

# NEW MEXICO TEACHER ASSESSMENTS™

## TEST FRAMEWORK

### FIELD 21: MUSIC

Subarea		Range of Competencies	Test Proportion
I.	Aural Skills	0001–0004	19%
II.	Music Theory	0005–0009	24%
III.	Music Creation and Performance	0010–0014	24%
IV.	Music History and Culture	0015–0018	19%
V.	Music Education	0019–0022	14%

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# NEW MEXICO TEACHER ASSESSMENTS™

## Field 21: Music

Aural Skills  
Music Theory  
Music Creation and Performance  
Music History and Culture  
Music Education

### SUBAREA I—AURAL SKILLS

#### **0001 Recognize the elements of melody and harmony in a musical recording.**

For example:

- identify scales (e.g., major, minor, pentatonic, blues, modal) and melodic intervals
- identify melodic structures and devices (e.g., trill, sequence, repetition), elements of melodic contour, and basic musical form (e.g., ABA, call-and-response, verse and refrain)
- identify harmonic intervals (e.g., perfect, major, minor, diminished, augmented)
- identify chord types (e.g., minor triad, major seventh chord), progressions, and cadences (e.g., authentic, plagal)

#### **0002 Recognize rhythmic, textural, and expressive elements in a musical recording.**

For example:

- identify rhythmic patterns and devices (e.g., augmentation, syncopation)
- identify meter and changes in meter
- identify tempo (e.g., adagio, presto), dynamics (e.g., decrescendo, forte), and textures (e.g., homophonic, polyphonic)
- identify expressive techniques and devices (e.g., rubato, tremolo) and articulation (e.g., staccato, legato)

#### **0003 Understand the historical or cultural context of a work in a musical recording.**

For example:

- demonstrate knowledge of music from major periods in Western art music (e.g., Baroque, Romantic)
- demonstrate knowledge of jazz, popular, and ethnic music of the United States (e.g., Native American, Cajun, spiritual/gospel, Hispanic)
- demonstrate knowledge of world musics

## FIELD 21: MUSIC TEST FRAMEWORK

### **0004 Understand how to critique various elements of a performance in a musical recording.**

For example:

- identify vocal and instrumental sounds and distinguish among timbres
- identify specific choral and instrumental ensembles (e.g., mixed chorus, madrigal group, orchestra, jazz band)
- detect performance errors related to note accuracy or intonation
- detect performance errors related to dynamics, tempo, rhythm, articulation, balance, or embellishments

### **SUBAREA II—MUSIC THEORY**

#### **0005 Understand the elements of musical notation.**

For example:

- identify note names using a specific clef (e.g., treble, bass, C clef) and key signatures
- identify and interpret common musical symbols and expressive terms (e.g., fermata, trill, slur)
- identify and interpret articulation, dynamic, and expression terms and symbols (e.g., legato, crescendo, dolce)
- identify chord symbols (e.g., I<sup>6</sup>, V<sup>7</sup>, Am<sup>7</sup>)

#### **0006 Understand the elements of melody.**

For example:

- identify characteristics of melodies (e.g., contour, range)
- identify scales (e.g., pentatonic, major, minor) and melodic intervals
- identify melodic structures (e.g., phrases, motives) and devices (e.g., diminution, inversion)
- identify melodic embellishments (e.g., grace note)

#### **0007 Understand the elements of harmony.**

For example:

- identify harmonic intervals, specific chord types, and their inversions
- analyze harmonic progressions
- identify types of cadences (e.g., authentic, plagal)
- identify nonchord tones (e.g., passing tone, suspension)

## FIELD 21: MUSIC TEST FRAMEWORK

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

For example:

- identify note and rest values
- identify time signatures and tempo markings (e.g.,  $\frac{4}{4}$ ,  $\frac{3}{8}$ ,  $\frac{6}{8}$ , andante, vivace)
- identify characteristics of meter (e.g., compound, duple, triple)
- identify rhythmic devices (e.g., syncopation, augmentation)

### **0009 Understand the forms, structures, and styles of music.**

For example:

- identify components of music form (e.g., variation, contrast)
- identify characteristics of music forms (e.g., rondo, twelve-bar blues)
- identify elements of compound forms (e.g., concerto, opera)
- identify characteristics of various music styles (e.g., jazz, reggae, Native American, spiritual/gospel, Cajun, Hispanic)

## **SUBAREA III—MUSIC CREATION AND PERFORMANCE**

### **0010 Understand techniques used in composing, arranging, and improvising music.**

For example:

- identify compositional techniques (e.g., counterpoint, tone row, ostinato)
- identify techniques for scoring and arranging music (e.g., transpositions, ranges)
- identify techniques for improvising music (e.g., question and answer, melodic variation)
- identify uses of technology in composition (e.g., MIDI technology)

### **0011 Understand the principles of singing.**

For example:

- identify the process of producing vocal tone (e.g., posture, breath control and support, voice placement)
- identify vocal classifications and ranges, and stages of vocal maturation
- identify techniques for developing vocal skills, common issues encountered in singing (e.g., diction), and techniques for addressing those issues
- identify sight singing methods (e.g., solfège, scale degrees, movable-do, hand signals)

## **FIELD 21: MUSIC TEST FRAMEWORK**

### **0012 Understand string and keyboard instruments.**

For example:

- identify types and characteristics of string and keyboard instruments
- identify basic playing techniques for string and keyboard instruments (e.g., bowing, fingering, position)
- identify basic principles for string and keyboard instrument maintenance
- identify common issues encountered in playing string and keyboard instruments and techniques for addressing those issues

### **0013 Understand wind and percussion instruments.**

For example:

- identify types and characteristics of wind and percussion instruments
- identify basic playing techniques for wind and percussion instruments (e.g., fingering, embouchure, breath control, grip, mallet control)
- identify basic principles for wind and percussion instrument maintenance
- identify common issues encountered in playing wind and percussion instruments and techniques for addressing those issues

### **0014 Understand techniques for rehearsing, conducting, and evaluating music performances and compositions.**

For example:

- identify rehearsal and performance strategies and practices for choral and instrumental performances
- identify basic conducting and cuing techniques, and techniques for communicating expression markings (e.g., dynamics, tempo)
- identify methods for analyzing a score
- identify criteria for evaluating musical performances and compositions

# FIELD 21: MUSIC TEST FRAMEWORK

## SUBAREA IV—MUSIC HISTORY AND CULTURE

### **0015 Understand the development of Western music from the Middle Ages to 1750.**

For example:

- identify major periods (e.g., Renaissance, Baroque) and composers (e.g., Palestrina, Vivaldi)
- identify major genres (e.g., madrigal, oratorio, concerto grosso) and characteristics and performance practices of musical styles
- recognize the effects of technological developments on music (e.g., printing press)
- recognize ways in which music reflects historical developments, cultural factors, and aesthetic values of these periods

### **0016 Understand the development of Western music from 1750 to the present.**

For example:

- identify major periods (e.g., Classical, Romantic) and composers (e.g., Beethoven, Stravinsky)
- identify major genres (e.g., symphony, opera) and characteristics and performance practices of musical styles
- recognize the effects of technological developments on music (e.g., electronic technology, new instruments)
- recognize ways in which music reflects the historical development, cultural factors, and aesthetic values of these periods
- recognize the contributions of people who influenced music methodology (e.g., Orff, Kodály)

### **0017 Understand the characteristics of popular, folk, and ethnic music of the United States.**

For example:

- identify instruments, styles, and characteristics of jazz, blues, rhythm and blues, and rock-and-roll music
- identify instruments, styles, and characteristics of ethnic and folk music (e.g., Native American, Cajun, spiritual/gospel, Hispanic)
- recognize ways in which music of the United States reflects historical developments, cultural factors, and aesthetic values

## **FIELD 21: MUSIC TEST FRAMEWORK**

### **0018 Understand traditions of world musics.**

For example:

- identify types and characteristics of world musics (e.g., raga, polyrhythms)
- identify instruments associated with world musics (e.g., koto, talking drums, Native American flutes and drums)
- recognize ways in which world and indigenous musics reflect historical developments, cultural factors, and aesthetic values
- recognize ways in which world and indigenous musics have influenced the development of music in the United States

### **SUBAREA V—MUSIC EDUCATION**

### **0019 Understand appropriate content and methodologies for elementary school music classes (Pre-K–grade 5).**

For example:

- identify teaching methods for elementary school choral, instrumental, and general music classes
- identify techniques for assessing student achievement that are appropriate for an elementary school music program
- recognize how child development influences the selection of instructional approaches
- recognize standards to apply when selecting musical works (e.g., cultural diversity, historical significance, quality) to use for instruction and performance by elementary school students
- recognize effective and appropriate modifications of music instruction for elementary school students with special needs

## FIELD 21: MUSIC TEST FRAMEWORK

### **0020 Understand appropriate content and methodologies for middle school/secondary music classes (grades 6–12).**

For example:

- identify teaching methods for middle school/secondary choral, instrumental, and general music classes
- identify techniques for assessing student achievement that are appropriate for middle school/secondary music programs
- recognize how child development influences the selection of instructional approaches
- recognize standards to apply when selecting musical works (e.g., cultural diversity, historical significance, quality) to use for instruction and performance by middle school/secondary students
- recognize effective and appropriate modifications of music instruction for middle school/secondary students with special needs

### **0021 Understand how music relates to other art forms and other disciplines.**

For example:

- identify similarities and differences in the meanings of common terms used in the various arts
- recognize how music and other forms of art can be combined to create interdisciplinary works
- recognize ways in which concepts and subject matter of various disciplines outside the arts are related to those of music

### **0022 Understand the music profession.**

For example:

- analyze the role of music as an essential component of general education
- identify vocations and avocations available in the field of music (e.g., educator, performer, composer, producer)
- identify strategies for organizing and promoting concerts and developing community support for school music programs
- identify logistical, legal, and financial issues and responsibilities related to educational class trips and other school music activities