
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 165: MUSIC TEST DESIGN AND FRAMEWORK

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Authorized for Distribution by the New York State Education Department

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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FIELD 165: MUSIC TEST DESIGN

This test consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to help students achieve a specific learning goal or an instructional intervention to address a specific learning difficulty, and to provide a rationale for employing that instructional strategy or intervention.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of a response time up to 135 minutes.
- The constructed-response item is designed with the expectation of a response time up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Listening Skills	22–23	20%	--	--
0002 Music Theory	22–23	20%	--	--
0003 Music Performance	22–23	20%	--	--
0004 Cultural Understanding and Historical Context	22–23	20%	--	--
0005 Pedagogical Content Knowledge	--	--	1	20%
TOTAL	90	80%	1	20%

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FIELD 165: MUSIC TEST FRAMEWORK

Listening Skills
Music Theory
Music Performance
Cultural Understanding and Historical Context
Pedagogical Content Knowledge

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.

COMPETENCY 0001—LISTENING SKILLS

Performance Expectations

The New York State Music teacher demonstrates knowledge of the historical and cultural contexts of music and aurally analyzes music from all time periods. The teacher aurally recognizes characteristics, genres, and styles of music of the world, including music from the Americas. The teacher aurally identifies masterworks of composers in the Western tradition and both the historical and contemporary cultural background of music from the United States. The teacher aurally differentiates voice types, vocal ensembles, instruments, and instrumental ensembles. The teacher aurally comprehends melodic elements, including intervals, pitch collections, embellishments, devices, and contours. The teacher aurally understands harmonic elements, including intervals, chord qualities, chord progressions, and cadences. The teacher aurally grasps temporal and expressive elements, including rhythmic patterns and devices, meter and metric changes, tempo and dynamics, and expressive techniques and devices. The teacher aurally perceives form and texture, including small- and large-scale forms, textures, and other textural elements. The teacher aurally detects errors in pitch, rhythm, and other domains.

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Performance Indicators

- a. demonstrates aural knowledge of characteristics, genres, and styles of music of the world (e.g., West African mbira, Indonesian gamelan), including the Americas (e.g., mariachi, samba)
- b. demonstrates aural knowledge of musical characteristics (e.g., Alberti bass) and masterworks of composers in the Western tradition from all time periods (e.g., J. S. Bach's *The Art of Fugue*, Dvořák's *New World Symphony*, John Williams's *Star Wars*)
- c. demonstrates aural knowledge of major United States composers and their works (e.g., Copland's *Billy the Kid*, Ellington's/Strayhorn's "Take the 'A' Train") and both the historical and contemporary cultural background of United States music
- d. demonstrates aural recognition of voice types, vocal ensembles, instruments, and instrumental ensembles
- e. demonstrates understanding of melodic elements in a musical recording, including intervals, pitch collections, embellishments, devices, and contour
- f. demonstrates understanding of harmonic elements in a musical recording, including tonality, intervals, chord qualities, chord progressions, and cadences
- g. demonstrates understanding of temporal and expressive elements in a musical recording, including rhythmic patterns and devices, meter and metric changes, tempo and dynamics, and expressive techniques and devices
- h. demonstrates understanding of form and texture in a musical recording, including smaller forms (e.g., phrases), large-scale forms (e.g., theme and variations), textures, and textural elements (e.g., countermelody)
- i. demonstrates understanding of error detection in a musical recording, including pitch errors, rhythmic errors, and other errors (e.g., phrasing)

COMPETENCY 0002—MUSIC THEORY

Performance Expectations

The New York State Music teacher reads music in a variety of clefs and keys and interprets expressive terms and symbols found in traditional and nonstandard notation systems. The teacher understands melodic elements, including scales, modes, intervals, embellishments, compositional devices, and contour, as well as small formal elements such as motives and phrases. The teacher comprehends functional harmony and tonality, including intervals, chord qualities, seventh chords, chromatic chords, inversions, chord progressions, voice leading, cadences, nonchord tones, treatment of dissonances, and Roman numeral analysis. The teacher grasps time-related elements, including durations of notes and rests, meters and time signatures, tempo markings, metric characteristics, rhythmic devices, and the influence of genre on the execution of rhythms. The teacher also applies knowledge of form, compositional devices, transpositions, practical ranges, and the harmonization of melodies when composing, arranging, and improvising music.

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Performance Indicators

- a. demonstrates understanding of music notation and nonstandard notation, including note names, key signatures, symbols, expressive terms, and discipline-specific vocabulary
- b. demonstrates understanding of melody, including intervals, pitch collections, motives, form (e.g., periods), embellishments, compositional devices (e.g., fragmentation), and contour
- c. demonstrates understanding of harmony, including tonality, intervals, chord qualities, seventh chords, chromatic chords (e.g., augmented sixths), inversions, chord progressions, conventional voice leading, Roman numeral analysis, cadences, nonchord tones, and treatment of dissonances (e.g., suspensions)
- d. demonstrates understanding of time-related elements, including note and rest values, time signatures, tempo markings, meter characteristics (e.g., simple, compound), rhythmic devices (e.g., diminution), genre-specific meters, rhythms, and performance practices (e.g., polonaise rhythm, swinging eighth-notes in jazz)
- e. demonstrates understanding of composing, arranging, and improvising, including form, compositional techniques (e.g., creating a tonal answer), texture, transposition, use of technology, parameters for arrangements (e.g., vocal/instrumental ranges), harmonization of melodies, and improvisation techniques (e.g., rhythmic variation)

COMPETENCY 0003—MUSIC PERFORMANCE

Performance Expectations

The New York State Music teacher understands the physics of sound production, including electronic sounds, as well as elementary acoustics. The teacher understands singing techniques, including vocal maturation, ranges, diction, and sight singing, and can recognize performance problems and prescribe solutions. The teacher understands instrument types and characteristics as well as basic playing techniques for a variety of string, keyboard, woodwind, brass, and percussion instruments and can recognize performance problems and prescribe solutions. The teacher understands types, characteristics, practical ranges, and performance media of both vocal and instrumental ensembles. The teacher also demonstrates the ability to engage in score study and to conduct an ensemble using appropriate conducting gestures to convey meter, entrances and releases, and interpretive elements.

Performance Indicators

- a. demonstrates understanding of the scientific principles of sound, including acoustic and analog/digital sound production, tone quality, and basic acoustics (e.g., resonant room surfaces)
- b. demonstrates understanding of singing principles, including techniques for developing singing skills, vocal maturation, ranges, diction, sight singing, and strategies for identifying and resolving common singing problems

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- c. demonstrates understanding of string, keyboard, woodwind, brass, and percussion instruments, including types and characteristics, basic playing techniques, instrument maintenance, and strategies for identifying and resolving common performance problems
- d. demonstrates understanding of guitar, recorder, ukulele, hand drums, and various other instruments, including types and characteristics, basic playing techniques, instrument maintenance, and strategies for identifying and resolving common performance problems
- e. demonstrates understanding of the various types, characteristics, and ranges of vocal, instrumental, and classroom ensembles
- f. demonstrates understanding of conducting, including beat patterns, score analysis, cuing, and interpretive gestures

COMPETENCY 0004—CULTURAL UNDERSTANDING AND HISTORICAL CONTEXT

Performance Expectations

The New York State Music teacher understands types and characteristics of music of the world, including music from the Americas; representative instruments; ways that music reflects and influences historical developments, cultural factors, and aesthetic values; and how music from a variety of cultures has influenced music of the United States.

The teacher understands the evolution of Western music from the medieval era to the present, including knowledge of major periods and the characteristics and performance practices of each period; major composers and genres; ways that music reflects and influences historical developments, cultural factors, and aesthetic values; the impact of technology on musical expression; and how to compare and contrast musical styles and performances.

The teacher understands the purposes of music in society, including various settings and uses, musical vocations and avocations, resources for expanding musical knowledge and participation, and appropriate audience behavior. The teacher also understands how music relates to other arts and disciplines, including how music has influenced, and been influenced by, nonmusical artworks; comparable and distinct vocabularies and participant roles among the art forms; and how the subject matter and terminology of other disciplines relates to music.

Performance Indicators

- a. demonstrates understanding of music of the world, including types and characteristics (e.g., polyrhythms, ragas); representative instruments (e.g., sitar, koto); ways that music of the world reflects and influences historical developments, cultural factors, and aesthetic values; and how musics of the world have influenced each other

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- b. demonstrates understanding of the development of Western music from the medieval era to 1750, including characteristics (e.g., Renaissance madrigalism) and stylistic performance practices (e.g., Baroque ornamentation); major composers (e.g., Pérotin, Palestrina, J. S. Bach) and genres (e.g., Mass, fugue); ways that music reflects and influences historical developments, cultural factors, and aesthetic values; technological impacts; and contrasts and similarities between music from a variety of musical eras
- c. demonstrates understanding of the development of Western music from 1750 to the present, including characteristics (e.g., leitmotif) and stylistic performance practices (e.g., rubato); major composers (e.g., First Viennese School, Schubert, Chopin, Brahms, Debussy, Stravinsky) and genres (e.g., symphony, opera); ways that music reflects historical developments, cultural factors, and aesthetic values; technological impacts; and contrasts and similarities between music from different eras
- d. demonstrates understanding of music from the United States and the Americas, including types (e.g., musical theater, reggae) and characteristics (e.g., swing rhythm); representative instruments (e.g., dulcimer, steel drums); ways that music from the Americas reflects and influences historical developments (e.g., protest songs), cultural factors, and aesthetic values; and how music from a variety of cultures within the Americas has influenced and been influenced by United States music
- e. demonstrates understanding of the purposes of music in society, including settings (e.g., religious), cultural expression, forms of communication, vocations, and avocations; influential music pedagogues (e.g., Orff, Kodály); resources and opportunities to expand musical knowledge and participation; and appropriate audience behavior in various settings
- f. demonstrates understanding of how music relates to other art forms and academic disciplines, including ways that music has influenced, and been influenced by, other arts; comparable and distinct vocabularies (e.g., genre, tone) and participant roles among art forms; relationships among the purposes, subject matter, and terminology of the academic disciplines; and strategies for thinking critically and using music to enhance understanding of other academic disciplines

COMPETENCY 0005—PEDAGOGICAL CONTENT KNOWLEDGE

Performance Expectations

The New York State Music teacher effectively applies pedagogical content knowledge to design instruction that helps students achieve a specific learning goal. The teacher applies concepts and principles associated with the practice of music education in order to plan authentic learning experiences that promote students' application of music concepts and skills. The teacher applies knowledge of how students learn in order to develop effective instructional strategies. The teacher understands methods of effective assessment of student learning and how to apply assessment results in order to inform future instructional strategies and methods.

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Performance Indicators

- a. demonstrates knowledge of an appropriate learning goal related to a specified music topic, as well as the skills and conceptual understanding necessary for students to achieve the stated learning goal
- b. provides a logical rationale for including a particular learning goal in an instructional unit devoted to the specific music topic and demonstrates knowledge of how to assess student readiness for the learning goal
- c. describes, in detail, an appropriate and effective instructional strategy or activity designed to promote all students' achievement of a particular learning goal, including the use of appropriate repertoire, music-related technology, materials, resources, and media
- d. provides a clear and logical explanation of how the strategy or activity described supports the stated learning goal and fosters students' knowledge and skills related to the learning goal
- e. applies knowledge of effective assessment and data analysis in order to inform future instructional strategies and methods