		Choral: the students prepare 8 measures of a Bach's choral.
		Sight reading: Elementary level repertoire
		Harmonization: Elementary Level repertoire, no secondary dominants included.
		Transpositions: students transpose the sight-reading example, elementary level repertoire.
	<b>Improvisation</b>	Graded along with chord progression and modulations.

### Edgewood College Music Department Student Recital Policy: Adopted Fall, 2004

1. A recital is required of all music majors in their primary performance area. Options are for a full or half-recital. Students must register for the proper recital number. The half-recital (junior recital) registration number is MUS 381. The (senior recital) is a half or full-recital option.

- a. Half-recitals (MUS 381) require 30 minutes of **music**. One credit.
- b. Senior recital (MUS 481) 50 minutes of **music** (2 credit option) or 30 minutes of music (1 credit).

2. A student may opt to perform more than one recital in his/her Edgewood College career. The expected progression would be from half-recital to full-recital.

3. Secondary areas of study are not included in recital programming. Students will perform an entire recital in the primary area. If approved, students may perform an additional recital in a secondary area.

4. Concert programs and flyers will be produced by the music department. All programs will include the following statements:

- a. Cell phones must be turned off.
- b. Video/audio taping of this concert by attendees is not permitted. (The music department will provide video and audio recordings for all recitalists.)

5. Recital music selections must be presented to the department chair **four months** prior to the proposed recital date. The music department has the option to recommend changes to the student repertoire list if necessary. Students incorporating ensemble work into their **full** recital must present personnel lists to the department chair four months prior to the recital date. Ensemble performance is not included in half-recitals.

6. A preview audition must be performed **6 weeks** prior to the recital date, at which time at least 2/3 of the repertoire must be memorized. Failure to meet this requirement will constitute recital postponement. A second preview attempt may not take place any sooner than 6 weeks after the first attempt. Studio grades should reflect any failure/postponement.

- a. Note that ensemble performance will also be previewed 6 weeks prior to the recital date.

7. Once approved to perform, the student recitalist must make an appointment with the department chair to schedule a firm recital date. The chair will avoid other major departmental performances and will work with the student and campus ministry to schedule dress rehearsal and performance times.

## Jury Procedure and Repertoire Sheet

- “Juries” are the end-of-semester final exams for students in applied “private” lessons. Students will have 10-15 minutes, depending on their instructor’s studio policy, to showcase their semester’s work for a panel of three faculty members. Juries comprise 25% of the final grade for private lessons, with the remaining 75% determined by the studio teacher (based on weekly practice, progress, and performances throughout the semester.)

### What to do

- ◆ Get music to your accompanist as soon as you know what you will perform; arrange rehearsals throughout the semester, not just before the jury

- ◆ Look for announcements about sign-up times for your exam
- ◆ With the help of your instructor, fill out the Jury Repertoire Sheet (sample below) and make three copies to bring to the exam
- ◆ Ask your instructor whether or not to make copies of your music for the adjudicators
- ◆ Arrive at your jury in professional attire, prior to your assigned time, warmed-up and ready to perform

Date/Semester \_\_\_\_\_

Name \_\_\_\_\_

Instrument/Voice-part \_\_\_\_\_

Instructor \_\_\_\_\_ Course Level: \_\_\_\_\_

MUS \_\_\_\_\_

Number of lessons attended this semester \_\_\_\_\_

Please list the repertoire you will be performing today.

Title	Composer	Stylistic Period
1. _____		
2. _____		
3. _____		

Please list below all repertoire and technique studied this semester.

Title	Composer	Stylistic Period
1. _____		
2. _____		
3. _____		

TO THE INSTRUCTOR:

- A. Based on the semester's work, should this student be given the opportunity to continue private applied voice/instrument study?
- B. Should this student continue to receive *SUBSIDIZED* lessons?

## Sample Jury Rubric

While studios vary, many instructors use a rubric to assess your juried performance exam. Below is just one example of a typical rubric. Ask your studio instructor about their assessment policy in advance to best prepare for your exam.

### JURY RUBRIC PIANO

Student Name: \_\_\_\_\_ Juror: \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Instrument: \_\_\_\_\_

Circle Lesson Level of current semester: 100 200 300 400

1. Piece: \_\_\_\_\_ | 2. Piece: \_\_\_\_\_ | 3. Piece: \_\_\_\_\_

#### *Rhythmic Accuracy*

0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10

#### *Melodic Accuracy*

0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10

#### *Tone*

0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10

#### *Memorization*

0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10

#### *Articulation*

0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10

#### *Expression/Stage Presence*

0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10

#### *Pedaling*

0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10

#### *Technique/Scales (if not registered in MUS 103 this semester)*

0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10

Recommended Level for next semester: 200 300 400

Recommended for subsidized lessons: Yes No

## Sample Performance Class Form

### *Performance Class Sign-Up Form–Spring 2016*

**DUE:** *At least one week before your chosen Performance date. No exceptions.*

**PLEASE:** *Review all information with your studio teacher prior to submitting this form. Print legibly and spell correctly.*

TODAY'S DATE \_\_\_\_\_

PERFORMANCE DATE REQUESTED \_\_\_\_\_

### **Performer Info**

Your Name (first) \_\_\_\_\_ (last) \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

Instrument/Voice \_\_\_\_\_ Instructor \_\_\_\_\_

LEVEL OF STUDY    200    300    400

### **Music to be performed**

#### ***Selection 1***

\_\_\_\_\_  
Composer Full Name (*i.e. Wolfgang Amadeus Mozart*)

\_\_\_\_\_  
Birth-Death dates (*i.e. 1659-1695*)

\_\_\_\_\_  
Full Title of Piece

\_\_\_\_\_  
(Translation if applicable)

Movement(s) to be performed:

Duration:

_____	_____
_____	_____
_____	_____

**Selection 2**

---

Composer Full Name (*i.e. Wolfgang Amadeus Mozart*)

---

Birth-Death dates (*i.e. 1659-1695*)

---

Full Title of Piece

---

(Translation if applicable)

Movement(s) to be performed:

Duration:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

*If you need to list more pieces, use the back side of this sheet. Be sure to include all information.*

**Accompanist**

My selection is accompanied (circle)    Yes    No

Accompanist Full Name \_\_\_\_\_

**Performance Needs** (circle)

Piano    Chair(s)    Stand(s)    Other\_\_\_\_\_

## VII. Piano Accompanist Expectations

*Staff Accompanist: Jennifer Hedstrom*

*Contact: [jhedstrom@edgewood.edu](mailto:jhedstrom@edgewood.edu), (847) 400-7263*

*Office: R101*

### Student Expectations

#### Sheet Music

- Place single-sided copies of all music in accompanist's mailbox as soon as it is assigned
- Label music with your name
- Do not staple music
- Music should be given well in advance of lesson or coaching – if music is not provided at least 24 hours in advance of meeting, the piece will not be rehearsed until the following meeting.

#### Coaching

- Please keep the accompanist's contact info in an easy-to-find location.
- Provide your full contact info (email AND phone) to the accompanist before your first meeting.
- **Vocalists**
  - o Around mid-semester (or when recommended by your instructor) meet weekly with the accompanist in addition to lessons.
  - o Schedule the day/time of your weekly 30-minute coaching at the beginning of the semester to ensure the time will be convenient for both parties.
  - o Allow time for warm-ups prior to your designated coaching time.
  - o Please communicate what repertoire you would like to work on in coaching/lesson prior to weekly meetings.
- **Instrumentalists**
  - o Coaching is scheduled when recommended by instructor.
  - o Schedule coaching AT LEAST one week in advance, to ensure the time is convenient.
  - o Coachings should begin in advance of a performance or jury (not the week of).
- Last minute cancellations and “no-shows” will not be made up. If you have a conflict, contact the accompanist at least 24 hours in advance to cancel/reschedule. The Music Dept. will charge \$20 for a missed coaching if 24-hour notice was not provided, except in the case of illness/family emergency.

- In the case of illness/family emergency, you **MUST** notify the accompanist prior to the start of your lesson/coaching time. Please give as advanced notice as possible.

### **Performances**

- If you are planning to perform in Performance Class, inform the accompanist of the date and repertoire as soon as possible. You should give, at minimum, one week's notice.
- Inform the accompanist of the date, time, and repertoire for your jury as soon as possible. You should give, at minimum, one week's notice.