MUSIC EDUCATION, BME

for the degree of Bachelor of Music Education Major in Music Education

Students pursuing this major select one of four concentrations:

• Choral Music Concentration (http://catalog.illinois.edu/undergraduate/faa/music-education-bme/choral-music/)
• Instrumental Music Concentration (http://catalog.illinois.edu/undergraduate/faa/music-education-bme/instrumental-music/)
• Technology Concentration (http://catalog.illinois.edu/undergraduate/faa/music-education-bme/technology/)

A minimum of 130 hours of credit is required for graduation. This curriculum prepares its graduates for teaching music in grades pre-kindergarten through twelve. For teacher education requirements applicable to all curricula, see the Council on Teacher Education (https://cote.illinois.edu/). Students complete a concentration in instrumental (band or strings), choral, technology, or general music education.

In order to be recommended for licensure, candidates are required to maintain a UIUC cumulative grade-point average of 2.5, content area (music courses) GPA of 2.75, and professional education course GPA of 3.0 (A=4.0). Candidates should consult the music education handbook, their advisor, or the Council on Teacher Education for a listing of courses used to compute these grade-point averages.

All music education students must earn a grade of C- or better in all music and education courses required for licensure.

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Sample Sequence

This sample sequence is intended to be used only as a guide for degree completion. All students should work individually with their academic advisors to decide the actual course selection and sequence that works best for them based on their academic preparation and goals. Enrichment programming such as study abroad, minors, internships, and so on may impact the structure of this four-year plan. Course availability is not guaranteed during the semester indicated in the sample sequence. This sample curriculum plan makes the assumption that students will have demonstrated keyboard competency by proficiency examination when they matriculate or they will need to enroll in MUS 172 and/or MUS 173.

Students must fulfill their Language Other Than English requirement by successfully completing a third level of a language other than English. This sample curriculum plan makes the assumption that the foreign language graduation requirement has been satisfied by completing three years of study of a single foreign language in high school. For more information, see the corresponding section on the Degree General and Education Requirements page (http://catalog.illinois.edu/general-information/degree-general-education-requirements/).
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1. The well prepared music teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the discipline, and multiple forms of music literacy.
2. The well prepared music teacher plans and designs instruction based on content area knowledge; diverse styles, genres, and repertoires; diverse student characteristics; student performance data; curriculum goals; and the community context.
3. The well prepared music teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous musical growth and learning.
4. The well prepared music teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes.
5. The well prepared music teacher is an ethical and reflective practitioner who promotes a culture of professional inquiry.

Information listed in this catalog is current as of 09/2023

department website: https://music.illinois.edu
department faculty: Music Faculty (https://music.illinois.edu/people/)
college website: https://faa.illinois.edu/