

**8710.4650 TEACHERS OF VOCAL MUSIC AND OF INSTRUMENTAL MUSIC.**

Subpart 1. **Scope of practice.** A teacher of vocal music is authorized to provide to students in kindergarten through grade 12 instruction that is designed to develop vocal music competence and understanding of general music history, theory, and practice. A teacher of instrumental music is authorized to provide to students in kindergarten through grade 12 instruction that is designed to develop instrumental music competence and understanding of general music history, theory, and practice.

Subp. 2. **Licensure requirements.** A candidate for licensure to teach vocal music or instrumental music to students in kindergarten through grade 12 shall:

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and

C. show verification of completing a Board of Teaching preparation program approved under part 8700.7600 leading to the licensure of teachers of vocal music and of instrumental music.

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of vocal music or instrumental music must complete a program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A, B, D, and E, or A, C, D, and E.

A. All music teachers must have the ability to:

(1) identify and analyze representative musical forms, styles, performance contexts, performance media, and composers and compositions of western music, and describe the musical traditions, context, and characteristics of diverse and representative world cultures;

(2) demonstrate a basic knowledge of vocal development and production and instrumental techniques and acoustics;

(3) perform simple keyboard accompaniments and play parts from a musical score;

(4) demonstrate basic skills and techniques for playing typical classroom instruments including recorder or fretted instruments;

(5) demonstrate competence in improvising, composing, and arranging music examples for diverse developmental and ability groupings represented by students;

(6) demonstrate physical response to music through movement or dance;

(7) identify and reproduce intervals, scales, and chord structures;

(8) demonstrate a basic knowledge of approaches to general music instruction, materials, and literature for students of varying abilities;

(9) demonstrate the understandings and skills necessary to choose appropriate current technology and integrate its use into instruction for music classroom and ensemble settings in kindergarten through grade 12; and

(10) demonstrate a basic knowledge of the interrelationship of music with other art forms and disciplines.

B. A teacher of vocal music must:

(1) demonstrate advanced vocal ensemble performance and advanced solo performance with the voice, keyboard, or guitar and demonstrate musical accuracy and expressiveness using music examples from diverse styles and time periods;

(2) demonstrate ability to accompany a vocal ensemble on a keyboard instrument;

(3) interpret choral music scores with an understanding of range, tessitura, phrasing, diction, and articulation;

(4) interpret vocal and instrumental scores and understand percussion, string, or wind instrument requirements necessary for interpreting and producing music from scores;

(5) know vocal and choral instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels from kindergarten through grade 12;

(6) demonstrate understandings and skills of vocal performance pedagogy and vocal health, including the child voice and the changing voice;

(7) rehearse and conduct small and large vocal and choral performance ensembles; and

(8) improvise using keyboard or voice.

C. A teacher of instrumental music must:

(1) demonstrate advanced solo and ensemble performance on at least one instrument of the keyboard, percussion, string, or wind families and demonstrate musical accuracy and expressiveness using music examples from diverse styles and time periods;

(2) interpret scores designed for instrumental ensembles and understand bowing, fingering, or articulation specific to percussion, string, and wind instruments;

(3) interpret combined vocal and instrumental scores and understand vocal requirements necessary for interpreting and producing music from scores;

(4) know instrumental instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels;

(5) demonstrate understandings and skills or performance pedagogy for percussion, string, and wind instruments;

(6) rehearse and conduct small and large instrumental ensembles;

(7) improvise by means of a keyboard, percussion, string, or wind instrument; and

(8) understand the fundamentals of the construction, operation, and repair of percussion, string, and wind instruments.

D. All teachers of music must demonstrate an understanding of the teaching of music that integrates understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of music shall:

(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;

(2) understand and apply the research base for and the best practices of kindergarten or primary, intermediate, and middle level and high school education;

(3) develop curriculum goals and purposes based on the central concepts of vocal or instrumental music and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

(4) understand the role and alignment of district, school, and department mission and goals in program planning;

(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate, middle level, and high school students within a range of educational programming models.

E. All teachers of music must understand the content and methods for teaching reading including:

(1) knowledge of reading processes and instruction including the relationships between and among print processing abilities, motivation, background, and discourse knowledge, cognitive abilities, and reader's interest and how those relationships impact comprehension; and

(2) the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction including the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific words.

Subp. 4. **Continuing license.** A continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

**Statutory Authority:** *MS s 122A.09; 122A.18*

**History:** *23 SR 1928; 34 SR 595; L 2015 c 21 art 1 s 110*

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