

PLACE[®]

STUDY GUIDE

29 Music



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for Colorado Educators[®]**

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PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

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

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 29: MUSIC

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice 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 to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

NOTE: This test includes recorded components. Examinees who arrive late will **not** be admitted.

OBJECTIVES



TEST FIELD 29: MUSIC

Music Theory
Music History and Culture
Music Performance
Listening Skills

MUSIC THEORY

Apply knowledge of the staff.

Includes lines and spaces in relation to clef signs, and letter names of the notes on the Grand staff.

Apply knowledge of keys and scales.

Includes key signatures, scale types and structures, and the types and characteristics of tonal structures.

Understand the elements of melody.

Includes the types and characteristics of melodic patterns, and the characteristics of melody.

Understand the elements of rhythm.

Includes note values, the value of rests, and types of rhythmic patterns.

Apply knowledge of meter.

Includes meter signatures and the effect of meter signatures on notation.

Understand the elements of tempo.

Includes tempo markings and terms related to tempo.

Understand the elements of dynamics.

Includes dynamic symbols and terms.

Understand interpretive symbols and terms.

Includes expressive symbols and interpretive terms.

Understand pitch intervals.

Includes interval types and structures, and the effects of inversions on intervals.

Understand chordal structure and progression.

Includes the types, interrelationships, and characteristics of chords; the principles of part writing; and the types, characteristics, and uses of cadences.

Understand basic compositional techniques.

Includes basic terminology, and the devices used in musical repetition, contrast, and variation.

Understand simple and composite musical forms.

Includes the characteristics and uses of single and composite forms, and contrapuntal characteristics and devices.

Understand texture in music.

Includes the characteristics and uses of monophonic, homophonic, and polyphonic textures.

Understand the nature of timbre.

Includes the timbral characteristics and acoustical properties of vocal and instrumental tone.

MUSIC HISTORY AND CULTURE**Understand characteristics, composers, and works of prebaroque music.**

Includes styles, characteristics, and genres of prebaroque music; the works and characteristic styles of principal composers of the period; and the relationship of prebaroque music to other aspects of the period's culture and society.

Understand musical characteristics, composers, and works of the baroque period.

Includes styles, characteristics, and genres of baroque music; the works and characteristic styles of principal composers of the period; and the relationship of baroque music to other aspects of the period's culture and society.

Understand musical characteristics, composers, and works of the Classical period.

Includes styles, characteristics, and genres of Classical music; the works and characteristic styles of principal composers of the period; and the relationship of Classical music to other aspects of the period's culture and society.

Understand musical characteristics, composers, and works of the Romantic period.

Includes styles, characteristics, and genres of Romantic music; the works and characteristic styles of principal composers of the period; and the relationship of Romantic music to other aspects of the period's culture and society.

Understand musical characteristics, composers, and works of the twentieth century.

Includes styles, characteristics, and genres of twentieth-century music; the works and characteristic styles of principal composers of the period; and the relationship of twentieth-century music to other aspects of the period's culture and society.

Understand musical characteristics, composers, and works of American art music.

Includes styles, characteristics, and genres of American art music; the works and characteristic styles of principal composers of the period; and the relationship of American art music to other aspects of the period's culture and society.

Understand characteristics and examples of popular music.

Includes styles and characteristics of popular music, and the relationship of popular music to other aspects of American culture.

Understand characteristics and examples of folk music.

Includes traditions, styles, and characteristics of folk music, and the relationship of folk music to developments in American history and culture.

Understand characteristics and examples of ethnic music.

Includes origins, traditions, styles, and characteristics of ethnic music, and the relationship of ethnic music to aspects of American culture.

Understand the history and development of vocal music.

Includes major figures, works, and developments in the history of choral music and music as a dramatic form.

Understand the history of musical instruments.

Includes major figures and trends in the development of orchestral and keyboard instruments.

MUSIC PERFORMANCE

Understand the characteristics and production of vocal sound.

Includes common vocal registers and ranges, the physiological process by which vocal tone is produced, and the process of voice maturation in relation to the characteristics of voice.

Understand the principles of vocal technique.

Includes principles of diction, the processes and techniques used to develop singing skills, problems encountered in singing, and techniques for resolving such problems.

Understand the types, characteristics, use, and care of string instruments.

Includes types, characteristics, and uses of string instruments; basic playing techniques; basic procedures for string instrument maintenance; problems encountered in playing; and techniques for resolving such problems.

Understand the types, characteristics, use, and care of wind/percussion instruments.

Includes types, characteristics, and uses of wind and percussion instruments; basic playing techniques; basic procedures for wind and percussion instrument maintenance; problems encountered in playing; and techniques for resolving such problems.

Understand the types, characteristics, use, and care of keyboard instruments.

Includes types, characteristics, and uses of keyboard instruments; basic playing techniques; basic procedures for keyboard instrument maintenance; problems encountered in playing; and techniques for resolving such problems.

Identify instruments, activities, and techniques appropriate for band/orchestra performance at the elementary level.

Includes principles and techniques of performance, basic instrumentation, and appropriate skills and activities for elementary school bands and orchestras.

Identify instruments, activities, and techniques appropriate for band/orchestra performance at the secondary level.

Includes principles and techniques of performance, basic instrumentation, and appropriate skills and activities for secondary school bands and orchestras.

Identify instruments, activities, and techniques appropriate for small instrumental ensemble performance at the elementary level.

Includes principles and techniques of performance, basic instrumentation, and appropriate skills and activities for elementary school small instrumental ensembles.

Identify instruments, activities, and techniques appropriate for small instrumental ensemble performance at the secondary level.

Includes principles and techniques of performance, basic instrumentation, and appropriate skills and activities for secondary school small instrumental ensembles.

Identify voice parts, activities, and techniques appropriate for choral performance at the elementary level.

Includes the characteristics of types of elementary school choral ensembles, the principles and techniques of performance, and the skills and activities appropriate for performance.

Identify voice parts, activities, and techniques appropriate for choral performance at the secondary level.

Includes the characteristics of types of secondary school choral ensembles, the principles and techniques of performance, and the skills and activities appropriate for performance.

Identify voice parts, activities, and techniques appropriate for small vocal ensemble performance at the elementary level.

Includes the characteristics of types of elementary school small vocal ensembles, the principles and techniques of performance, and the skills and activities appropriate for performance.

Identify voice parts, activities, and techniques appropriate for small vocal ensemble performance at the secondary level.

Includes the characteristics of types of secondary school small vocal ensembles, the principles and techniques of performance, and the skills and activities appropriate for performance.

Understand performance practices appropriate to historical periods of music.

Includes stylistic performance practices appropriate to pre-Classical, Classical, Romantic, and twentieth-century music.

Understand performance practices appropriate to types of ensembles.

Includes stylistic performance practices appropriate to various instrumental and vocal ensembles.

LISTENING SKILLS

Identify styles and characteristics of Middle Ages and Renaissance music in a musical recording.

Includes styles and characteristics of Medieval and Renaissance vocal and instrumental music.

Identify musical characteristics, composers, and works of the baroque period in a musical recording.

Includes works and composers of baroque music, and the characteristics that distinguish baroque music from that of other periods.

Identify musical characteristics, composers, and works of the Classical period in a musical recording.

Includes works and composers of Classical music, and the characteristics that distinguish Classical music from that of other periods.

Identify musical characteristics, composers, and works of the Romantic period in a musical recording.

Includes works and composers of Romantic music, and the characteristics that distinguish Romantic music from that of other periods.

Identify musical characteristics, composers, and works of the twentieth century in a musical recording.

Includes works and composers of twentieth-century music, and the characteristics that distinguish twentieth-century music from that of other periods.

Identify characteristics, genres, and styles of American, Asian, African, and Hispanic music in a musical recording.

Includes characteristics, genres, and styles of American, Asian, African, and Hispanic vocal and instrumental music.

Identify the elements of melody in a musical recording.

Includes melodic structure, melodic alterations, scales, and tonal structures.

Identify the elements of rhythm, tempo, and dynamics in a musical recording.

Includes rhythmic patterns, meter, specific dynamics, and characteristics of tempo.

Identify the elements of harmony in a musical recording.

Includes specific chord types, chordal progressions, and intervals.

Identify the elements of form in a musical recording.

Includes repetition, contrast, variation, and form.

Identify the elements of texture in a musical recording.

Includes types and characteristics of monophonic, homophonic, and polyphonic textures.

Identify vocal and instrumental elements in a musical recording.

Includes specific voice parts and instruments, and types of vocal and instrumental ensembles.

Identify pitch errors in a musical recording.

Includes instrumental and vocal pitch errors.

Identify rhythmic errors in a musical recording.

Includes instrumental and vocal rhythmic errors.

The PLACE Music test includes a section of multiple-choice questions based on audiotaped musical samples. If you are planning to take the Music test, you should read carefully and become familiar with the following information.

Each question will be presented in three parts:

- 1) You will hear the number that identifies the question. When you hear it, you should proceed to the corresponding question in your test booklet.
- 2) You will hear the question itself. You should follow along by reading the question in your test booklet. The question will NOT be repeated. After the question has been read, there will be a short pause. During this pause, you should scan the possible answers and prepare to listen to the recorded passage.
- 3) You will hear the recorded passage. Most often this passage will be about 40 seconds long; however, some passages consist of a single chord or phrase. In these cases, the passage will be repeated. This will be noted as the question is read. Unless the oral directions state otherwise, the passage will be played only once.

After the recorded passage, there will be a 20-second interval to give you time to select the correct answer and indicate it on your answer sheet. At the end of that time, the sequence number of the next question will be announced, and you should go on to the next question.

Once the tape has begun, it cannot be stopped, nor can a question be repeated. Therefore, you should be sure to pay careful attention to each question and recorded passage as it is played.

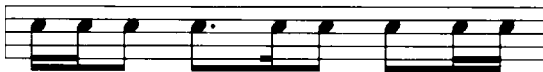
PRACTICE QUESTIONS: MUSIC

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?

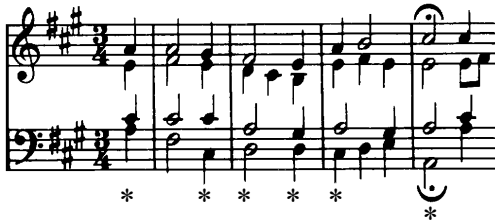
- A. pedal point
 - B. sequence
 - C. recapitulation
 - D. refrain
2. Use the excerpt below to answer the question that follows.



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. 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.

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. An orchestra would most likely incorporate *continuo* technique when performing which of the following pieces?
- A. a Romantic overture
 - B. a Classical symphony
 - C. a neo-Classical symphony
 - D. a Baroque concerto

9. What repetitive device is used in this musical excerpt?

[Excerpt: a baroque chamber work illustrating sequence. (NOTE TO THE EXAMINEE: A description of the excerpt will *not* appear in the test booklet. This description is presented here only as an aid for preparing for the test.)]

- A. ground bass
- B. recapitulation
- C. sequence
- D. refrain

10. What voice parts are heard in this excerpt?

[Excerpt: Soprano-soprano-alto vocal arrangement. (NOTE TO THE EXAMINEE: A description of the excerpt will *not* appear in the test booklet. This description is presented here only as an aid for preparing for the test.)]

- A. soprano-soprano-soprano
- B. soprano-soprano-alto
- C. soprano-alto-baritone
- D. soprano-alto-tenor

ANSWER KEY: MUSIC



Question Number	Correct Response	Objective
1.	B	Understand the elements of melody.
2.	C	Apply knowledge of meter.
3.	B	Understand chordal structure and progression.
4.	B	Understand musical characteristics, composers, and works of the baroque period.
5.	B	Understand characteristics and examples of ethnic music.
6.	A	Understand the characteristics and production of vocal sound.
7.	B	Understand the types, characteristics, use, and care of wind/percussion instruments.
8.	D	Understand performance practices appropriate to historical periods of music.
9.	C	Identify the elements of form in a musical recording.
10.	B	Identify vocal and instrumental elements in a musical recording.