

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 099: MUSIC

Subarea	Approximate Percentage of Questions on Test
Listening Skills	25%
Music Theory	16%
Music History	16%
Music Creation and Performance	16%
Music Education	25%

LISTENING SKILLS

Understand the elements of melody in a musical performance.

Includes identifying tonalities and scale types (e.g., pentatonic, blues) and melodic patterns and intervals; and identifying melodic structures (e.g., phrases) and melodic embellishments and devices (e.g., sequence, turn).

Understand the elements of harmony in a musical performance.

Includes identifying harmonic intervals and chord types; and identifying harmonic progressions and cadences.

Understand the elements of rhythm and tempo in a musical performance.

Includes identifying meter, meter changes, and rhythmic patterns and devices; and identifying tempo and tempo changes.

Understand form, structure, texture, style, and the use of expressive elements in a musical performance.

Includes identifying types (e.g., binary, twelve-bar blues) and components of musical forms (e.g., variation, repetition); identifying textural organization (e.g., monophony, homophony, polyphony); identifying characteristics of various music styles (e.g., bluegrass, folk, Cajun, gospel, reggae, jazz); and identifying dynamics, articulation, embellishments, and other expressive terms and symbols.

TEST OBJECTIVES FIELD 099: MUSIC

Understand the historical and cultural context and characteristics of a work in a musical performance.

Includes identifying characteristics of European music from major periods (e.g., baroque, romantic); identifying characteristics of music of the United States (e.g., jazz, show tunes); and identifying origins of world musics (e.g., sub-Saharan African, Arabic, Latin, Asian).

Understand the relationship between the written score and the musical performance.

Includes recognizing pitch or rhythmic errors in an instrumental or vocal performance; and recognizing errors in dynamics, phrasing, and articulation.

MUSIC THEORY

Understand the elements of melody.

Includes recognizing melodic intervals and scale types (e.g., modal, minor); recognizing melodic structures (e.g., motives, phrases); and identifying melodic embellishments and devices (e.g., turn, trill).

Understand the elements of harmony.

Includes recognizing harmonic intervals; identifying key signatures and chords; analyzing harmonic progressions and cadences (e.g., deceptive, plagal); and identifying nonharmonic tones (e.g., suspensions, passing tones).

Understand the elements of rhythm and tempo.

Includes identifying note and rest values; identifying time signatures; recognizing rhythmic patterns and devices (e.g., syncopation, augmentation); identifying expressive terms and symbols; and identifying changes in tempo.

Understand form, texture, style, and the use of expressive elements in music.

Includes identifying types (e.g., binary, twelve-bar blues) and components of musical forms (e.g., variation, repetition); identifying characteristics of compound forms (e.g., da capo, aria, development, recapitulation, recitative); identifying textural organization (e.g., monophony, homophony, polyphony); and identifying dynamics, articulation, embellishments, and other expressive terms and symbols.

TEST OBJECTIVES FIELD 099: MUSIC

MUSIC HISTORY

Understand the development of European music from the Middle Ages to 1750.

Includes identifying important genres (e.g., mass, madrigal, fugue) and their characteristics (e.g., modal, polyphonic); and recognizing contributions of important composers (e.g., von Bingen, Palestrina, Bach).

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

Includes identifying important genres (e.g., opera, symphony, lieder) and their characteristics (impressionist, atonal); and recognizing contributions of important composers (e.g., Brahms, Debussy, C. Schumann).

Understand the musics in the Americas, including the United States, within their cultural and historical contexts.

Includes identifying important genres (e.g., Native American musics, spirituals, show tunes, mariachi, tango, blues); identifying instruments (e.g., maracas, steel drums); and recognizing contributions of important composers (e.g., Joplin, Copland, Villa-Lobos).

Understand the world musics, including Africa, Asia, and Oceania, within their cultural contexts.

Includes recognizing types, functions, and characteristics of world musics; identifying techniques and instruments of world musics; and identifying cross-cultural influences of world musics.

MUSIC CREATION AND PERFORMANCE

Understand techniques used in composition, improvisation, arrangement, and adaptation of music.

Includes identifying techniques for composing and music composition (e.g., invention of melodic/rhythmic idea, variation, sequence, repetition); for improvising music; recognizing methods of orchestration; and recognizing ways of arranging music to meet the needs of different instrumental and vocal ensembles.

Understand the elements of singing and vocal performance.

Includes identifying processes for developing singing skills; recognizing stages of healthy vocal development; and recognizing problems encountered in singing and methods for resolving them.

TEST OBJECTIVES FIELD 099: MUSIC

Understand instruments and instrumental performance.

Includes identifying types, characteristics, and uses of various instruments; identifying processes for teaching students to play different instruments; recognizing standard configurations of instruments for ensembles; and recognizing problems encountered in playing an instrument and methods for resolving them.

Understand rehearsal and conducting skills for musical ensembles.

Includes recognizing rehearsal strategies for vocal and instrumental ensembles; identifying criteria for selecting music for vocal and instrumental performance; and analyzing common beat patterns and expressive techniques used to conduct small and large ensembles.

MUSIC EDUCATION

Understand the professional context of music education.

Includes analyzing how music and music education function within the context of schools, communities, and society; identifying strategies for promoting the role of music in education and society to colleagues, communities, and policy leaders; and evaluating instructional practices and programs.

Understand music pedagogy for general music and performance classes.

Includes recognizing ways to develop units of instruction that are sequential and aligned to Michigan Content Standards and Benchmarks; identifying methods and strategies for teaching students to listen to (e.g., describe, analyze), perform (e.g., read musical notation, make artistic decisions), and create (e.g., improvise, compose, arrange) a diverse and global body of music; recognizing relationships and connections among the arts, between music and other disciplines, and between music and everyday life; recognizing ways of teaching students to work independently and collaboratively in solving a variety of musical problems; and identifying ways to articulate music's uniquely expressive qualities.

Understand music instruction for all music learners.

Includes identifying knowledge and skills needed to teach diverse students in developmentally appropriate ways in a variety of classroom and ensemble settings; recognizing ways to plan, deliver, and assess differentiated instruction to meet the needs of all music learners (e.g., students with disabilities, students learning English as a second language, students who are gifted and talented); and recognizing methods for communicating students' progress and achievement in music to students, their parents/guardians, and the community.

**TEST OBJECTIVES
FIELD 099: MUSIC**

Understand the importance of an environment conducive to the learning and performance of music.

Includes recognizing what constitutes safe and effective facilities and environments for vocal and instrumental music instruction, rehearsal, and performance; identifying strategies for adapting facilities and environments for safe and effective vocal and instrumental music instruction, rehearsal, and performance; and identifying strategies for coordinating staffing, facilities, scheduling, and resources for the music program.

Understand the use of technology in music and music education.

Includes recognizing uses of technology for improvisation, composition, arranging, listening, performance, and additional classroom and administrative responsibilities appropriate to music education.

Understand careers in music and the profession of a music educator.

Includes identifying career pathways available to students of music and music education; recognizing interrelationships among various professions and activities that constitute a musical enterprise; identifying resources and opportunities associated with membership in professional education, music, and music education organizations; and analyzing the application of ethics and laws related to music education (e.g., equity, copyright, inclusion, privacy, confidentiality, reporting suspicions of child abuse).