



National Evaluation Series™

NES

PROFILE

Music (504)

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NES Profile: Music (504)

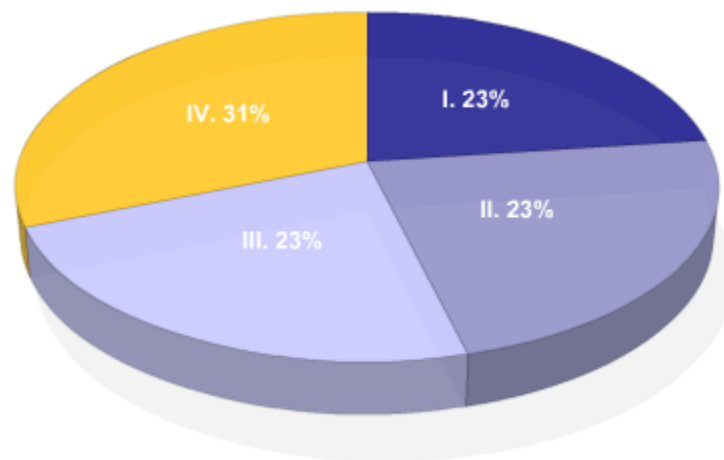
Overview

This *NES Profile* provides information about the test, including the approximate percentage of the total test score derived from each content domain. The complete set of the content domains, the test framework, is provided here and contains all of the competencies and descriptive statements that define the content of the test.

This *NES Profile* includes the following materials:

- » the test competencies associated with each content domain
- » a set of descriptive statements that further explain each competency
- » sample test questions aligned to the competencies
- » any applicable reference materials, as noted below

Test Field	Music (504)
Test Format	Multiple-choice questions
Number of Questions	Approximately 150
Test Duration	Up to 3 hours
Reference Materials	None required



Key	Approximate Percentage of Test	Content Domain	Range of Competencies
I	23%	I. Aural Analysis Skills	0001–0003
II	23%	II. Music Theory and Composition	0004–0006
III	23%	III. Music History and Culture	0007–0009
IV	31%	IV. Music Methodology and Performance	0010–0013

Content Domain I: Aural Analysis Skills

Competencies:

0001 Understand elements of music presented in recorded examples.

Descriptive Statements:

- » Analyze melodic characteristics presented in a recorded example, including scales, tonality, intervals, phrase structures, embellishments, and contour.
- » Analyze harmonic characteristics presented in a recorded example, including intervals, chord types, harmonic progressions, cadences, and nonchord tones.
- » Analyze the elements of rhythm, meter, and tempo presented in a recorded example.
- » Analyze the elements of form and texture presented in a recorded example.

Sample Item:

This excerpt ends with which of the following cadences?

(The examinee would listen to a 20-second excerpt of a lied from the Romantic period.)

- A. deceptive
- B. half
- C. authentic
- D. plagal

Correct Response and Explanation

B. This question requires the examinee to analyze harmonic characteristics presented in a recorded example. This excerpt ends on the dominant chord (V). The type of cadence that ends on a dominant chord is called a half cadence.

0002 Understand characteristics of Western, U.S., and world music presented in recorded examples.

Descriptive Statements:

- » Analyze characteristics of Western music from the Middle Ages to 1750.
- » Analyze characteristics of Western music from 1750 to the present.
- » Recognize characteristics, instrumentation, genres, and styles of traditional music from a variety of cultures within the United States and around the world.

Sample Item:

This excerpt is representative of which of the following styles of music from the United States?

(The examinee would listen to a 30-second excerpt of a piano rag.)

- A. bebop
- B. blues
- C. swing
- D. ragtime

Correct Response and Explanation

D. This question requires the examinee to recognize the style of a recorded example of music from the United States. Ragtime music is typically performed on the piano. Ragtime is characterized by duple meter, syncopation, four-bar phrase lengths, and a regular alternation of low bass notes on the beat with mid-range chords between beats.

0003 Understand elements of a musical performance presented in recorded examples.

Descriptive Statements:

- » Identify voice types and various types of choral and small vocal ensembles.
- » Identify band and orchestral instruments and various types of instrumental ensembles.
- » Analyze expressive elements in a musical performance, including dynamics, articulation, tempo changes, and stylistic devices.
- » Recognize performance errors, including errors related to pitch, rhythm, dynamics, articulation, phrasing, intonation, ensemble precision, and balance.

Sample Item:

Which of the following instruments is featured as the soloist in this musical example?

(The examinee would listen to a 20-second excerpt of a solo concerto from the Classical period.)

- A. oboe
- B. clarinet
- C. flute
- D. bassoon

Correct Response and Explanation

A. This question requires the examinee to identify an orchestral instrument presented in a recorded example. The example presents an excerpt from a concerto in which the oboe is the solo instrument. The oboe's conical bore and double reed contribute to its characteristically bright, penetrating timbre.

Content Domain II: Music Theory and Composition

Competencies:

0004 Understand musical notation.



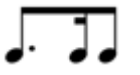

Descriptive Statements:

- » Identify key signatures and pitches using a given clef.
- » Define musical symbols and terms, including tempo markings, articulation symbols, dynamic indications, and expression markings.
- » Demonstrate knowledge of note values, rest values, and time signatures.

Sample Item:



Which of the following best completes the measure shown above?

- A. 
- B. 
- C. 
- D. 

Correct Response and Explanation

B. This question requires the examinee to demonstrate knowledge of note values, rest values, and time signatures. The examinee is asked to select the correct rhythmic values necessary to complete a measure of 12/8 time. The given measure contains only eight eighth-notes worth of time. The correct response includes an eighth rest and a dotted quarter note, which provide the four eighth-notes worth of time needed to complete the measure.

0005 Understand melodic, rhythmic, and harmonic elements.

Descriptive Statements:

- » Identify scales, tonality, and melodic intervals.
- » Analyze melodic characteristics, including phrase structures, contours, and other melodic devices.
- » Analyze rhythmic characteristics, including meter, patterns, and other rhythmic devices.

- C. sonata-allegro
- D. theme and variations

Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of musical forms. Developed during the Classical period, sonata-allegro form typically includes an exposition of the themes with a modulation to a related key, a development of the themes and motives, and a recapitulation that presents all of the themes in the tonic key.

Content Domain III: Music History and Culture

Competencies:

0007 Understand the history of Western music from the Middle Ages to 1750.

Descriptive Statements:

- » Demonstrate knowledge of styles, genres, performance practices, and other musical characteristics of music from the Middle Ages to 1750.
- » Demonstrate knowledge of major composers and major works from the Middle Ages to 1750.
- » Compare music from different stylistic periods.
- » Analyze ways in which music reflects cultural factors, historical developments, technological changes, and aesthetic values.

Sample Item:

The compositional style of Giovanni Pierluigi da Palestrina is characterized by:

- A. syllabic vocal lines and regular phrase structures.
- B. chromatic harmonies and large melodic leaps.
- C. syncopated rhythms and repeated notes.
- D. stepwise vocal lines and polyphonic textures.

Correct Response and Explanation

D. This question requires the examinee to demonstrate knowledge of major composers from the Renaissance. Representative of late-sixteenth-century vocal polyphony, the musical style of Giovanni Pierluigi da Palestrina is characterized by stepwise voice leading, carefully controlled treatment of dissonances, and imitative textures.

0008 Understand the history of Western music from 1750 to the present.

Descriptive Statements:

- » Demonstrate knowledge of styles, genres, performance practices, and other musical characteristics of music from 1750 to the present.
- » Demonstrate knowledge of major composers and major works from 1750 to the present.
- » Compare music from different stylistic periods.
- » Analyze ways in which music reflects cultural factors, historical developments, technological changes, and aesthetic values.

Sample Item:

The string quartet first appeared as a musical genre during which of the following periods of Western music history?

- A. Romantic
- B. Classical
- C. Baroque
- D. Renaissance

Correct Response and Explanation

B. This question requires the examinee to demonstrate knowledge of genres from 1750 to the present. Franz Joseph Haydn (1732–1809) played a significant role in the emergence of the string quartet genre at the beginning of the Classical period.

0009 Understand U.S. and world music.

Descriptive Statements:

- » Demonstrate knowledge of styles, genres, performance practices, and other musical characteristics of music from the United States.
- » Demonstrate knowledge of major composers, musicians, and works of music from the United States.
- » Identify types and characteristics of traditional music from a variety of cultures within the United States and around the world and instruments associated with various musical traditions.
- » Analyze ways in which music from the United States reflects the country's cultural factors, historical developments, technological changes, and aesthetic values and ways in which musical styles from around the world have influenced the development of music in the United States.

Sample Item:

Which of the following styles of Latin American music typically features the following instrumentation: two trumpets, two or three violins, one guitar, one *viuela*, and one *guitarrón*?

- A. mariachi
- B. mambo
- C. calypso
- D. salsa

Correct Response and Explanation

A. This question requires the examinee to identify instruments associated with various musical traditions. A typical mariachi ensemble includes the instruments listed.

Content Domain IV: Music Methodology and Performance

Competencies:

0010 Understand principles of music methodology.

Descriptive Statements:

- » Demonstrate basic knowledge of various approaches to music instruction.
- » Sequence music activities for a given situation.
- » Apply knowledge of techniques for playing classroom instruments.
- » Demonstrate knowledge of various technologies for listening to, studying, and creating music.
- » Demonstrate knowledge of assessment tools for evaluating music skills and performances.
- » Apply knowledge of strategies for ensuring access, accommodation, adaptation, and equity in relation to the school music program.
- » Demonstrate knowledge of interdisciplinary connections between music, the related arts, and other content areas.

Sample Item:

A student who uses a wheelchair will be attending a guitar class. Which of the following adaptations would be most appropriate for this student?

- A. pairing the student with a peer who is proficient at playing the guitar and who can model appropriate fingerings during class
- B. arranging for sheet music to be copied in large print for the student to use during guitar class
- C. working with the student to find an appropriate alternate position for the guitar, such as on the student's lap or on a table
- D. providing the student with a percussion instrument to play during the guitar class

Correct Response and Explanation

C. This question requires the examinee to apply knowledge of strategies for ensuring access, accommodation, adaptation, and equity in relation to the school music program. When adapting music activities for a student with special needs, a music teacher should strive to enable the student to participate in the activities as fully as possible. In this scenario, the typical position for playing a guitar needs to be adapted for a student with physical needs.

0011 Understand vocal and choral performance techniques.

Descriptive Statements:

- » Demonstrate knowledge of vocal ranges and classifications, stages of vocal maturation, and various types and characteristics of vocal and choral ensembles.
- » Demonstrate knowledge of basic techniques for developing singing skills and vocal health.

- » Apply knowledge of techniques for addressing typical problems encountered in vocal and choral performance.
- » Demonstrate knowledge of sight-singing approaches.

Sample Item:

Which of the following represents the typical alto vocal range?

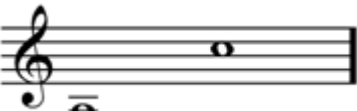
A.



B.



C.



D.



Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of vocal ranges. The range of pitches from the A below middle C to the C above middle C is considered to be the typical alto range.

0012 Understand instrumental performance techniques.

Descriptive Statements:

- » Demonstrate knowledge of types and characteristics of string, wind, percussion, and keyboard instruments, and types and characteristics of bands, orchestras, and other instrumental ensembles.
- » Apply knowledge of basic techniques for playing string, wind, percussion, and keyboard instruments and basic procedures related to instrument maintenance.
- » Apply knowledge of techniques for addressing typical problems encountered in playing string, wind, percussion, and keyboard instruments.

Sample Item:

A beginning clarinetist is producing a small, weak tone. Which of the following techniques would best address this problem?

- A. telling the student to play using more vibrato
- B. modeling proper air support and embouchure for the student
- C. having the student play in the chalumeau and clarion registers
- D. playing a recording of a professional clarinetist for the student

Correct Response and Explanation

B. This question requires the examinee to apply knowledge of techniques for addressing typical problems encountered in playing wind instruments. Modeling is an effective strategy for teaching beginning instrumentalists. Proper air support and embouchure are essential elements for creating good tone quality on a clarinet.

0013 Understand conducting techniques, score reading, and repertoire.

Descriptive Statements:

- » Demonstrate knowledge of basic conducting patterns, techniques for communicating expression markings, and cuing techniques.
- » Analyze score excerpts in terms of potential performance issues.
- » Select appropriate repertoire for various vocal, choral, and instrumental ensembles, including general music classes.
- » Demonstrate knowledge of copyright laws related to music education.

Sample Item:

Which of the following conducting patterns would typically be used to conduct a march?

- A. a fast, two-beat pattern
- B. an angular, four-beat pattern
- C. a rounded, two-beat pattern
- D. a slow, four-beat pattern

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of basic conducting patterns. Since marches are in duple meter, the pattern would need to be in two beats. Marches are often conducted at 120 beats per minute (allegro), a fast tempo. Therefore, a fast, two-beat pattern would be most appropriate.

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