| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |
| **I. Music History and Literature (15%)** |  |  |  |  |  |  |  |  |  |  |  |
| **A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods.** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Styles and historical periods represented in questions |  |  |  |  |  |  |  |  |  |  |  |
| a. Medieval |  |  |  |  |  |  |  |  |  |  |  |
| b. Renaissance |  |  |  |  |  |  |  |  |  |  |  |
| c. Baroque |  |  |  |  |  |  |  |  |  |  |  |
| d. Classical |  |  |  |  |  |  |  |  |  |  |  |
| e. Romantic |  |  |  |  |  |  |  |  |  |  |  |
| f. Impressionism |  |  |  |  |  |  |  |  |  |  |  |
| g. 1901–Present |  |  |  |  |  |  |  |  |  |  |  |
| h. Jazz, rock, folk, and other popular genres |  |  |  |  |  |  |  |  |  |  |  |
| 2. Characteristics of music related to style and period |  |  |  |  |  |  |  |  |  |  |  |
| a. melody |  |  |  |  |  |  |  |  |  |  |  |
| b. harmony |  |  |  |  |  |  |  |  |  |  |  |
| c. rhythm and meter |  |  |  |  |  |  |  |  |  |  |  |
| d. tempi, dynamics, and other expressive elements |  |  |  |  |  |  |  |  |  |  |  |
| e. texture |  |  |  |  |  |  |  |  |  |  |  |
| f. theory and compositional organization |  |  |  |  |  |  |  |  |  |  |  |
| g. forms and genres |  |  |  |  |  |  |  |  |  |  |  |
| h. historical contexts |  |  |  |  |  |  |  |  |  |  |  |
| i. representative composers |  |  |  |  |  |  |  |  |  |  |  |
| j. representative ensembles and performers |  |  |  |  |  |  |  |  |  |  |  |
| **B. Is familiar with the style of a variety of world musics** |  |  |  |  |  |  |  |  |  |  |  |
| 1. North America |  |  |  |  |  |  |  |  |  |  |  |
| 2. South America |  |  |  |  |  |  |  |  |  |  |  |
| 3. Europe  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Africa |  |  |  |  |  |  |  |  |  |  |  |
| 5. Australia and the Pacific |  |  |  |  |  |  |  |  |  |  |  |
| 6. Asia |  |  |  |  |  |  |  |  |  |  |  |
| **II. Theory and Composition (16%)** |  |  |  |  |  |  |  |  |  |  |  |
| **A. Understands and analyzes music in aural form and demonstrates aural skills through recognition of melody, harmony, and rhythm** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Pitch organization and harmony |  |  |  |  |  |  |  |  |  |  |  |
| a. chords, progressions, ornamentation |  |  |  |  |  |  |  |  |  |  |  |
| b. modes, scales, tone rows, etc. |  |  |  |  |  |  |  |  |  |  |  |
| 2. Theme and melody |  |  |  |  |  |  |  |  |  |  |  |
| a. contour and motive |  |  |  |  |  |  |  |  |  |  |  |
| 3. Rhythm, meter, and tempo |  |  |  |  |  |  |  |  |  |  |  |
| 4. Form and structure |  |  |  |  |  |  |  |  |  |  |  |
| 5. Texture |  |  |  |  |  |  |  |  |  |  |  |
| a. monophonic |  |  |  |  |  |  |  |  |  |  |  |
| b. homophonic |  |  |  |  |  |  |  |  |  |  |  |
| c. polyphonic |  |  |  |  |  |  |  |  |  |  |  |
| d. heterophonic |  |  |  |  |  |  |  |  |  |  |  |
| **B. Understands how musical sounds vary** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Timbre of instruments and voices |  |  |  |  |  |  |  |  |  |  |  |
| 2. Dynamics |  |  |  |  |  |  |  |  |  |  |  |
| **III. Performance (22%)** |  |  |  |  |  |  |  |  |  |  |  |
| **A. Demonstrates critical listening skills by identifying errors in** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Pitch |  |  |  |  |  |  |  |  |  |  |  |
| 2. Intonation of instruments and voices |  |  |  |  |  |  |  |  |  |  |  |
| a. tuning students on individual instruments |  |  |  |  |  |  |  |  |  |  |  |
| b. tuning between two or more performers |  |  |  |  |  |  |  |  |  |  |  |
| c. vowel uniformity |  |  |  |  |  |  |  |  |  |  |  |
| 3. Rhythm |  |  |  |  |  |  |  |  |  |  |  |
| 4. Performing as a unified section/ensemble |  |  |  |  |  |  |  |  |  |  |  |
| 5. Balance and blend |  |  |  |  |  |  |  |  |  |  |  |
| 6. Articulations |  |  |  |  |  |  |  |  |  |  |  |
| 7. Dynamics |  |  |  |  |  |  |  |  |  |  |  |
| B. Understands basic conducting techniques |  |  |  |  |  |  |  |  |  |  |  |
| 1. Beat patterns |  |  |  |  |  |  |  |  |  |  |  |
| 2. Use of the baton and freehand technique |  |  |  |  |  |  |  |  |  |  |  |
| 3. Eye contact and facial expressions |  |  |  |  |  |  |  |  |  |  |  |
| 4. Tempo and tempo changes |  |  |  |  |  |  |  |  |  |  |  |
| 5. Attacks, holds, and releases |  |  |  |  |  |  |  |  |  |  |  |
| 6. Dynamics and expressive gestures |  |  |  |  |  |  |  |  |  |  |  |
| 7. Cueing |  |  |  |  |  |  |  |  |  |  |  |
| **C. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Interpreting musical symbols used for pitch |  |  |  |  |  |  |  |  |  |  |  |
| 2. Interpreting musical symbols used for rhythm |  |  |  |  |  |  |  |  |  |  |  |
| 3. Dynamic markings |  |  |  |  |  |  |  |  |  |  |  |
| 4. Articulation markings |  |  |  |  |  |  |  |  |  |  |  |
| 5. Tempo markings |  |  |  |  |  |  |  |  |  |  |  |
| 6. Composers’ written comments |  |  |  |  |  |  |  |  |  |  |  |
| 7. Timbre |  |  |  |  |  |  |  |  |  |  |  |
| **D. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifying appropriate harmonies to accompany tonal melodies |  |  |  |  |  |  |  |  |  |  |  |
| 2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato) |  |  |  |  |  |  |  |  |  |  |  |
| **Section 2: Non-Listening Section** |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Pedagogy, Professional Issues, and Technology (47%)** |  |  |  |  |  |  |  |  |  |  |  |
| **A. Knows instructional strategies for different class settings** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Performance classes |  |  |  |  |  |  |  |  |  |  |  |
| a. full-ensemble rehearsals |  |  |  |  |  |  |  |  |  |  |  |
| b. sectional and small-group rehearsals |  |  |  |  |  |  |  |  |  |  |  |
| c. individual lessons |  |  |  |  |  |  |  |  |  |  |  |
| d. rehearsal planning |  |  |  |  |  |  |  |  |  |  |  |
| e. rehearsal strategies |  |  |  |  |  |  |  |  |  |  |  |
| 2. Elementary and secondary general music |  |  |  |  |  |  |  |  |  |  |  |
| a. full class |  |  |  |  |  |  |  |  |  |  |  |
| b. small group |  |  |  |  |  |  |  |  |  |  |  |
| c. labs and independent projects |  |  |  |  |  |  |  |  |  |  |  |
| **B. Incorporates local, state, and national standards in planning and instruction** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognizes importance of linking pedagogy to appropriate standards |  |  |  |  |  |  |  |  |  |  |  |
| 2. Ability to evaluate degree to which instruction links to standards |  |  |  |  |  |  |  |  |  |  |  |
| **C. Understands classroom management techniques** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Physical classroom environment |  |  |  |  |  |  |  |  |  |  |  |
| 2. Rules and consequences |  |  |  |  |  |  |  |  |  |  |  |
| 3. Appropriate actions to take for given situations |  |  |  |  |  |  |  |  |  |  |  |
| 4. Legal implications |  |  |  |  |  |  |  |  |  |  |  |
| 5. Planning and pacing |  |  |  |  |  |  |  |  |  |  |  |
| 6. Procedures and routines |  |  |  |  |  |  |  |  |  |  |  |
| 7. Principles of motivation applied to the music classroom |  |  |  |  |  |  |  |  |  |  |  |
| a. intrinsic |  |  |  |  |  |  |  |  |  |  |  |
| b. extrinsic |  |  |  |  |  |  |  |  |  |  |  |
| Instructional Practices |  |  |  |  |  |  |  |  |  |  |  |
| **D. Understands how to plan and differentiate instruction** |  |  |  |  |  |  |  |  |  |  |  |