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 [Here is a link to the Choral Music Concentration page]
- General Music Concentration [Here is a link to the General Music Concentration page]
- Instrumental Music Concentration [Here is a link to the Instrumental Music Concentration page]
- Technology Concentration [Here is a link to the Technology Concentration page]

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 [Here is a link to the Council on Teacher Education page]. 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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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.

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department website: https://music.illinois.edu
department faculty: Music Faculty [Here is a link to the Music Faculty page]
college catalog page: Fine & Applied Arts [Here is a link to the Fine & Applied Arts page]
college website: https://faa.illinois.edu/

Information listed in this catalog is current as of 07/2022