

*SUNY Potsdam*  
*Student Learning Outcomes Assessment Plan – Music Performance*

***Department Name:*** Music Performance

***Date Submitted and Academic Year:*** October 2011 for AY 2011-2012

***School of Music Mission Statement:***

The Crane School of Music is a community of musician-educators committed to fostering a vital musical society. Thriving programs in performance, composition, music business, and the academic disciplines of music history and theory enrich our long-standing heritage of leadership in music education. Blending proven traditional approaches and promising educational innovations in a uniquely supportive and cooperative learning community, the Crane School equips students with both the foundations and flexibility needed for the challenges of the 21st Century.

The Crane School of Music has long held that in order to be successful in any career in music, one must strive to be the best musician possible. Because of this belief, the study of a specific performance medium with a master teacher and participation in a variety of larger and chamber music ensembles under the guidance of expert conductors is the cornerstone of a musical education.

It is standard practice within musical study that students prepare and execute a culminating performance on their respective solo instrument for a faculty in the representative area. At our institution, these are defined as Levels and Juries.

***Department Assessment Coordinator or Faculty Member Completing this Form:***

Dr. Carleen Graham, Dr. Carol Lowe, Dr. Shelly Tramposh

***Update on prior years' Application of Assessment Results:*** none

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***Intended Student Learning Outcome #1***

***Acceptable*** competencies in technique (articulation, tone production, breath support, etc.), musicianship (accurate execution of musical score, expression, authentic stylistic practices, etc.), and language diction (voice).

***Connection to Department Mission***

Supports expectations for musical proficiency on a specific applied performance medium (instrumental or vocal).

***Links with other programs/departments***

- *Gen Ed Component* – can fulfill up to 3 AE (Aesthetic Experiential) credits

***Measurable Criteria and Assessment Method(s)***

Solo performance level examination (Level pre-A and/or Level A, depending on instrument).

***Data Source/Results & Analysis***

*The Level pre-A and/or A vary between respective areas. Requirements may include:*

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- Technical competencies (designated scales and arpeggios, sight-reading)
- Etude (“study”) is an instrumental musical composition usually designed to provide material for perfecting a particular technical skill
- Solo instrumental works (sonata or a movement from a concerto representing different historical periods)
- Art Songs from different historical, musical periods (i.e. Baroque, Classical, Romantic, etc.)
- Orchestral excerpts
- Aria from an opera or oratorio
- Self-prepared piece chosen by the major teacher and prepared by the student independently within a designated period of time

Level examinations are reviewed by representative faculty within a specific area (brass, guitar/harp, percussion, piano, string, voice, woodwind). Written feedback is provided and the student is given a pass or fail determined by a democratic vote of faculty in attendance. It must be first attempted by the third or fourth semester of applied study, although requirements differ by area. Two failures of the Level A will result in dismissal from the music degree program.

After music education majors pass a Level A, they are required to perform a 30-minute recital once they achieve Junior standing. The preparation and performance of this recital is considered the culminating solo performing experience for students in this degree program.

***Intended Student Learning Outcome #2***

*Intermediate* competencies in technique (articulation, tone production, breath support, etc.), musicianship (accurate execution of musical score, expression, authentic stylistic practices, etc.), and language diction (voice).

***Connection to Department Mission***

Supports expectations for musical proficiency on a specific applied performance medium (instrumental or vocal).

***Links with other programs/departments***

- *Gen Ed Component* – can fulfill up to 3 AE (Aesthetic Experiential) credits

***Measurable Criteria and Assessment Method(s)***

Solo performance level examination (“Level B”).

***Data Source/Results & Analysis***

*The Level B* requirements vary between respective areas and may include the following intermediate-level requirements:

- Technical competencies (designated scales and arpeggios, sight-reading)
- Etude

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- Solo instrumental works Solo instrumental works (sonata or a movement from a concerto representing different historical periods)
- Art songs from different historical, musical periods (i.e. Baroque, Classical, Romantic, etc.)
- Orchestral excerpts
- Arias from an operas or oratorios

Level examinations are reviewed by representative faculty within a specific area (brass, guitar/harp, percussion, piano, string, voice, woodwind). Written feedback is provided and the student is given a *pass* or *fail* determined by a democratic vote of faculty in attendance. Two failures of the Level B will result in dismissal from the music performance degree program.

After music performance majors (or students in other majors pursuing a Performer's Certificate) pass a Level B, they are required to perform a 30-minute recital. Students may perform the 30-minute recital beginning in their Junior year (fifth semester).

**Intended Student Learning Outcome #3**

*Advanced* competencies in technique (articulation, tone production, breath support, etc.), musicianship (accurate execution of musical score, expression, authentic stylistic practices, etc.), and language diction (voice).

**Connection to Department Mission**

Supports expectations for musical proficiency on a specific applied performance medium (instrumental or vocal).

**Links with other programs/departments**

- *Gen Ed Component* – can fulfill up to 3 AE (Aesthetic Experiential) credits

**Measurable Criteria and Assessment Method(s)**

Solo performance level examination *Level C*.

**Data Source/Results & Analysis**

The *Level C* requirements vary between respective areas and may include the following advanced-level requirements:

- Technical competencies (designated scales and arpeggios)
- Etude (“study”) is an instrumental musical composition usually designed to provide material for perfecting a particular technical skill
- Solo instrumental works (sonata or a movement from a concerto representing different historical periods)
- Art songs from different historical, musical periods (i.e. Baroque, Classical, Romantic, etc.)
- Orchestral excerpts
- Arias from an operas or oratorios

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Level examinations are reviewed by representative faculty within a specific area (brass, guitar/harp, percussion, piano, string, voice, woodwind). Written feedback is provided and the student is given a *pass* or *fail* determined by a democratic vote of faculty in attendance. Two failures of the Level C will result in dismissal from the music performance degree program.

After successfully passing the Level C, performance majors (and students in other majors pursuing a Performer's Certificate) are required to perform a one-hour recital. This recital is considered the culminating solo performing experience for students in this major.

**Intended Student Learning Outcome #4**

***Continual development in competencies*** such as technique (articulation, tone production, breath support, etc.), musicianship (accurate execution of musical score, expression, authentic stylistic practices, etc.), and language diction (voice).

**Connection to Univ/Dept Mission**

Supports expectations for continual musical development on a specific applied performance medium (instrumental or vocal).

**Links with other programs/departments**

- *Gen Ed Component* – can fulfill up to 3 AE (Aesthetic Experiential) credits

**Measurable Criteria and Assessment Method(s)**

Solo performance jury examination.

**Data Source/Results & Analysis**

Jury examinations are required by students each semester who are enrolled in applied study and not performing a level examination, degree recital, or a major role in an opera production. Requirements vary between areas and may include one to two solo pieces (etude, movement from a larger work, art song, or aria) of five to ten minutes in total combined length. Juries are performed for faculty in the respected area of study who provide written feedback and may make suggestions for a grade to the primary teacher.

**Intended Student Learning Outcome #5**

***Competency in collaborative performance within/among a performing ensemble.*** This may include large ensembles (i.e. orchestra, choir, band, opera ensemble), or chamber, special and like ensembles (i.e. jazz ensemble, percussion ensemble, latin ensemble, clarinet choir, brass quintet, string quartets, guitar ensemble, among many others)

**Connection to Department Mission**

Supports expectations for musical proficiency on a specific applied performance medium (instrumental or vocal) within the context of a collaborative performing ensemble.

**Links with other programs/departments**

- *Gen Ed Component* – can fulfill up to 3 AE (Aesthetic Experiential) credits

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**Measurable Criteria and Assessment Method(s)**

Depending on the particular ensemble or group, evaluative measures may include a combination of the following:

- Record of attendance for evidence of participation
- Preparation of materials for each rehearsal (including accurate execution of musical score, expression, authentic stylistic practices, etc.), and language diction (voice)
- Small group evaluations (i.e. representative quartet groups formed from the larger choral ensemble)

**Data Source/Results & Analysis**

Determining assessment outcomes for individuals within the context of a large group can be challenging. A combination of various evaluative measures (specified above) are used by the respective conductor to assess individual progress within the larger context of the ensemble and vary between ensembles.