



# California Subject Examinations for Teachers®

## TEST GUIDE

### MUSIC SUBTEST I

#### Subtest Description

This document contains the Music subject matter requirements arranged according to the domains covered by Subtest I of CSET: Music. In parentheses after each named domain is the domain code from the Music subject matter requirements.

Copyright © 2004 by the California Commission on Teacher Credentialing and National Evaluation Systems, Inc. (NES®)

"California Subject Examinations for Teachers," "CSET," and the "CSET" logo are registered trademarks of the California Commission on Teacher Credentialing and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™

CS-TG-SD136X-01

## California Subject Examinations for Teachers (CSET®)

### Music Subtest I: Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing

#### Part I: Content Domains for Subject Matter Understanding and Skill in Music

##### ARTISTIC PERCEPTION (SMR Domain 1)

Candidates demonstrate an advanced understanding of the facets of artistic perception contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They possess highly developed aural musicianship and aural analysis skills and have acquired advanced knowledge of written music theory and analysis.

##### 0001 Aural Musicianship (SMR 1.1)

- a. Recognize errors in solo and ensemble performances (e.g., melodic, rhythmic, harmonic, intonation, dynamic, interpretational).
- b. Transcribe aurally presented musical excerpts into melodic, harmonic, and rhythmic notation.
- c. Analyze and describe the form, style, and expressive elements of a musical example.
- d. Recognize and describe cultural elements from diverse historical periods, genres, and styles of Western and non-Western music.
- e. Analyze and describe the use of musical elements in a given work (e.g., melody, harmony, rhythm, texture) that make it unique, interesting, and expressive.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 1.2, Grade 2: 1.3–1.4, Grade 3: 1.3 and 1.6, Grade 4: 1.4 and 1.6, Grade 5: 1.4–1.6, Grade 6: 1.3 and 1.5–1.6, Grade 7: 1.3 and 1.5–1.6, Grade 8: 1.3 and 1.5–1.7, Grades 9 through 12–Proficient: 1.2 and 1.4–1.6, and Grades 9 through 12–Advanced: 1.2 and 1.4–1.6. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

##### 0002 Written Theory and Analysis of Western Music (SMR 1.2)

- a. Demonstrate the ability to read and notate music (e.g., use of notation in various clefs; key and time signatures; scales and melodic elements; intervals, triads, and chords; figured bass; rhythm, meter, and tempo; dynamic and expressive symbols; music terminology).
- b. Demonstrate the ability to read a full instrumental and/or choral score and describe how the elements of music (e.g., doublings, melody and accompaniment, transpositions, orchestration) are used.

**MUSIC**  
**SUBTEST I: ARTISTIC PERCEPTION; HISTORICAL AND CULTURAL FOUNDATIONS;**  
**AESTHETIC VALUING**

- c. Analyze and identify the form, style, compositional devices, harmonic progressions, and cadences in a score excerpt.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 1.1–1.2, Grade 2: 1.1–1.4, Grade 3: 1.1–1.2 and 1.6, Grade 4: 1.1–1.4 and 1.6, Grade 5: 1.1–1.3 and 1.6, Grade 6: 1.1–1.2 and 1.5–1.6, Grade 7: 1.1–1.2 and 1.5–1.6, Grade 8: 1.1–1.2 and 1.5–1.6, Grades 9 through 12–Proficient: 1.1 and 1.6, and Grades 9 through 12–Advanced: 1.1 and 1.5–1.6. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard I.)

### **HISTORICAL AND CULTURAL FOUNDATIONS (SMR Domain 3)**

Candidates demonstrate an advanced understanding of the historical and cultural foundations of music contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They demonstrate wide knowledge of music from around the world, the history of Western music, and the history of music in the United States and California. They use this knowledge when analyzing musical works for various purposes.

#### **0003 Music History and Cultural Context (SMR 3.1)**

- a. Identify and describe stylistic differences (e.g., genres, media, social functions) in music from various cultures and historical periods.
- b. Analyze musical works from various cultures and historical periods in terms of their form or genre, organizational principles, historical and cultural context, use of the elements of music, use of expressive devices, and any unique features they possess.
- c. Understand the roles of musicians and composers in diverse cultures and historical periods.
- d. Identify the influences of diverse cultural and ethnic groups on music in California and the United States.
- e. Demonstrate knowledge of instruments from a variety of cultures and historical periods.
- f. Explain how music from various cultures and historical periods reflects social functions, changing ideas, and cultural values.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 3.1–3.4 and 4.2, Grade 1: 3.1–3.4, Grade 2: 3.1–3.3, Grade 3: 3.1–3.4, Grade 4: 1.5 and 3.1–3.5, Grade 5: 3.1–3.5, Grade 6: 1.5 and 3.1–3.5, Grade 7: 1.5 and 3.1–3.6, Grade 8: 1.5, 3.1–3.6, and 4.3–4.4, Grades 9 through 12–Proficient: 1.6, 3.1–3.3, and 4.3–4.4, and Grades 9 through 12–Advanced: 1.6, 3.1–3.3, 3.5–3.8, and 4.2–4.3. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard II.)

**MUSIC**  
**SUBTEST I: ARTISTIC PERCEPTION; HISTORICAL AND CULTURAL FOUNDATIONS;**  
**AESTHETIC VALUING**

**AESTHETIC VALUING (SMR Domain 4)**

Candidates demonstrate an advanced understanding of aesthetic valuing in music as contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, and critique performances and works of music, including their own.

**0004 Critical Evaluation (SMR 4.1)**

- a. Know and apply criteria for evaluating the quality and effectiveness of musical performances, compositions, and arrangements.
- b. Evaluate a performance, composition, arrangement, or improvisation by comparing it with an exemplary model.
- c. Know and apply criteria for evaluating and assessing the quality and effectiveness of one's own musical performance.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 2: 4.1, Grade 3: 4.1 and 4.3, Grade 4: 4.1, Grade 5: 4.2, Grade 6: 3.5 and 4.1–4.3, Grade 7: 4.1–4.3, Grade 8: 4.1–4.4, Grades 9 through 12–Proficient: 4.1–4.4, and Grades 9 through 12–Advanced: 4.1–4.3.)

**MUSIC**  
**SUBTEST I: ARTISTIC PERCEPTION; HISTORICAL AND CULTURAL FOUNDATIONS;**  
**AESTHETIC VALUING**

**Part II: Subject Matter Skills and Abilities Applicable to the  
Content Domains in Music**

Candidates for Single Subject Teaching Credentials in music are accomplished musicians with excellent musicianship skills and a thorough understanding of musical content knowledge. They demonstrate functional keyboarding skills and perform proficiently on a primary instrument or with voice, and they are able to demonstrate these skills effectively in the classroom to inspire and instruct their students. They apply their comprehensive knowledge of music theory, music history, and cultural context to analyze musical works. They use this information to conduct and produce technically accurate and musically expressive instrumental and choral performances. Using their knowledge of aesthetics, they develop and apply criteria for critiquing performances and compositions.

As prospective music teachers, candidates are knowledgeable about various methodologies for providing developmentally appropriate sequential instruction in general music and performance classes. Candidates have a thorough knowledge of the California State Content Standards for music, and they incorporate these standards into instruction. They know how to incorporate technology into instruction, and they connect instruction in music with other arts and academic disciplines. They are also familiar with a wide range of repertoire for listening and performance, and they incorporate into instruction pieces of music from a wide range of historical periods, styles, and cultures. They know techniques for developing singing skills and techniques for playing a variety of instruments and can transfer this information to their students. Candidates are also well versed in a variety of techniques for planning and assessing learning in general music and performance classes, and they are able to adapt instruction to meet the needs of all students in their classes. Being familiar with various careers available in the field of music, they are able to inform students about and encourage students to investigate opportunities for pursuing a career in music.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: All grade levels: Standards 1–5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards III and IV. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard II.)