



TEST SUMMARY AND FRAMEWORK

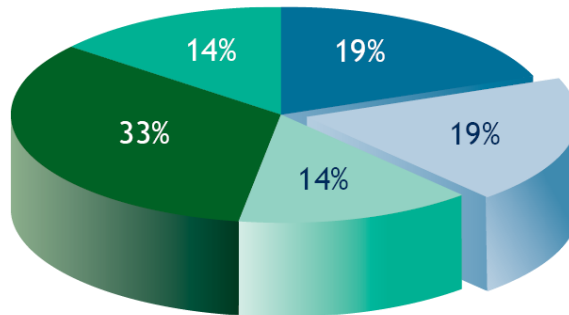
TEST SUMMARY

MUSIC: INSTRUMENTAL

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	057



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
■	19%	Aural Skills	0001-0004
■	19%	Music Theory	0005-0008
■	14%	Music History and Culture	0009-0011
■	33%	Music Creation and Performance	0012-0018
■	14%	Music and Other Disciplines	0019-0021



TEST FRAMEWORK

MUSIC: INSTRUMENTAL

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, plagal)
- applying knowledge of melodic and harmonic transcription

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

For example:

- identifying rhythmic patterns and devices (e.g., syncopation)
- identifying meter, changes of meter, and tempo
- identifying dynamics and changes in dynamics
- identifying individual vocal types (e.g., soprano, alto, tenor, bass) and instruments
- identifying instrumental ensembles (e.g., jazz combo, string quartet)
- 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, traditions, and composers of music found within the United States (e.g., jazz, folk, Native American) and the Americas (e.g., calypso, reggae, samba)
- identifying characteristics, genres, and instruments of World music from diverse sources (e.g., Africa, Asia)



0004 Detect errors in a recorded musical performance.

For example:

- identifying pitch errors in a musical performance
- identifying rhythmic and tempo errors in a musical performance
- identifying errors of articulation, dynamics, phrasing, or balance in a musical performance
- identifying errors in characteristic tone production in instrumental 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, I⁷, 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, expressive devices, and articulations



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 (e.g., blues, jazz)

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 found within the United States.

For example:

- applying knowledge of characteristics of various genres and styles found within music of the United States
- applying knowledge of composers, performers, and instruments found within 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., Japan, India)
- demonstrating familiarity with instruments used in World music (e.g., claves, 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 with a given melody
- identifying tools (e.g., scale patterns, rhythms, chord progressions) and strategies for improvising music
- identifying strategies for arranging music for different instrumental groups
- recognizing the ways in which technology can be used for composing and arranging music
- demonstrating knowledge of compositional skills in choral writing

0013 Demonstrate knowledge of basic performance techniques for string instruments.

For example:

- identifying types and basic characteristics of string instruments
- recognizing basic playing techniques for string instruments
- understanding the organization, training, and placement of string instrumentalists in an instrumental setting
- identifying fundamental principles of maintenance and repair of string instruments
- analyzing common problems in playing a specific string instrument and identifying basic techniques to correct these problems

0014 Demonstrate knowledge of basic performance techniques for woodwind instruments.

For example:

- identifying types and basic characteristics of woodwind instruments
- recognizing basic playing techniques for woodwind instruments
- understanding the organization, training, and placement of woodwind instrumentalists in an instrumental setting
- identifying fundamental principles of maintenance and repair of woodwind instruments
- analyzing common problems in playing a specific woodwind instrument and identifying basic techniques to correct these problems



0015 Demonstrate knowledge of basic performance techniques for brass instruments.

For example:

- identifying types and basic characteristics of brass instruments
- recognizing basic playing techniques for brass instruments
- understanding the organization, training, and placement of brass instrumentalists in an instrumental setting
- identifying fundamental principles of maintenance and repair of brass instruments
- analyzing common problems in playing a specific brass instrument and identifying basic techniques to correct these problems

0016 Demonstrate knowledge of basic performance techniques for pitched and nonpitched percussion instruments.

For example:

- identifying types and basic characteristics of percussion instruments
- recognizing basic playing techniques for percussion instruments
- understanding the organization, training, and placement of pitched and nonpitched percussion instrumentalists in an instrumental setting
- identifying fundamental principles of maintenance and repair of percussion instruments
- analyzing common problems in playing a specific percussion instrument and identifying basic techniques to correct these problems

0017 Demonstrate knowledge of rehearsal techniques for soloists, chamber groups, bands, and orchestras.

For example:

- identifying warm-up methods for instrumentalists
- recognizing appropriate instrumentation for specific ensembles
- identifying important elements of an effective solo performance
- recognizing effective ways for various instrumental and vocal groups to rehearse for a performance
- identifying basic elements of vocal sound production
- analyzing common problems in singing



0018 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 instrumental and choral repertoire selection
- recognizing accurate transposition for appropriate instruments
- recognizing conducting techniques for instrumental and vocal ensembles

MUSIC AND OTHER DISCIPLINES

0019 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)
- 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

0020 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



0021 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