



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

39 Music Education



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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

Music Education (39) Field-Specific Information

The last test date for current program participants is July 2011. Music Education (39) and Music (99) are two separate tests. Check with your advisor to be sure you register for the correct test.

TEST OBJECTIVES

| Subarea | Approximate Percentage of Questions on Test |
|---------------------------|--|
| Music Theory | 39% |
| Music Education | 45% |
| Music History and Culture | 16% |

MUSIC THEORY

Understand written notation in a given score excerpt.

Includes names of notes on a given clef; and common musical symbols.

Identify keys and scales in a given score excerpt.

Includes key signatures; and types and characteristics of scales.

Identify melodic elements in a given score excerpt.

Includes types of melodic structure, devices, and intervals.

Understand the effects of meter in a given score excerpt.

Includes time signatures and appropriate conducting patterns.

Interpret tempo and dynamic markings in a given score excerpt.

Includes tempo and dynamic markings.

Interpret musical terms and symbols in a given score excerpt.

Includes expressive terms and symbols used in music; articulation symbols; and common embellishments.

Understand chordal structure in a given score excerpt.

Includes the quality of specified chords; chord inversions; and chord intervals.

Understand harmonic function in a given score excerpt.

Includes the relationship among chords; types of nonharmonic tones; and types of cadences.

Identify types and characteristics of compositional forms.

Includes types and characteristics of simple and complex compositional forms.

Identify techniques used in musical composition.

Includes types and characteristics of compositional structures and devices.

Understand the principles and methods of sound production.

Includes the principles of sound production; and components of the process of producing vocal and instrumental tone.

MUSIC EDUCATION

Understand characteristics of the human voice.

Includes common vocal classifications and ranges; and the stages of vocal maturation.

Understand the characteristics of orchestral instruments.

Includes the characteristics of woodwind, brass, string, and percussion instruments.

Understand the characteristics of classroom and social instruments.

Includes the types and characteristics of classroom and social instruments.

Identify characteristics of appropriate educational materials for a variety of music education settings.

Includes appropriate characteristics of literature for instrumental and vocal ensembles; appropriate characteristics of classroom materials for general music situations; and procedures for compliance with copyright laws.

Understand the types, characteristics, and applications of electronic equipment in a school music setting.

Includes types and characteristics of electronic instruments; and uses of computers in music instruction settings.

Identify stylistic performance practices for vocal and instrumental music.

Includes stylistic performance practices appropriate for various historical periods and ensembles.

Apply techniques of scoring and arranging in a school music situation.

Includes methods of scoring and arranging for various groups of instruments and voices.

Apply techniques of conducting to a given school situation.

Includes the common beat patterns and expressive techniques used in conducting.

Understand the relationship of music to other art forms.

Includes elements common to all art forms; elements unique to each art form; and ways in which music contributes to works of art in other media.

Understand ways to integrate music into other areas of the educational curriculum.

Includes ways to integrate music into other subjects at different grade levels and to interrelate music and other performing arts.

Understand teaching methods for elementary music education (K–5).

Includes types of teaching methods and educational approaches unique to music education; and skills and concepts appropriate for elementary music education.

Identify appropriate teaching methods for secondary music education (6–12).

Includes types of teaching methods and educational approaches unique to music education; skills, concepts, and activities appropriate for secondary music education; and types and characteristics of assessment methods unique to music.

Understand specialized music instruction (i.e., instruction for students with special education needs).

Includes learning objectives appropriate for gifted or disabled students; procedures for adapting music activities for students with special education needs in a mainstream situation; music activities appropriate for disabled students in a self-contained special education situation; and ways in which the music teacher can help other teachers use music in the instruction of students with special education needs.

Understand the basic values of music for all students.

Includes the application of music activities toward the development of aesthetic values; the realization of each individual's musical potential; awareness of our broad cultural heritage; and opportunities for lifelong involvement in music.

MUSIC HISTORY AND CULTURE

Understand the developments in and characteristics of music from the major historical periods.

Includes major developments that characterize the baroque, classical, romantic, and modern periods.

Identify the contributions of major composers to the development of music history.

Includes the contributions of composers of the baroque, classical, romantic, and modern periods to the development of music history.

Identify types and characteristics of music (including instruments) from traditions that have influenced music in the United States.

Includes types and characteristics of Afro-American music; folk music based on European traditions; and music from South America, Central America, and the Caribbean.

Identify types and characteristics of traditional music (including instruments) from Asia, Africa, Europe, and the Middle East.

Includes types and characteristics of Asian, African, European folk, and Middle Eastern music.

Understand the relationship between music and American society and culture.

Includes significant musicians and composers and their contributions to the music of modern American society; ways in which examples of music from modern American society reflect the contributions of other cultures; ways in which society affects music; and ways in which music incorporates cultural and historical themes.

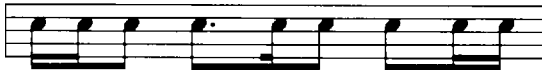
SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Use the excerpt below to answer the question that follows.



What melodic device is illustrated by the last four measures of the above excerpt?

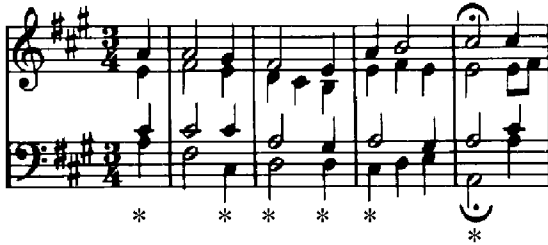
- A. pedal point
 - B. sequence
 - C. recapitulation
 - D. refrain
2. Use the excerpt below to answer the question that follows.



What meter is used in this excerpt?

- A. $\frac{3}{4}$
- B. $\frac{5}{8}$
- C. $\frac{7}{8}$
- D. $\frac{2}{2}$

3. Use the excerpt below from "Nun lob', mein' Seel', den Herren" arranged by Johann Sebastian Bach to answer the question that follows.



In this excerpt, which of the following indicates the correct key and harmonic analysis of the chords marked with asterisks (*) in that key?

- A. F# minor, III v VI vii⁷ V⁶ i
- B. A major, I iii IV V₄² I⁶ I
- C. F# minor, i v VI VI⁹ v₆⁵ i
- D. A major, I iii IV IV⁶ V⁷ I
4. In vocal sound production, which of the following anatomical structures serves as a resonator?
- A. sinuses
- B. tongue
- C. tonsils
- D. uvula

5. Modern American reggae music most strongly reflects the cultural contributions of indigenous Jamaican peoples and peoples from which of the following areas?

- A. South America
- B. West Africa
- C. Central America
- D. Indonesia

6. Which of the following indicates the first stage of voice maturation of an adolescent male?

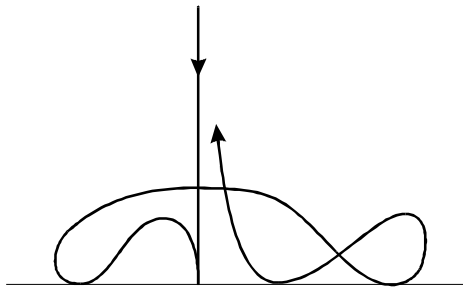
- A. breathiness of tone while singing high notes
- B. difficulty singing rapidly paced passages
- C. resonant vocal quality while singing low notes
- D. poor breath control while singing sustained passages

7. Which of the following woodwind instruments uses a double reed?

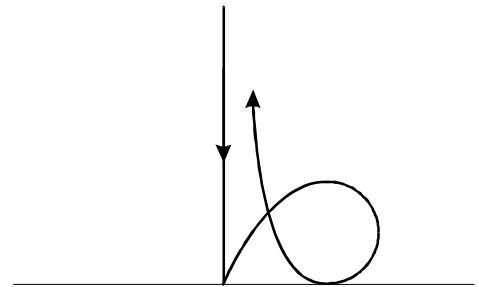
- A. clarinet
- B. oboe
- C. flute
- D. alto saxophone

8. Which of the following stylistic practices is associated with music composed during the baroque period?
- A. Rhythms typically do not fit into regular meters and bar lines are seldom used.
 - B. Melodies are typically complex and highly ornamented.
 - C. Instrumental pieces are generally scored for large symphony orchestras.
 - D. Harmony is frequently atonal or polytonal.
9. When teaching the concept of chordal harmony to a fifth grade class, it would be most appropriate for the teacher to have students:
- A. sing melodies with descants.
 - B. play songs set in three parts on classroom instruments.
 - C. sing melodies with vocal chants.
 - D. play rounds and canons on classroom instruments.
10. A director is conducting a composition written at a moderate tempo, in $\frac{4}{4}$ time. Which of the following conducting patterns is most appropriate for this piece?

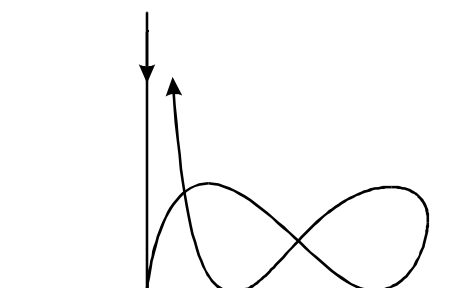
A.



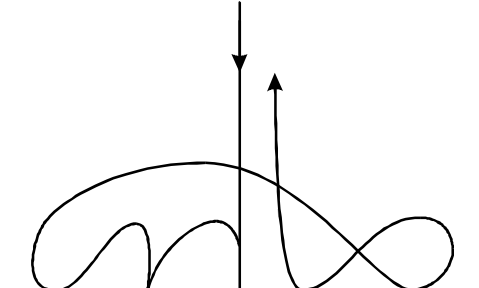
B.



C.



D.



ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

| Item Number | Correct Response | Objective |
|--------------------|-------------------------|---|
| 1. | B | Identify melodic elements in a given score excerpt. |
| 2. | C | Understand the effects of meter in a given score excerpt. |
| 3. | B | Understand harmonic function in a given score excerpt. |
| 4. | A | Understand the principles and methods of sound production. |
| 5. | B | Understand the relationship between music and American society and culture. |
| 6. | A | Understand characteristics of the human voice. |
| 7. | B | Understand the characteristics of orchestral instruments. |
| 8. | B | Identify stylistic performance practices for vocal and instrumental music. |
| 9. | B | Understand teaching methods for elementary music education (K–5). |
| 10. | A | Apply techniques of conducting to a given school situation. |