

Chapter 8 – Theory Composition Model Cornerstone Assessment (author)



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Patricia Riley (priley@uvm.edu), D.M.A. led the research, development, and piloting of the Composition/Theory MCAs. She is Professor and Coordinator of the Music Education Program at the University of Vermont. Prior to this, she taught at the Crane School of Music, State University of New York at Potsdam. Previously, Dr. Riley taught instrumental, general, and choral music for twenty years in the public schools of New Jersey and Vermont; and for five years maintained a woodwind and brass studio at Green Mountain College. Her publishing includes the book, *Creating Music: What Children from Around the World Can Teach Us*. She has also published articles in *Music Education Research*, *Research and Issues in Music Education*, *Update: Applications of Research in Music Education*, *Visions of Research in Music Education*, *Journal of Technology in Music Learning*, *College Music Symposium*, *Music Educators Journal*, *Teaching Music*, *General Music Today*, and *The Vermont Music Educator*. In addition to the Model Cornerstone Assessment Chapter for Composition/Theory in this volume, Dr. Riley has contributed numerous chapters to edited books and symposium proceedings including a chapter on composition in international settings in *Composing Our Future: Preparing Music Educators to Teach Composition*. Dr. Riley is a frequent presenter of sessions at international, national, regional, and state conferences. Her research interests include student music composition, cultural studies, technology, and assessment.