
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 75: MUSIC
TEST FRAMEWORK**

June 2003

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June 2003**

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**FIELD 75: MUSIC
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Music Theory
Music Performance
Listening Skills
Music History and Culture
Music History and Culture: Constructed-Response Assignment

The New York State music teacher has the knowledge and skills necessary to teach effectively in New York State public schools. The music teacher understands the fundamental elements of music and is able to promote knowledge of music theory and performing skills appropriate for students at various grade levels. The music teacher recognizes the creative and expressive abilities that exist in all students and supports students' efforts to compose and improvise original music. The music teacher is familiar with musical instruments, music history, and the development of traditional musical forms in cultures around the world and provides students with information that facilitates their ability to listen critically to music. Finally, the music teacher is able to offer students physical and intellectual access to music performances and recordings that are inspiring and evocative.

SUBAREA I—MUSIC THEORY

0001 Understand the elements of musical notation.

For example:

- identifying note names using a given clef (e.g., treble, alto, tenor, bass)
- recognizing key signatures
- identifying and interpreting common musical symbols and embellishment symbols (e.g., repeat signs, fermata, trill)
- recognizing nonstandard notation symbols used in various types of music (e.g., Gregorian chant, jazz, aleatoric)
- identifying and interpreting articulation, dynamic, and expression symbols and terms (e.g., *staccato*, *crescendo*, *dolce*)

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0002 Understand the elements of melody.

For example:

- identifying types and characteristics of scales (e.g., modal, major, minor, chromatic)
- identifying pitch collections (e.g., whole tone, pentatonic)
- identifying melodic intervals
- analyzing types of melodic structures (e.g., motives, phrases, periods)
- identifying melodic embellishments and devices (e.g., grace note, turn, repetition, sequence, transposition)
- analyzing melodic contour (e.g., conjunct and disjunct motion, focal point)

0003 Understand the elements of harmony.

For example:

- identifying harmonic intervals
- identifying specific chord types (e.g., major, minor, diminished, augmented)
- applying knowledge of chord and interval inversions
- analyzing harmonic progressions (e.g., Roman-numeral analysis)
- identifying types of cadences (e.g., authentic, half, deceptive, plagal)
- demonstrating knowledge of types of nonchord tones (e.g., passing, neighbor, suspension)

0004 Understand the elements of rhythm, meter, and tempo.

For example:

- demonstrating knowledge of note and rest values
- demonstrating an understanding of time signatures and tempo markings (e.g., *largo*, *andante*, *vivace*)
- demonstrating an understanding of the characteristics of meter (e.g., compound, simple, duple, triple)
- identifying rhythmic devices (e.g., augmentation, diminution, syncopation)
- identifying rhythmic and metrical patterns associated with specific genres of music (e.g., waltz, march)

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0005 Understand techniques used in composing, arranging, and improvising music.

For example:

- demonstrating knowledge of types and characteristics of compositional forms (e.g., binary, ternary, rondo, sonata-allegro)
- demonstrating knowledge of compositional techniques and textures (e.g., fugue, tone row, ostinato, melody and countermelody)
- demonstrating knowledge of uses of technology in composition (e.g., computer, electronic synthesizer)
- demonstrating an understanding of how to arrange music for various groups of instruments and voices (e.g., scoring techniques, transpositions, ranges)
- demonstrating knowledge of how to harmonize a given melody (e.g., voice leading, appropriate chord selection)
- demonstrating knowledge of techniques of improvising on a given melody or chord progression

SUBAREA II—MUSIC PERFORMANCE

0006 Understand the scientific principles of sound production.

For example:

- demonstrating an understanding of the application of basic scientific concepts in relation to sound production (e.g., string or tube length, temperature)
- demonstrating knowledge of the basic science involved in producing vocal and instrumental tone (e.g., vibration, amplification, harmonics)
- demonstrating knowledge of electronic sound production (e.g., computer, synthesizer, MIDI)
- demonstrating knowledge of the basics of acoustics (e.g., reflection, absorption, room size and shape)

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0007 Understand the principles of singing.

For example:

- demonstrating knowledge of the processes and techniques used to develop singing skills
- demonstrating knowledge of the stages of vocal maturation
- demonstrating knowledge of the principles of diction
- demonstrating knowledge of common issues encountered in singing and describing techniques for addressing those issues (e.g., changing voice, tone production, voice classification)
- demonstrating knowledge of sight singing methods (e.g., movable and fixed "do" solfège, scale degrees)

0008 Understand string and keyboard instruments.

For example:

- identifying types and characteristics of string and keyboard instruments
- demonstrating knowledge of string and keyboard instruments and basic playing techniques (e.g., posture, hand position, bowing)
- recognizing basic procedures for string and keyboard maintenance
- demonstrating knowledge of common issues encountered in playing and describing techniques for addressing those issues (e.g., intonation, vibrato, articulation, tone production)

0009 Understand wind and percussion instruments.

For example:

- identifying types and characteristics of wind and percussion instruments
- demonstrating knowledge of wind and percussion instruments and basic playing techniques (e.g., embouchure, rudiments, posture, hand position)
- recognizing basic procedures for wind and percussion maintenance
- demonstrating knowledge of common issues encountered in playing and describing techniques for addressing those issues (e.g., intonation, vibrato, articulation, tone production)

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0010 Understand vocal and instrumental ensembles.

For example:

- demonstrating knowledge of various types and characteristics of choral and small vocal ensembles
- recognizing vocal types and ranges
- demonstrating knowledge of various types and characteristics of band, orchestra, and small instrumental ensembles
- demonstrating knowledge of instrumentation
- demonstrating knowledge of various types and characteristics of classroom ensembles (e.g., recorder, Orff, folk)

0011 Understand principles of conducting.

For example:

- demonstrating knowledge of basic conducting patterns
- applying methods of analyzing a score
- demonstrating knowledge of techniques of communicating expression markings (e.g., articulation, dynamics, tempo)
- demonstrating knowledge of cuing techniques

SUBAREA III—LISTENING SKILLS

0012 Understand the historical or cultural context of a work in a musical recording.

For example:

- demonstrating knowledge of music from the major periods in Western music history (e.g., Middle Ages, Baroque, Romantic)
- recognizing characteristics, genres, and styles of music from the Americas
- recognizing characteristics, genres, and styles of world musics (e.g., African, Asian, Middle Eastern, Eastern European)
- demonstrating knowledge of the masterworks of composers in the Western tradition (e.g., Bach, Beethoven, Chopin, Stravinsky)
- demonstrating knowledge of major U.S. composers and their works (e.g., Copland, Joplin, Sousa, Ellington)
- demonstrating knowledge of the historical and cultural background of music from the United States (e.g., spirituals, Native American, Appalachian, jazz, blues)

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0013 Recognize vocal and instrumental elements in a musical recording.

For example:

- recognizing specific voice types
- recognizing types of vocal ensembles
- recognizing specific instruments
- recognizing types of instrumental ensembles

0014 Recognize the elements of melody in a musical recording.

For example:

- recognizing melodic intervals
- recognizing scale types and pitch collections (e.g., minor, blues, whole-tone, pentatonic)
- recognizing melodic embellishments and devices (e.g., turn, repetition, sequence)
- analyzing elements of melodic contour (e.g., conjunct and disjunct motion, focal point)

0015 Recognize the elements of harmony in a musical recording.

For example:

- recognizing harmonic intervals
- recognizing specific chord types (e.g., major triad, diminished seventh)
- recognizing chord progressions
- recognizing types of cadences (e.g., authentic, half, deceptive, plagal)

0016 Recognize rhythmic and expressive elements in a musical recording.

For example:

- recognizing rhythmic patterns and devices (e.g., diminution, augmentation, syncopation)
- recognizing meter and changes in meter
- recognizing tempo and dynamics (e.g., *largo*, *andante*, *crescendo*, *subito piano*)
- recognizing expressive techniques and devices (e.g., *rubato*, muting)

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0017 Recognize the elements of compositional form, phrase structure, and texture in a musical recording.

For example:

- recognizing compositional forms (e.g., binary, rondo, variations, fugue)
- recognizing phrase structure
- recognizing types of textures (e.g., polyphonic, monophonic, homophonic)
- recognizing other textural elements (e.g., ostinato, doublings, melody and countermelody)

0018 Understand how to critique various elements of a performance in a musical recording.

For example:

- recognizing pitch errors in a vocal or instrumental performance
- recognizing rhythmic errors in a vocal or instrumental performance
- recognizing other errors in a musical performance (e.g., in dynamics, articulation, intonation, ensemble precision)
- recognizing individual interpretations in a musical performance

SUBAREA IV—MUSIC HISTORY AND CULTURE

0019 Understand the development of Western music from the Middle Ages to 1750.

For example:

- demonstrating knowledge of major periods (e.g., Middle Ages, Renaissance, Baroque) and characteristics and performance practices of musical styles (e.g., modes, *basso continuo*, polyphony)
- demonstrating knowledge of major composers (e.g., Perotin, Palestrina, Handel) and genres (e.g., Gregorian chant, madrigal, *concerto grosso*)
- analyzing ways in which music reflects historical developments, cultural factors, and aesthetic values
- demonstrating knowledge of the impact of technological developments on music (e.g., types of instruments, printing press)
- comparing music from different time periods

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0020 Understand the development of Western music from 1750 to the present.

For example:

- demonstrating knowledge of major periods (e.g., Classical, Romantic, Twentieth-Century) and characteristics and performance practices of musical styles (e.g., Alberti bass, coloristic use of orchestra, atonality)
- demonstrating knowledge of major composers (e.g., Mozart, Berlioz, Schoenberg, Glass) and important genres (e.g., symphony, lieder, opera)
- analyzing ways in which music reflects historical developments, cultural factors, and aesthetic values
- demonstrating knowledge of the impact of technological developments upon music (e.g., types of instruments, electronic technology)
- comparing music from different time periods
- identifying the contributions of individuals who have influenced music methodology (e.g., Orff, Dalcroze, Gordon, Kodály)

0021 Understand music from the Americas.

For example:

- identifying types and characteristics of music from the Americas (e.g., ethnic folk, jazz, Broadway musical, reggae, mariachi)
- identifying instruments associated with music from the Americas (e.g., dulcimer, banjo, steel drums, maracas, claves)
- demonstrating knowledge of the ways in which music from the Americas reflects historical developments, cultural factors, and aesthetic values (e.g., African American spirituals, protest songs, patriotic songs, work songs)
- demonstrating an understanding of how music from different cultures has influenced the development of music in the United States

0022 Understand traditions of world musics.

For example:

- identifying types and characteristics of world musics (e.g., polyrhythms, raga, heterophony)
- identifying instruments associated with world musics (e.g., talking drums, sitar, koto, tambourine)
- demonstrating knowledge of the ways in which world musics reflect historical developments, cultural factors, and aesthetic values
- demonstrating an understanding of how world musics have influenced the development of music in the United States

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0023 Understand the purposes of music in society.

For example:

- analyzing various functions and purposes of music (e.g., individual, communal, religious, and cultural expression and communication; entertainment)
- identifying vocations and avocations available in the field of music (e.g., educator, performer, composer, conductor, producer)
- identifying various resources and opportunities to expand one's knowledge of and participation in music
- identifying settings and ways in which music is used
- demonstrating an understanding of appropriate audience behavior in a variety of musical settings

0024 Understand how music relates to other art forms and other disciplines.

For example:

- analyzing ways in which music has influenced, and been influenced by, works of art in other media (e.g., dance, visual arts, theatre)
- comparing the meanings of common terms used in music and other arts (e.g., form, texture, motif)
- comparing the roles of those involved in music with the roles of those involved in other arts
- identifying ways in which the subject matter and terminology of other disciplines are related to music

**SUBAREA V—MUSIC HISTORY AND CULTURE: CONSTRUCTED-RESPONSE
ASSIGNMENT**

The content to be addressed by the constructed-response assignment is described in Subarea IV, Objectives 19–24.