

New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

21 Music



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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Music

The New Mexico Content Knowledge Assessments are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Music test is intended for individuals seeking an initial teaching license or an endorsement in Music.

The Music test consists of 100 selected-response questions, including a listening section that requires listening to recorded passages and answering selected-response questions based on the passages.



Test Framework

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

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., I⁶, V⁷, Am⁷)

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)

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

For example:

- identify note and rest values
- identify time signatures and tempo markings (e.g., $\frac{4}{4}$, $\frac{3}{4}$, $\frac{6}{8}$, 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)

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

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

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

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



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Music is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

Sample Question:

1. What is the capital of New Mexico?
 - A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. (A) (B) ● (D)

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Music. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

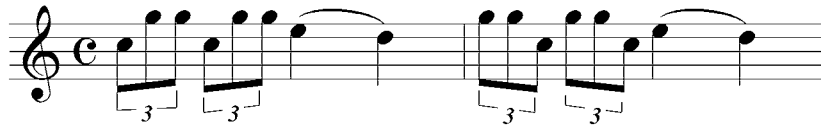
Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0005

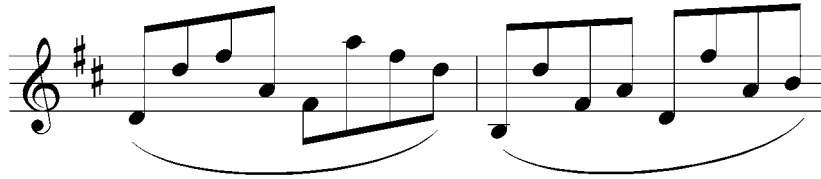
Understand the elements of musical notation.

1. Which of the following includes an example of a tie?

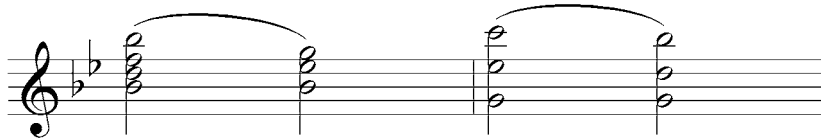
A.



B.



C.



D.



Competency 0006

Understand the elements of melody.

2. Use the example below to answer the question that follows.



Which of the following melodic intervals is shown in this example?

- A. diminished sixth
- B. diminished fifth
- C. augmented fifth
- D. minor sixth

Competency 0009

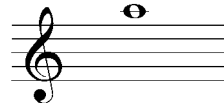
Understand the forms, structures, and styles of music.

3. Which of the following elements of an opera is composed in ways that imitate the rhythms and accents of natural speech?
- A. aria
 - B. ritornello
 - C. duet
 - D. recitative

Competency 0010

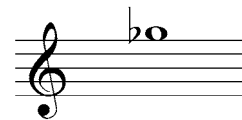
Understand techniques used in composing, arranging, and improvising music.

4. Use the example below to answer the question that follows.

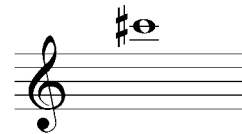


Which of the following pitches would an E-flat alto saxophone player produce when reading this note?

A.



B.



C.



D.



Competency 0011

Understand the principles of singing.

5. To sing a piece of music with appropriate expressiveness, it is most important that a vocalist:
 - A. first practices the work at the piano.
 - B. comprehends the mood and meaning of the work.
 - C. knows how to maintain enthusiasm for the work after practicing it.
 - D. understands the harmonic and melodic structure of the work.

Competency 0013

Understand wind and percussion instruments.

6. Which of the following percussion instruments features a definite pitch?
 - A. glockenspiel
 - B. cymbals
 - C. maracas
 - D. snare drum

Competency 0016

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

7. Liszt's *Orpheus*, Strauss's *Also Sprach Zarathustra*, Mussorgsky's *Pictures at an Exhibition*, and Borodin's *In the Steppes of Central Asia* are examples of which of the following types of musical compositions?
 - A. symphonic poem
 - B. opera
 - C. concerto grosso
 - D. overture

Competency 0017

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

8. Native American music generally features which of the following characteristics?
 - A. chromatic melodic contours
 - B. pentatonic melodies
 - C. simple triple rhythms
 - D. frequent changes of key

Competency 0020

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

9. During adolescence, many students are better able to understand and discuss musical concepts primarily because they have:
 - A. developed the ability to engage in abstract reasoning.
 - B. been given more opportunities to learn about music.
 - C. increased the scope of their active vocabulary.
 - D. been given greater exposure to various fields of study.

Competency 0022

Understand the music profession.

10. A music teacher who is organizing and supervising a school field trip must always ensure that each student:
 - A. raises the funds needed to pay the costs of his or her participation.
 - B. has a satisfactory school attendance record.
 - C. has maintained an adequate grade point average.
 - D. submits a permission form signed by his or her parents/guardians.



Answer Key for the Sample Selected-Response Questions

1. D
2. C
3. D
4. C
5. B
6. A
7. A
8. B
9. A
10. D