



TEST SUMMARY AND FRAMEWORK

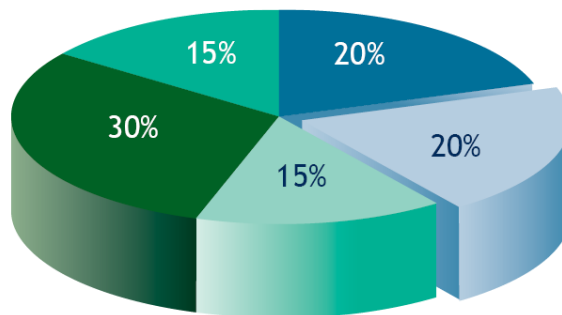
TEST SUMMARY

MUSIC: CHORAL

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate’s knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state’s teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

| | |
|----------------------------|---|
| Test Format | Multiple-choice questions |
| Number of Questions | Approximately 110 |
| Test Session | 2 hours, 15 minutes (does not include 15-minute tutorial) |
| Passing Score | 240 (scores are calculated in a range from 100 to 300) |
| Test Code | 056 |



| Key | Approximate Percentage of Test | Content Domain | Range of Objectives |
|-----|--------------------------------|---------------------------------------|---------------------|
| 20% | | Aural Skills | 0001-0004 |
| 20% | | Music Theory | 0005-0008 |
| 15% | | Music History and Culture | 0009-0011 |
| 30% | | Music Creation and Performance | 0012-0017 |
| 15% | | Music and Other Disciplines | 0018-0020 |



TEST FRAMEWORK

MUSIC: CHORAL

AURAL SKILLS

0001 Recognize elements of melody and harmony in recorded music.

For example:

- identifying melodic intervals and scales (e.g., pentatonic, minor)
- identifying melodic embellishments and devices (e.g., turn, sequence)
- identifying harmonic intervals and chord types (e.g., major, diminished)
- identifying chord progressions and cadences (e.g., half, authentic, plagal, deceptive)
- applying knowledge of melodic and harmonic transcription

0002 Recognize elements of rhythm, tempo, timbre, and dynamics in recorded music.

For example:

- identifying rhythmic patterns and devices (e.g., syncopation, hemiola)
- identifying meter and changes of meter, and tempo
- identifying dynamics and changes in dynamics
- identifying individual voice types and instruments
- identifying vocal ensembles (e.g., madrigal group, SAB choir)
- applying knowledge of rhythmic transcription

0003 Demonstrate knowledge of historical, cultural, and stylistic contexts of recorded music.

For example:

- recognizing characteristics and composers of Western art music of major periods from the tenth century to the present
- recognizing characteristics and composers of music from the United States (e.g., jazz, folk, Native American) and the Americas (e.g., reggae, samba)
- identifying characteristics, genres, and instruments of World music from diverse sources (e.g., Africa, South America)



0004 Detect errors in a recorded musical performance.

For example:

- identifying pitch errors in a musical performance
- identifying rhythmic errors in a musical performance
- identifying errors of articulation, dynamics, phrasing, or balance in a musical performance

MUSIC THEORY

0005 Apply knowledge of music notation systems and vocabulary.

For example:

- identifying a note name in a specific clef and key signature
- identifying and interpreting time signatures, tempo marks, and musical symbols
- identifying and interpreting articulation, dynamic, and expressive terms
- interpreting chord symbols (e.g., ii, V⁷, Fm)

0006 Apply knowledge of melodic and harmonic elements of music.

For example:

- identifying scales and melodic intervals
- identifying melodic structures, devices, and embellishments
- identifying chord types and their inversions
- analyzing chord progressions
- identifying cadences and nonharmonic tones

0007 Apply knowledge of rhythmic and dynamic elements of music.

For example:

- identifying time signatures
- identifying characteristics of meter and tempo
- identifying rhythmic patterns and devices
- interpreting dynamic indications and expressive devices



0008 Apply knowledge of musical forms and styles.

For example:

- identifying components of musical form
- identifying characteristics of musical forms and compositional techniques
- recognizing elements of compound musical forms
- identifying characteristic elements of musical styles
- understanding the relationship between words (lyrics) and music

MUSIC HISTORY AND CULTURE

0009 Demonstrate knowledge of Western music from various historical periods.

For example:

- identifying characteristics, genres, and composers of Western music from the tenth through the seventeenth century
- identifying characteristics, genres, and composers of Western music from the eighteenth through the nineteenth century
- identifying characteristics, genres, and composers of Western music from the twentieth century to the present

0010 Demonstrate knowledge of jazz, folk, blues, and popular music of the United States.

For example:

- applying knowledge of characteristics of various genres and styles of music of the United States
- applying knowledge of composers, performers, and instruments of various genres and styles of music in the United States
- recognizing the ways in which various genres and styles of music reflect history and culture of the United States

0011 Demonstrate knowledge of World music from diverse cultural sources.

For example:

- recognizing characteristics, composers, and genres of music from diverse cultural sources (e.g., sub-Saharan Africa, Indonesia)
- demonstrating familiarity with instruments used in non-Western music (e.g., steel drums, panpipes, sitar)
- recognizing the roles of music in diverse cultures



MUSIC CREATION AND PERFORMANCE

0012 Demonstrate knowledge of techniques for composing, improvising, and arranging music.

For example:

- recognizing basic techniques and devices for composing music (e.g., variation, sequence, repetition)
- identifying strategies for harmonizing a given melody
- identifying tools (e.g., scale patterns, rhythms, chord progressions) and strategies for improvising music
- identifying strategies for arranging music for different groups
- recognizing the ways in which technology can be used for composing and arranging music

0013 Demonstrate knowledge of basic accompanying techniques for string, wind, and percussion instruments.

For example:

- identifying types and basic characteristics of string, wind, and percussion instruments
- recognizing basic accompanying and performing techniques for string, wind, and percussion instruments
- recognizing ways in which to maintain common choral accompanying instruments (e.g., guitar, piano)

0014 Demonstrate knowledge of vocal sound production.

For example:

- analyzing the production of vocal sound
- recognizing stages in vocal maturation
- recognizing ranges and timbres for various voices
- recognizing physical problems that may develop if the voice is used inappropriately



0015 Demonstrate knowledge of the principles of singing.

For example:

- identifying techniques used to develop tone production, extended range, intonation, and musicality of singers
- recognizing principles of diction
- recognizing techniques used for sight singing
- analyzing common problems in singing and identifying basic techniques for correcting these problems

0016 Demonstrate knowledge of rehearsal techniques for vocal soloists, vocal chamber groups, and choirs.

For example:

- identifying warm-up methods for vocalists
- recognizing characteristics of blend and balance in a vocal ensemble
- identifying important elements of an effective vocal solo performance
- recognizing criteria for placing singers in a choral setting
- recognizing effective ways for choirs and instrumental groups to rehearse for a performance

0017 Demonstrate knowledge of conducting and repertoire selection.

For example:

- identifying beat patterns and gestures appropriate to a specific score
- recognizing steps involved in score preparation
- recognizing criteria for repertoire selection
- recognizing conducting techniques for choirs, bands, and orchestras



MUSIC AND OTHER DISCIPLINES

0018 Demonstrate knowledge of music as a form of communication.

For example:

- identifying ways in which music can be used to express ideas and feelings
- recognizing how music has been used to communicate for a specific purpose (e.g., to entertain, to inspire, to record history, to protest, to influence)
- recognizing the ways in which individuals create, perform, and respond to music
- recognizing current general music approaches (e.g., Dalcroze) and materials
- identifying ways in which musicians use self-assessment and self-reflection as part of the creating, performing, and responding process

0019 Analyze how music relates to other arts disciplines and academic subject areas.

For example:

- comparing principles, concepts, and terminology in music shared among the arts disciplines (e.g., dance, theatre, visual arts)
- understanding ways in which music supports understanding of concepts and topics across multiple academic subject areas by focusing on concepts shared by multiple subjects, as well as by using the arts to illustrate and explore content in other academic subject areas
- recognizing how music knowledge and skills support students with differing learning styles, abilities, and/or varying language skills, and reinforce or enhance understanding in other academic subject areas (e.g., mathematics, science, language arts)
- demonstrating knowledge of how learning in music supports the development of critical- and creative-thinking skills, concepts, and processes (e.g., observation, problem solving, experimentation, revision, cultural understanding, narrative, 21st Century Skills, Habits of Mind, Social and Emotional Learning) and overall success in and out of school

0020 Demonstrate knowledge of careers related to music.

For example:

- identifying knowledge and skills needed to be a professional performer
- identifying knowledge and skills needed for other music professions (e.g., composer, recording engineer)
- identifying the roles of musicians in contemporary life