

# Assessment Standardization of Music Art Work in Music Education Study Program FBS Universitas Negeri Medan

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**Abstract.** The competency assessment of Music Education Study Program is called the Music Art Work presentation which is conducted individually and in group. The competency assessment is conducted in the form of a musical instrument practice test chosen by students as a major instrument in the Music Education Study Program. It is as the presentation of a single musical work and teaching music practice material for the high school students as a group music presentation. Both music art work presentation forms have to follow the assessment provided by the Music Education Study Program in order that the assessment was conducted based on the standards of the Music Education Study Program at FBS Unniversitas Negeri Medan for all the students.

**Keywords:** Standardization, Competency assessment, Music Art

## 1. Introduction

Sendratasik Department of Language and Arts Faculty consists of three study programs namely Music Education Study Program, Dance Education Study Program, and Performing Arts Study Program. These three study programs have practical courses that must be taken by all students to support their competencies as music teachers, dance teachers or dance / music artists. The arts competences must have clear assessment standards. Therefore, there will be same standards for anyone who assesses and is judged to have the same assessment standards. The competency assessment in the arts must refer to graduate profiles and the resulting competencies to support graduate profiles.

Music Education Study Program is a study program that has a profile of primary graduates as music teachers / educators, while supporting graduate profiles are practitioners of art (artists) and entrepreneurs in the field of music. Students said to be worthy of competence in the field of music must take the music art competency test conducted by Music Education Study Program. Music art competency test is assessed by lecturers who take practical subjects by following the assessment format provided. Therefore, if the students graduated, the students will have a graduation certificate of music competency.

In general, competence is the authority and person ability to carry out tasks or jobs in accordance with the position borne. Competence is an ability to carry out or do a job or task based on skills and knowledge and was supported by the work attitude demanded by the job [1]. The

objectives of the study were to achieve the competence concept such as behavior, skills and knowledge that were part of the emergence of one's competence.

Furthermore, when it is related to art, it can be said that art competency is a person's ability to perform arts skills and can express human feelings that have an element of beauty in them and expressed through a media that is real, be it in the form of tone, form, motion, and poetry, which can be felt by the five human senses.

Music art is a branch of art that discusses and assigns various sounds into patterns that can be understood by humans. Music art was the expression of the sense of beauty of a human being manifested in tones or sounds that ultimately produce rhythm and harmony [2]. Music will sound beautiful because of various musical elements incorporated in it. The elements contained in the art of music are as follows:

A melody is an arrangement of notes (sounds in regular order) that sound sequentially and rhythmically and express an idea of thoughts and feelings [3]. A melody consists of duration, pitch, and tone. Pitch is a matter that regulates a series of notes with the A-G alphabet symbol. Pitch is often called timbre or sound color. The series of notes becomes a melody in a certain time series called duration. Musical notes can be produced from various musical instruments with different sound colors or referred to a tone.

Rhythm is a sequence of series of movements that form the basic elements in music and dance, rhythm in music is formed from a group of sounds and silence with various lengths of time or short lengths, forming rhythmic patterns, moving according to pulses in swinging rhythms, rhythms and can felt, sometimes felt and heard; felt and seen; or felt, heard and seen [2].

Bar is an element of musical art in the form of repeated beats / swings that come regularly at the same time. Bar is a segment that divides song sentences into the same measurements that are marked with certain symbols or numbers [2]. The bars are written in fractional numbers like  $2/4$ ,  $3/4$ ,  $2/3$ , and so on. An even denominator whose name is evenly called *bainar bar*, while an odd denominator is called *ternair bar*.

Harmony or chorus is a composition of several different tones of high pitch that are heard simultaneously which causes harmony of sound [3]. Harmony has interval and chord elements. An interval is an arrangement of two tones if sounded, while a chord is a combination of three or more notes that are sounded simultaneously.

Tempo is the speed of a song [4]. Tempo is associated with the speed of movement of music or song, or it can be said to be a measure of the speed of a song's bar. In general, the tempo sign is divided into 4, namely Slow Tempo (Largo), Medium Tempo (Moderato), Fast Tempo (Allegro), Tempo of Change (Rit, Ritard).

Dynamic is a sign to express the level of volume, or softness of sound and changes in the sound and softness of the sound [3]. In general, dynamic signs are divided into 3, which are as follows: Soft dynamic signs (piano), Medium dynamic signs (moderate), hard dynamic signs (forte). Dynamic is the most powerful element to show the emotions or feelings contained in a musical work when compared with other elements. Dynamic can show a work of music that has emotions or feelings such as sad, carefree, happy, aggressive, or flat. The scale is a series of notes, going up and down along an octave [4]. There are 3 types of scales, namely Diatonic Scale, Pentatonic Scale and Chromatic Scale.

Timbre is the sound color found on a musical instrument [2]. A musical instrument's timbre is influenced by the sound source and how it vibrates. The timbre produced by stringed instruments

will certainly be different from the timbre produced from the striking instrument, even though both are played in the same vein.

## **2. Discussion**

Art competency test in Music Education Study Program is called Music Art Presentation which was conducted in the form of Music Art Forum. Music Art Forum activities were carried out by re-presenting material that has been studied from semester I to semester IV of the selected instrument courses consisting of preparatory choice instruments, basic choice instruments, intermediate choice instruments and advanced choice instruments.

Elective Instruments course consist of piano, wind instruments (saxophone, flute, trumpet), string (violin, violin, cello and contra bass), percussion (non-pitched and pitched percussion), guitar and vocals. Each musical instrument has the same material, including scale (tones and tri voices), etude and songs that are adjusted to the playing technique of each of the musical instruments.

The last material will be presented again at the Presentation of Music Art activities called the Music Arts Forum. After being presented there would be a discussion about how students present the material of the musical instrument.

The following will be presented the art competency test standards that would be used in the Presentation of Music Art (Music Art Forum). There are two types of forms of presentation of music that must be presented at the Music Arts Forum, namely:

### **a. Single Music Forum**

The Single Music Forum aimed to assess the student's practical ability to the material that had been given in lectures from semester I to semester IV on selected musical instrument courses. Students present music artwork chosen by the lecturer to be presented in a single forum. Students are also guided by a supervisor at least five times (through a forum guidance book) and are approved to conduct a Music Arts Forum. The following will be presented in the rubric assessment format on the Music Art Presentation competency test standard through the Music Arts Forum.

### **b. Group Music Forum**

The Group Music Forum aims to assess the students' ability in applying professional, didactic and methodical competencies in music learning toward the students in the school. The students independently or in groups must train the junior and high school / vocational high school students by teaching music practice. The materials taught is course materials that have been studied during lecturing at the Music Education Study Program, namely: Music Instrument course (wind instrument, stringed instrument, percussions instrument, stringed instrument, vocal and piano) and School Music Ensembles (orchestras, music traditional, marching band). The following is the assessment standardization of single / group music works.

**Table 1.** Music Art Presentation Assessment Rubric (Single Music Art Forum)

NO	Rated Aspects	Indicators	SCORE			
			Very Good (4)	Good (3)	Enough (2)	Less Good (1)
1	Duration	Tempo Accuracy	Playing / singing is in the right tempo and stable with a range: Largo 40–60 bpm, Larghetto 60–66 bpm, Adagio 66–76 bpm, Andante 76–108 bpm, Moderato 108–120 bpm, Allegro 120–156 bpm, Presto 168–200 bpm, Prestissimo 200–208 bpm in accordance with the sheet music	Playing / singing is in a stable tempo but <b>not in accordance</b> with the range written: Largo 40–60 bpm, Larghetto 60–66 bpm, Adagio 66–76 bpm, Andante 76–108 bpm, Moderato 108–120 bpm, Presto 168–200 bpm, Prestissimo 200–208 bpm in accordance with the sheet music	Playing / singing is <b>an unstable tempo but in accordance</b> with the written range: Largo 40–60 bpm, Larghetto 60–66 bpm, Adagio 66–76 bpm, Andante 76–108 bpm, Moderato 108–120 bpm, Allegro 120–156 bpm, Presto 168–200 bpm, Prestissimo 200–208 bpm sesuai dengan partitur lagu in accordance with the sheet music	Playing/ singing with a <b>tempo and range are not accordance</b> with the written tempo
		The Bar Signature Accuracy	Playing / singing a melody is <b>well in accordance to the simple Bar</b>	Playing / singing a melody is <b>well, but not accordance to the</b>	Playing / singing a melody is not <b>well, but in accordance to the simple Bar accentuation pattern (2/2,</b>	Playing / singing a melody is not <b>well and not accordance to the simple Bar accentuation pattern (2/2,</b>

NO	Rated Aspects	Indicators	SCORE			
			Very Good (4)	Good (3)	Enough (2)	Less Good (1)
			<b>accentuation pattern</b> (2/2, 2/4,3/4,4/4), and compound bar (3/8,6/8,9/8, 12/8)	<b>simple Bar accentuation pattern</b> (2/2, 2/4,3/4,4/4), and compound bar (3/8,6/8,9/8, 12/8)	2/4,3/4,4/4), and compound bar (3/8,6/8,9/8, 12/8,)	2/4,3/4,4/4), and compound bar (3/8,6/8,9/8, 12/8)
		The note values Accuracy	Playing / singing melodies consistently with a relative note value (1, 1/2, 1/4, 1/8, 1/16. 1/32, <b>triol, sinkopasi</b> ) written on sheet music	Playing / singing melodies consistently with a relative note value (1, 1/2, 1/4, 1/8, 1/16, 1/32) written on sheet music	Playing / singing melody is <b>less consistent with a relative note value</b> (1, 1/2, 1/4,1/8.1/16) written on sheet music	Playing / singing melody is <b>not consistent with a relative note value</b> (1, 1/2, 1/4, 1/8, 1/16. 1/32, triol, sinkopasi) written on sheet music
2.	Pitch	The scale and pitch scale accuracy	Playing / singing the melody is <b>in accordance</b> to the scale and pitch scale accuracy	Playing the melody is <b>in accordance</b> with the scale accuracy but <b>not accordance</b> with pitch scale	Playing the melody is <b>not accordance</b> with the scale accuracy but <b>in accordance</b> with pitch scale	Playing / singing the melody is <b>not accordance</b> to the scale and pitch scale accuracy
		The melody accuracy	Playing / singing melody is in <b>each periods</b> with antecedents	Playing / singing a melody is in <b>a part of the period</b>	Playing / singing melody is in <b>sub phrases incorrectly</b>	Playing a song is <b>not accordance</b> to the period, one of the phrases and sub-phrases

NO	Rated Aspects	Indicators	SCORE			
			Very Good (4)	Good (3)	Enough (2)	Less Good (1)
			and consequence s <b>correctly</b>	(one of the phrases) <b>correctly</b>		
3.	Dynamic	Dynamic Accuracy	Playing / singing the melody is <b>in accordance to dynamic piano signs and their derivatives</b> (p,pp,ppp,pp pp), forte and its derivatives (f, ff,fff,ffff), dynamic graduation (crescendo, decresendo) on sheet music consistently	Playing / singing the melody is <b>in accordance to Dynamic piano signs and their derivative s</b> (p,pp,ppp, pppp), forte and its derivative s (f, ff,fff,ffff) on sheet music consistentl y	Playing / singing the melody <b>in accordance to one of the Dynamic signs only</b>	Playing the melody is <b>not consistent with the Dynamic signs written on sheet music</b>
4	Timbre	Timbre accuracy in tone area	Playing / singing melodies is <b>correctly timbre in all tone areas</b>	Playing / singing melodies is <b>correctly timbre in certain tone</b>	Playing / singing melodies is <b>correctly timbre in certain ambitus</b>	Playing / singing melodies is <b>not correctly timbre</b>
		Timbre quality accuracy	Playing / singing all the melodies is <b>in accordance with the music timbre</b>	Playing / singing a part of the melodies is <b>in accordance with the music timbre</b>	playing / singing a <b>small portion of the melody</b> is in accordance to the <b>music timbre instrument</b> consistently	Playing / singing a melody is <b>not accordance with the music timbre instrument</b>

NO	Rated Aspects	Indicators	SCORE			
			Very Good (4)	Good (3)	Enough (2)	Less Good (1)
		The articulation accuracy	instrument consistently Playing/ singing a melody with all the articulations: legato (melismatic), stacato, <b>portato, marcato, pizzicato</b>	instrument consistently Playing a melody with all articulations: legato melismatics, stacato	Playing a melody with only <b>one of articulation.</b>	Play a melody that is <b>not in accordance</b> with the articulation written on the song
		The ornamentation accuracy	Playing / singing songs is in accordance to: appoggiatura (flam), glisando, portamento, acciatura, <b>triller, tremolo</b>	Playing / singing songs is in accordance to: appoggiatura (flam), glisando, portamento, acciatura	Playing the melody is in accordance with <b>one of the ornaments</b> on the sheet	Playing a melody is <b>not accordance</b> with the melody ornamentation
5	Harmony	Balance with accompaniment	Playing / singing melodies is <b>balance</b> between solis and accompaniment that suits with the room acoustics	Playing / singing melodies is <b>balance</b> but <b>more dominant solis</b>	Playing / singing melodies is <b>balance</b> but <b>more dominant accompanist</b>	Playing / singing is <b>unbalanced melody</b>
		Harmonization Accuracy	Playing / singing <b>all the melodies</b> is in harmony as a group	Playing / singing <b>Most melodies</b> is in harmony as a group	Playing / singing a <b>small part of the melody</b> is in harmony as a group	Singing a song is <b>not in harmony</b>
6	English language	English use accuracy	Presenting music concepts and	Presenting music concepts	Presenting musical concepts as well as musical elements	English use is <b>incorrectly</b>

NO	Rated Aspects	Indicators	SCORE			
			Very Good (4)	Good (3)	Enough (2)	Less Good (1)
			elements of music in English <b>correctly and smoothly</b>	and musical elements in English <b>fluently and not yet correctly</b>	in English <b>unsmoothly</b>	
7	IT/ICT	IT/ICT use accuracy	IT / ICT use in the artistic performance of musical works is <b>in accordance</b> with the theme of the musical work	<b>Most of the musical performance</b> is using artistic instruments in accordance with the theme of the music	<b>A small part</b> of the performance of musical works is using artistic in accordance with the theme of the musical work	IT / ICT use is <b>not in accordance</b> with the theme of music

### 3. Conclusion

The competency assessment must be owned by each study programs to assess the ability of students before graduating from the study program. The competency assessment of Music Education Study Program is called the Presentation of Music Art Work which is conducted individually and in group. Music Education Study Program competency assessment has an assessment standard that can be used by all assessors (lecturers) and examinees (students). The competency assessment is in the form of a musical instrument practice test chosen by students as a major instrument in the Music Education Study Program. In this competency assessment, students will play the last practical material given by the lecturer (semester IV) as the presentation of a single musical work and teach music practice material for the high school students as a presentation of group music.

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