



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Music

The **Music** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ Test I (Test Code 111)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Aural Skills	0001–0005	25	1
➤ Music Theory	0006–0009	20	1
➤ Music Creation	0010–0012	15	
TOTAL		60	2
Percentage of Test Score		80%	20%

■ Test II (Test Code 112)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Music History and Culture	0013–0015	16	1
➤ Music Performance	0016–0020	28	1
➤ Functions of Music and Relationships with Other Disciplines	0021–0023	16	
TOTAL		60	2
Percentage of Test Score		80%	20%



TEST DESIGN AND FRAMEWORK

TEST FRAMEWORK

Music

AURAL SKILLS

0001 Understand elements of melody and harmony in musical performances.

For example:

- identifying melodic and harmonic intervals
- identifying specific scale types
- identifying melodic embellishments and devices (e.g., sequence, grace note)
- identifying specific chord types (e.g., major, dominant 7th)
- identifying chord progressions and cadences (e.g., deceptive, half)

0002 Understand elements of rhythm, meter, texture, dynamics, and expressive qualities in musical performances.

For example:

- identifying rhythmic patterns and devices (e.g., augmentation, syncopation)
- identifying meters and changes in meter
- identifying monophonic, homophonic, and polyphonic texture
- identifying dynamic, tempo, and expressive indications (e.g., *dolce*, *allegro*)

0003 Understand elements of vocal and instrumental performance in musical performances.

For example:

- identifying voice types (e.g., tenor, alto)
- identifying types of vocal ensembles (e.g., SAB, barbershop quartet)
- identifying specific instruments
- identifying types of instrumental ensembles (e.g., string trio, big band)

0004 Understand the historical and cultural context of musical performances.

For example:

- identifying characteristics (e.g., composers, works, styles) of the medieval and Baroque periods of Western music
- identifying characteristics (e.g., composers, works, styles) of the Classical, Romantic, and Modern periods of Western music
- identifying characteristics (e.g., composers, works, styles) of music from the Americas
- identifying characteristics (e.g., composers, works, styles) of music from Asia, Africa, and the Middle East

0005 Understand performance errors in musical performances.

For example:

- identifying instrumental and vocal pitch errors
- identifying instrumental and vocal rhythmic errors
- identifying other types of instrumental and vocal errors (e.g., dynamics, articulation)

MUSIC THEORY

0006 Understand music notation and vocabulary.

For example:

- identifying note names using various clefs and key signatures
- identifying time signatures and tempo markings
- identifying expressive terms and symbols
- interpreting common embellishments
- interpreting chord symbols (e.g., IV⁶, Dm7)

0007 Understand the elements of melody and harmony.

For example:

- identifying melodic intervals, devices, and structures (e.g., phrases)
- analyzing characteristics of melody (e.g., range)
- recognizing characteristics of scales (e.g., minor, whole-tone)
- analyzing the quality of specific chords and chord inversions
- analyzing chord progressions and types of cadences
- identifying types of nonharmonic tones (e.g., suspension, passing tone)

0008 Understand the elements of rhythm, meter, and tempo.

For example:

- identifying rhythmic patterns and devices
- analyzing meters and changes in meter
- analyzing tempo and changes in tempo

0009 Understand music forms, structures, and styles.

For example:

- identifying elements of music form (e.g., contrast)
- recognizing characteristics of music forms (e.g., theme and variation)
- identifying elements of compound forms (e.g., symphony)
- recognizing characteristics of music styles (e.g., spiritual, folk)

MUSIC CREATION

0010 Understand techniques used to improvise, compose, and arrange music.

For example:

- identifying ways to use scale patterns, intervals, a range of pitches, rhythms, chords, and chord progressions in musical improvisation
- identifying principles of melodic and rhythmic dictation
- recognizing the relationship between the piano keyboard and musical notation
- identifying techniques for creating short musical compositions in a variety of forms and compositions that incorporate instrumental, vocal, and electronic media
- identifying techniques for creating simple accompaniments and arranging musical compositions for instruments or voices

0011 Understand strategies for evaluating musical performances and compositions.

For example:

- identifying strategies for analyzing musical compositions from a variety of styles
- recognizing ways of listening to music or examining scores to describe musical elements (e.g., rhythm, harmony, form)
- identifying strategies for analyzing and making critical judgments about a musical performance
- identifying principles of proper audience etiquette

0012 Understand the uses of technology in gathering information about music and in musical composition and performance.

For example:

- identifying ways in which print and nonprint media can be used to locate definitions of musical terms and to translate foreign language texts
- identifying ways in which print and nonprint media can be used to locate information about music and musicians
- recognizing how technology can be used to transcribe, edit, compose, and perform music

MUSIC HISTORY AND CULTURE

0013 Understand characteristics, composers, works, and historical and cultural background of Western music from the medieval period to 1750.

For example:

- recognizing characteristics of major periods of Western music from the medieval period to 1750
- identifying characteristics of major genres and performance practices in Western music from the medieval period to 1750
- recognizing instruments associated with Western music from the medieval period to 1750
- identifying composers and significant works of Western music from the medieval period to 1750
- recognizing how Western musical works from the medieval period to 1750 reflect the history and culture of the era

0014 Understand characteristics, composers, works, and historical and cultural background of Western music from 1750 to the present.

For example:

- recognizing characteristics of major periods of Western music from 1750 to the present
- identifying characteristics of major genres and performance practices of Western music from 1750 to the present
- recognizing instruments associated with Western music from 1750 to the present
- identifying composers and significant works of Western music from 1750 to the present
- recognizing how Western musical works from 1750 to the present reflect the history and culture of the era

0015 Understand characteristics, composers, and historical and cultural background of music from Asia, Africa, the Middle East, and the Americas.

For example:

- recognizing major types and characteristics of music from Asia, Africa, the Middle East, and the Americas
- recognizing instruments associated with music from Asia, Africa, the Middle East, and the Americas
- recognizing ways music reflects the history and culture of these regions of the world

MUSIC PERFORMANCE

0016 Understand vocal production and singing.

For example:

- identifying appropriate breathing techniques and appropriate posture for vocal production
- recognizing ways to produce appropriate vowel sounds, diction, and tone quality
- recognizing principles of sight-reading and strategies for memorizing musical works
- identifying ways to interpret the meaning of texts and the relationship of text to music elements
- identifying skills needed to perform as a vocal soloist with and without accompaniment

0017 Understand wind and string instruments.

For example:

- demonstrating knowledge of the characteristics, evolution, and history of specific wind and string instruments
- recognizing correct playing position, posture, breathing, embouchure, articulation, vibrato, and technical skills for playing specific wind and string instruments
- recognizing techniques for tuning wind and string instruments to sound sources or electronic tuners
- demonstrating knowledge of the principles of tonal balance in relation to tutti, solo/soli passages, and lightly scored compositions
- identifying skills needed to perform as a soloist on a wind or string instrument

0018 Understand keyboard and percussion instruments.

For example:

- demonstrating knowledge of characteristics, evolution, and history of keyboard and percussion instruments
- recognizing correct positions, postures, and motions for playing a specific keyboard or percussion instrument
- recognizing appropriate fingering techniques for keyboards
- recognizing correct hand positions and sticking techniques for various percussion instruments
- demonstrating knowledge of the principles of tonal balance in relation to tutti, solo/soli passages, and lightly scored compositions
- identifying skills needed to perform as a soloist on keyboard or percussion instruments

0019 Understand ensemble performance.

For example:

- demonstrating knowledge of types and characteristics of various vocal ensembles
- demonstrating knowledge of types and characteristics of various instrumental ensembles
- identifying skills needed to perform in a vocal group or ensemble with and without accompaniment
- identifying skills needed to perform in an instrumental group or ensemble

0020 Understand rehearsal techniques and conducting.

For example:

- recognizing problems that can occur when playing an instrument and techniques for solving particular problems
- recognizing problems that can occur when singing and techniques for solving particular problems
- recognizing problems that may occur in vocal or instrumental ensemble performances and techniques for solving particular problems
- recognizing common beat patterns and techniques for cueing
- identifying principles for the selection of appropriate music for vocal and instrumental ensembles to perform
- demonstrating knowledge of score study techniques

FUNCTIONS OF MUSIC AND RELATIONSHIPS WITH OTHER DISCIPLINES**0021 Understand functions of music and music professions.**

For example:

- identifying various roles and functions of music in society
- recognizing professions associated with music (e.g., music educator, lyricist, performer, composer, conductor)
- recognizing the knowledge and skills needed for a specific music profession

0022 Understand relationships between music and the other arts.

For example:

- recognizing aesthetic principles common to music and the other arts
- recognizing terminology common to music and the other arts
- identifying ways music and the other arts can be combined to create multidisciplinary works
- recognizing important works of musical theatre and their composers

0023 Understand relationships between music and other disciplines.

For example:

- recognizing connections between music and mathematics and music and the sciences
- recognizing connections between music and social studies and music and language arts
- identifying ways in which the study of music can be integrated into the study of other academic areas