

# PPAT® Assessment

Alignment with  
*Praxis*® Test  
Specifications for  
Music: Content  
Knowledge



## **PPAT® Assessment Alignment with Praxis® Test Specifications for Music: Content Knowledge**

PPAT® assessment Tasks 2 through 4 all require candidates to provide evidence of content knowledge both in their teaching practices as well as in the assessment of student learning.

While all the prompts for each task do not prescribe the specific content that must be included, they do draw upon a broad spectrum of content knowledge relevant to an individual candidate's particular area. Candidate responses, which include content, are scored by trained raters who have expertise in the same content area.

Given that PPAT assessment tasks are limited to the content teacher candidates are allowed or instructed to deliver in their assigned clinical experience classrooms, the PPAT assessment does not cover the full breadth and depth of a content discipline. However, successful completion of the PPAT assessment does require that candidates demonstrate the ability to accurately and effectively teach the content that they choose or are given, and also requires raters to evaluate whether the instructional delivery of the content is accurate and effective.

The PPAT assessment emphasizes that the appropriateness and relevance of content selected by candidates in the completion of the assessment in the area of Music may include, but is not limited to, the following categories.



## PPAT® Assessment Task 1: Knowledge of Students and the Learning Environment

Task 1 Steps	Praxis® Test Specifications
<p><b>Step 1</b>  <b>Factors, Resources, and Protocols</b>            Candidates’ ability to identify and reflect on a variety of factors and resources that can be used to communicate and cultivate partnerships with students and the community</p>	<p><b>Section 2: Non-Listening Section</b>  <b>IV. Pedagogy, Professional Issues, and Technology</b>  <b>Pedagogy</b>  <b>A. Knows instructional strategies for different class settings</b></p> <ol style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ol> <p><b>C. Understands classroom management techniques</b></p> <ol style="list-style-type: none"> <li>1. Physical classroom environment</li> <li>2. Rules and consequences</li> <li>3. Appropriate actions to take for given situations</li> <li>4. Legal implications</li> <li>5. Planning and pacing</li> <li>6. Procedures and routines</li> <li>7. Principles of motivation applied to the music classroom</li> </ol> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ol>
<p><b>Step 2</b>  <b>Knowledge of Students</b>            Candidates’ ability to cultivate relationships with your students (e.g., through the co-creation of rigorous, relevant learning opportunities) and acquire increasing in-depth knowledge about each students’ academic and nonacademic strengths, skills, competencies, and interests.</p>	<p><b>Section 2: Non-Listening Section</b>  <b>IV. Pedagogy, Professional Issues, and Technology</b>  <b>Pedagogy</b>  <b>A. Knows instructional strategies for different class settings</b></p> <ol style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ol> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ol> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ol style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ol> <p><b>F. Understands how to modify instruction to accommodate student needs</b></p> <ol style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. Other student needs</li> </ol>

Task 1 Steps	Praxis® Test Specifications
	<p><b>H. Understands how to select appropriate repertoire for the classroom and for performance ensembles with respect to a variety of factors</b></p> <p>Selecting music with respect to</p> <ol style="list-style-type: none"> <li>1. Diverse genres</li> <li>2. Appropriate performance competencies for students’ developmental levels</li> <li>3. Cultural diversity</li> <li>4. Community traditions and standards</li> <li>5. State and local guidelines</li> <li>6. Quality of literature</li> <li>7. Knows appropriate sources of student repertoire</li> </ol> <p><b>AB. Supports students’ learning through two-way communication with parents/guardians</b></p> <p><b>Formal and informal:</b></p> <ol style="list-style-type: none"> <li>1. Parent-teacher conferences</li> <li>2. Telephone</li> <li>3. Written communications, including email and departmental websites</li> </ol>



## PPAT® Assessment Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Task 2 Steps	Praxis® Test Specifications
<p><b>Step 1</b>  <b>Planning the Assessment</b>            Candidates' ability to plan an assessment that uses appropriate assessment tools to meet student needs and the learning goal(s)</p>	<p><b>Section 1: Listening Section</b></p> <p><b>I. Music History and Literature</b></p> <p><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b></p> <ol style="list-style-type: none"> <li>1. Styles and historical periods represented in questions</li> <li>2. Characteristics of music related to style and period</li> </ol> <p><b>B. Is familiar with the style of a variety of world musics and their function in the culture of origin</b></p> <ol style="list-style-type: none"> <li>1. North America</li> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ol> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands and analyzes music in aural form and demonstrates aural skills through recognition of melody, harmony, and rhythm</b></p> <ol style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> </ol> <p><b>B. Understands how musical sounds vary</b></p> <ol style="list-style-type: none"> <li>1. Timbre of instruments and voices</li> <li>2. Dynamics</li> </ol> <p><b>III. Performance</b></p> <p><b>A. Demonstrates critical listening skills by identifying errors in</b></p> <ol style="list-style-type: none"> <li>1. Pitch</li> <li>2. Intonation of instruments and voices</li> <li>3. Rhythm</li> <li>4. Performing as a unified section/ensemble</li> <li>5. Balance and blend</li> <li>6. Articulations</li> <li>7. Dynamics</li> </ol> <p><b>B. Understands basic conducting techniques</b></p> <ol style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> </ol>

Task 2 Steps	Praxis® Test Specifications
	<p>5. Attacks, holds, and releases</p> <p>6. Dynamics and expressive gestures</p> <p>7. Cueing</p> <p><b>C. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b></p> <ol style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> <li>4. Articulation markings</li> <li>5. Tempo markings</li> <li>6. Composers' written comments</li> <li>7. Timbre</li> </ol> <p><b>D. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b></p> <ol style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ol> <p><b>Section 2: Non-Listening Section</b></p> <p><b>I. Music History and Literature</b></p> <p><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b></p> <ol style="list-style-type: none"> <li>1. Styles and historical periods</li> <li>2. Characteristics of music</li> </ol> <p><b>B. Is familiar with world musics and their function in the culture of origin</b></p> <ol style="list-style-type: none"> <li>1. North America</li> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ol> <p><b>C. Knows various sources of printed and electronic information on music history and literature</b></p> <ol style="list-style-type: none"> <li>1. Books</li> <li>2. Journals and periodicals</li> <li>3. Web resources</li> </ol> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands, interprets, and analyzes music in written form</b></p> <ol style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> <li>6. How musical sounds vary</li> </ol> <p><b>B. Knows and applies basic music theory concepts when composing, orchestrating, and arranging instrumental and vocal parts</b></p>

Task 2 Steps	Praxis® Test Specifications
	<ol style="list-style-type: none"> <li>1. Chords and voice leading</li> <li>2. Ranges and transpositions</li> <li>3. Balance</li> <li>4. Instrumentation and voicing of ensembles</li> <li>5. Functions of instruments and voices within a score</li> <li>6. Expressive elements</li> </ol> <p><b>III. Performance</b></p> <p><b>A. Understands basic conducting techniques</b></p> <ol style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> <li>5. Attacks, holds, and releases</li> <li>6. Dynamics and expressive gestures</li> <li>7. Cueing</li> </ol> <p><b>B. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b></p> <ol style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> <li>4. Articulation markings</li> <li>5. Tempo markings</li> <li>6. Composers' written comments</li> <li>7. Timbre</li> </ol> <p><b>C. Knows a variety of strategies on how to prepare a musical score for rehearsal and performance</b></p> <ol style="list-style-type: none"> <li>1. Score study</li> <li>2. Score research</li> <li>3. Interpretive decisions</li> <li>4. Score marking</li> </ol> <p><b>D. Knows instrumental and choral/vocal warm-up techniques</b></p> <ol style="list-style-type: none"> <li>1. Breathing</li> <li>2. Physical warm-ups (e.g., stretching, posture)</li> <li>3. Technical warm-ups (e.g., scales, arpeggios, chorales, vocalises)</li> </ol> <p><b>E. Knows instrumental and choral tuning/intonation techniques</b></p> <ol style="list-style-type: none"> <li>1. Instrumental techniques</li> <li>2. Choral/vocal techniques</li> </ol> <p><b>F. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b></p> <ol style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ol> <p><b>G. Understands concert etiquette for performers and audiences and effective techniques for communicating with an audience in a performance setting</b></p>

Task 2 Steps	Praxis® Test Specifications
	<ol style="list-style-type: none"> <li>1. Developing program notes and educational materials for specific purposes and audiences</li> <li>2. Appropriate remarks in performance situations</li> <li>3. Techniques of developing appropriate publicity for the music program and for events taking place in the music program</li> <li>4. Appropriate etiquette for various types of performance venues</li> </ol> <p><b>H. Understands the practical relationship between acoustics and performance</b></p> <ol style="list-style-type: none"> <li>1. Sound production</li> <li>2. Tone quality</li> <li>3. Rehearsal and performance space configurations and setups</li> <li>4. Reverberation, sound reflection, refraction</li> <li>5. Frequency</li> <li>6. Amplitude, sound amplification</li> <li>7. Harmonics, partials, overtones</li> </ol> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ol style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ol> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ol> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ol style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ol> <p><b>F. Understands how to modify instruction to accommodate student needs</b></p> <ol style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. Other student needs</li> </ol> <p><b>G. Understands a variety of assessment strategies that inform the instructional process</b></p> <ol style="list-style-type: none"> <li>1. Use of standardized tests for measuring aptitude and achievement</li> <li>2. Portfolio assessment</li> <li>3. Multiple-choice testing</li> <li>4. Assessment using scoring rubrics</li> <li>5. Assessing individual and group performance skills</li> <li>6. Appropriate classroom assignment grading criteria</li> <li>7. Appropriate course grading practices</li> <li>8. Formative assessment—uses in guiding and evaluating students’ progress</li> <li>9. Assessments’ role in program evaluation</li> <li>10. Taxonomies of instructional/assessment objectives</li> </ol>



Task 2 Steps	Praxis® Test Specifications
	<p>11. Techniques to evaluate the effectiveness of music curricula</p> <p><b>M. Knows and promotes care and maintenance of instruments and materials</b></p> <p><b>Care of instruments</b></p> <ol style="list-style-type: none"> <li>1. Woodwinds</li> <li>2. Strings (including guitar)</li> <li>3. Brass</li> <li>4. Percussion and keyboards</li> <li>5. Classroom instruments (Orff and rhythm instruments, recorders)</li> <li>6. Electronic instruments</li> </ol> <p><b>Care of materials</b></p> <ol style="list-style-type: none"> <li>7. Printed material (books, music, scores)</li> <li>8. Recorded material (CDs, electronic files such as MP3s)</li> <li>9. Risers and stands</li> <li>10. Audiovisual and computer equipment</li> </ol> <p><b>N. Is familiar with common pedagogical approaches</b></p> <ol style="list-style-type: none"> <li>1. Suzuki</li> <li>2. Dalcroze</li> <li>3. Kodály</li> <li>4. Orff Schulwerk</li> <li>5. Edwin Gordon’s Music Learning Theory</li> <li>6. Comprehensive Musicianship</li> <li>7. Laban</li> <li>8. Phyllis Weikart</li> </ol> <p><b>O. Understands strategies for developing sight-reading skills</b></p> <ol style="list-style-type: none"> <li>1. Solfège and other systems</li> <li>2. Audiation of pitch, interval, and rhythm</li> <li>3. Mental practice and scanning methods</li> </ol> <p><b>P. Knows basic improvisational techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Imitation</li> <li>2. Variation</li> <li>3. Improvisational techniques within various styles</li> </ol> <p><b>Q. Knows basic composition and arranging techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Activities leading to composition (e.g., improvisation, completion exercises)</li> <li>2. Pitch and rhythmic organization techniques</li> <li>3. Form</li> <li>4. Style</li> <li>5. Thematic construction</li> <li>6. Harmonization, accompaniment, and imitation</li> <li>7. Vocal and instrumental ranges</li> </ol> <p><b>R. Knows how to teach a variety of musical concepts through performance literature</b></p> <ol style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> <li>2. Music theory</li> </ol>

Task 2 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>3. Music history</li> <li>4. Music in relation to other subjects</li> <li>5. Musical creativity and the aesthetics of music</li> </ul>
<p><b>Step 2</b>  <b>Administering the Assessment and Analyzing the Data</b>            Candidates' ability to administer their assessment and to collect, record, and analyze the data</p>	<p><b>Section 2: Non-Listening Section</b></p> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>A. Knows instructional strategies for different class settings</b></p> <ul style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ul> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ul style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ul> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ul style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ul> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ul style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ul> <p><b>F. Understands how to modify instruction to accommodate student needs</b></p> <ul style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. Other student needs</li> </ul> <p><b>G. Understands a variety of assessment strategies that inform the instructional process</b></p> <ul style="list-style-type: none"> <li>1. Use of standardized tests for measuring aptitude and achievement</li> <li>2. Portfolio assessment</li> <li>3. Multiple-choice testing</li> <li>4. Assessment using scoring rubrics</li> <li>5. Assessing individual and group performance skills</li> <li>6. Appropriate classroom assignment grading criteria</li> <li>7. Appropriate course grading practices</li> <li>8. Formative assessment—uses in guiding and evaluating students' progress</li> <li>9. Assessments' role in program evaluation</li> <li>10. Taxonomies of instructional/assessment objectives</li> <li>11. Techniques to evaluate the effectiveness of music curricula</li> </ul> <p><b>H. Understands how to select appropriate repertoire for the classroom and for performance ensembles with respect to a variety of factors</b></p> <p>Selecting music with respect to</p> <ul style="list-style-type: none"> <li>1. Diverse genres</li> <li>2. Appropriate performance competencies for students' developmental levels</li> </ul>

Task 2 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>3. Cultural diversity</li> <li>4. Community traditions and standards</li> <li>5. State and local guidelines</li> <li>6. Quality of literature</li> <li>7. Knows appropriate sources of student repertoire</li> </ul> <p><b>J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them</b></p> <ul style="list-style-type: none"> <li>1. Woodwind</li> <li>2. String (includes guitar)</li> <li>3. Brass</li> <li>4. Percussion</li> <li>5. Keyboard</li> <li>6. General classroom instruments</li> <li>7. Health and wellness issues for instrumentalists</li> </ul> <p><b>K. Is able to address common vocal and instrumental performance challenges and their causes</b></p> <ul style="list-style-type: none"> <li>1. Reading pitches and rhythms</li> <li>2. Balance and blend</li> <li>3. Intonation</li> <li>4. Technical challenges</li> <li>5. Style and interpretation</li> <li>6. Physical causes</li> <li>7. Comprehension causes</li> </ul> <p><b>N. Is familiar with common pedagogical approaches</b></p> <ul style="list-style-type: none"> <li>1. Suzuki</li> <li>2. Dalcroze</li> <li>3. Kodály</li> <li>4. Orff Schulwerk</li> <li>5. Edwin Gordon’s Music Learning Theory</li> <li>6. Comprehensive Musicianship</li> <li>7. Laban</li> <li>8. Phyllis Weikart</li> </ul> <p><b>Q. Knows basic composition and arranging techniques and how to teach them</b></p> <ul style="list-style-type: none"> <li>1. Activities leading to composition (e.g., improvisation, completion exercises)</li> <li>2. Pitch and rhythmic organization techniques</li> <li>3. Form</li> <li>4. Style</li> <li>5. Thematic construction</li> <li>6. Harmonization, accompaniment, and imitation</li> <li>7. Vocal and instrumental ranges</li> </ul> <p><b>R. Knows how to teach a variety of musical concepts through performance literature</b></p>

Task 2 Steps	Praxis® Test Specifications
	<ol style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> <li>2. Music theory</li> <li>3. Music history</li> <li>4. Music in relation to other subjects</li> <li>5. Musical creativity and the aesthetics of music</li> </ol>
<p><b>Step 3</b> <b>Reflecting</b></p> <p>Candidates’ ability to reflect on their assessment by providing evidence of student learning that resulted from the administered assessment plan</p> <p>Candidates’ ability to reflect on the data-based decisions that occurred through data analysis</p>	<p><b>Section 2: Non-Listening Section</b></p> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ol> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ol style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ol> <p><b>F. Understands how to modify instruction to accommodate student needs</b></p> <ol style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. Other student needs</li> </ol> <p><b>G. Understands a variety of assessment strategies that inform the instructional process</b></p> <ol style="list-style-type: none"> <li>1. Use of standardized tests for measuring aptitude and achievement</li> <li>2. Portfolio assessment</li> <li>3. Multiple-choice testing</li> <li>4. Assessment using scoring rubrics</li> <li>5. Assessing individual and group performance skills</li> <li>6. Appropriate classroom assignment grading criteria</li> <li>7. Appropriate course grading practices</li> <li>8. Formative assessment—uses in guiding and evaluating students’ progress</li> <li>9. Assessments’ role in program evaluation</li> <li>10. Taxonomies of instructional/assessment objectives</li> <li>11. Techniques to evaluate the effectiveness of music curricula</li> </ol>

## PPAT® Assessment Task 3: Designing Instruction for Student Learning

Task 3 Steps	Praxis® Test Specifications
<p><b>Step 1</b>  <b>Planning the Lesson</b>            Candidates' ability to plan an effective lesson that facilitates student learning</p>	<p><b>Section 1: Listening Section</b></p> <p><b>I. Music History and Literature</b></p> <p><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b></p> <ol style="list-style-type: none"> <li>1. Styles and historical periods represented in questions</li> <li>2. Characteristics of music related to style and period</li> </ol> <p><b>B. Is familiar with the style of a variety of world musics and their function in the culture of origin</b></p> <ol style="list-style-type: none"> <li>1. North America</li> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ol> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands and analyzes music in aural form and demonstrates aural skills through recognition of melody, harmony, and rhythm</b></p> <ol style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> </ol> <p><b>B. Understands how musical sounds vary</b></p> <ol style="list-style-type: none"> <li>1. Timbre of instruments and voices</li> <li>2. Dynamics</li> </ol> <p><b>III. Performance</b></p> <p><b>A. Demonstrates critical listening skills by identifying errors in</b></p> <ol style="list-style-type: none"> <li>1. Pitch</li> <li>2. Intonation of instruments and voices</li> <li>3. Rhythm</li> <li>4. Performing as a unified section/ensemble</li> <li>5. Balance and blend</li> <li>6. Articulations</li> <li>7. Dynamics</li> </ol> <p><b>B. Understands basic conducting techniques</b></p> <ol style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> <li>5. Attacks, holds, and releases</li> </ol>

Task 3 Steps	Praxis® Test Specifications
	<p>6. Dynamics and expressive gestures</p> <p>7. Cueing</p> <p><b>C. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b></p> <ol style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> <li>4. Articulation markings</li> <li>5. Tempo markings</li> <li>6. Composers' written comments</li> <li>7. Timbre</li> </ol> <p><b>D. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b></p> <ol style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ol> <p><b>Section 2: Non-Listening Section</b></p> <p><b>I. Music History and Literature</b></p> <p><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b></p> <ol style="list-style-type: none"> <li>1. Styles and historical periods</li> <li>2. Characteristics of music</li> </ol> <p><b>B. Is familiar with world musics and their function in the culture of origin</b></p> <ol style="list-style-type: none"> <li>1. North America</li> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ol> <p><b>C. Knows various sources of printed and electronic information on music history and literature</b></p> <ol style="list-style-type: none"> <li>1. Books</li> <li>2. Journals and periodicals</li> <li>3. Web resources</li> </ol> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands, interprets, and analyzes music in written form</b></p> <ol style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> <li>6. How musical sounds vary</li> </ol> <p><b>B. Knows and applies basic music theory concepts when composing, orchestrating, and arranging instrumental and vocal parts</b></p> <ol style="list-style-type: none"> <li>1. Chords and voice leading</li> </ol>

Task 3 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>2. Ranges and transpositions</li> <li>3. Balance</li> <li>4. Instrumentation and voicing of ensembles</li> <li>5. Functions of instruments and voices within a score</li> <li>6. Expressive elements</li> </ul> <p><b>III. Performance</b></p> <p><b>A. Understands basic conducting techniques</b></p> <ul style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> <li>5. Attacks, holds, and releases</li> <li>6. Dynamics and expressive gestures</li> <li>7. Cueing</li> </ul> <p><b>B. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b></p> <ul style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> <li>4. Articulation markings</li> <li>5. Tempo markings</li> <li>6. Composers' written comments</li> <li>7. Timbre</li> </ul> <p><b>C. Knows a variety of strategies on how to prepare a musical score for rehearsal and performance</b></p> <ul style="list-style-type: none"> <li>1. Score study</li> <li>2. Score research</li> <li>3. Interpretive decisions</li> <li>4. Score marking</li> </ul> <p><b>D. Knows instrumental and choral/vocal warm-up techniques</b></p> <ul style="list-style-type: none"> <li>1. Breathing</li> <li>2. Physical warm-ups (e.g., stretching, posture)</li> <li>3. Technical warm-ups (e.g., scales, arpeggios, chorales, vocalises)</li> </ul> <p><b>E. Knows instrumental and choral tuning/intonation techniques</b></p> <ul style="list-style-type: none"> <li>1. Instrumental techniques</li> <li>2. Choral/vocal techniques</li> </ul> <p><b>F. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b></p> <ul style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ul> <p><b>G. Understands concert etiquette for performers and audiences and effective techniques for communicating with an audience in a performance setting</b></p> <ul style="list-style-type: none"> <li>1. Developing program notes and educational materials for specific purposes and audiences</li> </ul>

Task 3 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>2. Appropriate remarks in performance situations</li> <li>3. Techniques of developing appropriate publicity for the music program and for events taking place in the music program</li> <li>4. Appropriate etiquette for various types of performance venues</li> </ul> <p><b>H. Understands the practical relationship between acoustics and performance</b></p> <ul style="list-style-type: none"> <li>1. Sound production</li> <li>2. Tone quality</li> <li>3. Rehearsal and performance space configurations and setups</li> <li>4. Reverberation, sound reflection, refraction</li> <li>5. Frequency</li> <li>6. Amplitude, sound amplification</li> <li>7. Harmonics, partials, overtones</li> </ul> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>A. Knows instructional strategies for different class settings</b></p> <ul style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ul> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ul style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ul> <p><b>C. Understands classroom management techniques</b></p> <ul style="list-style-type: none"> <li>1. Physical classroom environment</li> <li>2. Rules and consequences</li> <li>3. Appropriate actions to take for given situations</li> <li>4. Legal implications</li> <li>5. Planning and pacing</li> <li>6. Procedures and routines</li> <li>7. Principles of motivation applied to the music classroom</li> </ul> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ul style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ul> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ul style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ul> <p><b>F. Understands how to modify instruction to accommodate student needs</b></p> <ul style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. Other student needs</li> </ul> <p><b>G. Understands a variety of assessment strategies that inform the instructional process</b></p> <ul style="list-style-type: none"> <li>1. Use of standardized tests for measuring aptitude and achievement</li> </ul>



Task 3 Steps	Praxis® Test Specifications
	<ol style="list-style-type: none"> <li>2. Portfolio assessment</li> <li>3. Multiple-choice testing</li> <li>4. Assessment using scoring rubrics</li> <li>5. Assessing individual and group performance skills</li> <li>6. Appropriate classroom assignment grading criteria</li> <li>7. Appropriate course grading practices</li> <li>8. Formative assessment—uses in guiding and evaluating students’ progress</li> <li>9. Assessments’ role in program evaluation</li> <li>10. Taxonomies of instructional/assessment objectives</li> <li>11. Techniques to evaluate the effectiveness of music curricula</li> </ol> <p><b>J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Woodwind</li> <li>2. String (includes guitar)</li> <li>3. Brass</li> <li>4. Percussion</li> <li>5. Keyboard</li> <li>6. General classroom instruments</li> <li>7. Health and wellness issues for instrumentalists</li> </ol> <p><b>K. Is able to address common vocal and instrumental performance challenges and their causes</b></p> <ol style="list-style-type: none"> <li>1. Reading pitches and rhythms</li> <li>2. Balance and blend</li> <li>3. Intonation</li> <li>4. Technical challenges</li> <li>5. Style and interpretation</li> <li>6. Physical causes</li> <li>7. Comprehension causes</li> </ol> <p><b>M. Knows and promotes care and maintenance of instruments and materials</b></p> <p><b>Care of instruments</b></p> <ol style="list-style-type: none"> <li>1. Woodwinds</li> <li>2. Strings (including guitar)</li> <li>3. Brass</li> <li>4. Percussion and keyboards</li> <li>5. Classroom instruments (Orff and rhythm instruments, recorders)</li> <li>6. Electronic instruments</li> </ol> <p><b>Care of materials</b></p> <ol style="list-style-type: none"> <li>7. Printed material (books, music, scores)</li> <li>8. Recorded material (CDs, electronic files such as MP3s)</li> <li>9. Risers and stands</li> <li>10. Audiovisual and computer equipment</li> </ol> <p><b>O. Understands strategies for developing sight-reading skills</b></p>

Task 3 Steps	Praxis® Test Specifications
	<ol style="list-style-type: none"> <li>1. Solfège and other systems</li> <li>2. Audiation of pitch, interval, and rhythm</li> <li>3. Mental practice and scanning methods</li> </ol> <p><b>P. Knows basic improvisational techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Imitation</li> <li>2. Variation</li> <li>3. Improvisational techniques within various styles</li> </ol> <p><b>Q. Knows basic composition and arranging techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Activities leading to composition (e.g., improvisation, completion exercises)</li> <li>2. Pitch and rhythmic organization techniques</li> <li>3. Form</li> <li>4. Style</li> <li>5. Thematic construction</li> <li>6. Harmonization, accompaniment, and imitation</li> <li>7. Vocal and instrumental ranges</li> </ol> <p><b>R. Knows how to teach a variety of musical concepts through performance literature</b></p> <ol style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> <li>2. Music theory</li> <li>3. Music history</li> <li>4. Music in relation to other subjects</li> <li>5. Musical creativity and the aesthetics of music</li> </ol> <p><b>S. Is aware of approaches for fostering musically expressive experiences</b></p> <p><b>Fostering musical expression in</b></p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Improvisation</li> <li>3. Composition</li> </ol> <p><b>Techniques to teach aesthetics</b></p> <ol style="list-style-type: none"> <li>4. Guided listening</li> <li>5. Analysis, reflection, evaluation</li> <li>6. Modeling</li> </ol> <p><b>T. Understands how to integrate concepts used in the fine arts and other disciplines in music instruction</b></p> <ol style="list-style-type: none"> <li>1. Music integrated with other subjects in the fine arts</li> <li>2. Music integrated with subjects outside of the fine arts</li> </ol> <p><b>AH. Is familiar with technology and instructional software and ways to incorporate them in the classroom</b></p> <ol style="list-style-type: none"> <li>1. Hardware</li> <li>2. Software</li> <li>3. Multimedia</li> </ol>
<p><b>Step 2</b> <b>The Focus Students</b></p>	<p><b>Section 2: Non-Listening Section</b></p> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p>

Task 3 Steps	Praxis® Test Specifications
<p>Candidates' ability to differentiate instruction for individual students</p>	<p><b>A. Knows instructional strategies for different class settings</b></p> <ol style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ol> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ol style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ol> <p><b>C. Understands classroom management techniques</b></p> <ol style="list-style-type: none"> <li>1. Physical classroom environment</li> <li>2. Rules and consequences</li> <li>3. Appropriate actions to take for given situations</li> <li>4. Legal implications</li> <li>5. Planning and pacing</li> <li>6. Procedures and routines</li> <li>7. Principles of motivation applied to the music classroom</li> </ol> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ol> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ol style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ol> <p><b>G. Understands a variety of assessment strategies that inform the instructional process</b></p> <ol style="list-style-type: none"> <li>1. Use of standardized tests for measuring aptitude and achievement</li> <li>2. Portfolio assessment</li> <li>3. Multiple-choice testing</li> <li>4. Assessment using scoring rubrics</li> <li>5. Assessing individual and group performance skills</li> <li>6. Appropriate classroom assignment grading criteria</li> <li>7. Appropriate course grading practices</li> <li>8. Formative assessment—uses in guiding and evaluating students' progress</li> <li>9. Assessments' role in program evaluation</li> <li>10. Taxonomies of instructional/assessment objectives</li> <li>11. Techniques to evaluate the effectiveness of music curricula</li> </ol> <p><b>J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Woodwind</li> <li>2. String (includes guitar)</li> <li>3. Brass</li> <li>4. Percussion</li> <li>5. Keyboard</li> </ol>

Task 3 Steps	Praxis® Test Specifications
	<p>6. General classroom instruments</p> <p>7. Health and wellness issues for instrumentalists</p> <p><b>K. Is able to address common vocal and instrumental performance challenges and their causes</b></p> <ol style="list-style-type: none"> <li>1. Reading pitches and rhythms</li> <li>2. Balance and blend</li> <li>3. Intonation</li> <li>4. Technical challenges</li> <li>5. Style and interpretation</li> <li>6. Physical causes</li> <li>7. Comprehension causes</li> </ol> <p><b>M. Knows and promotes care and maintenance of instruments and materials</b></p> <p><b>Care of instruments</b></p> <ol style="list-style-type: none"> <li>1. Woodwinds</li> <li>2. Strings (including guitar)</li> <li>3. Brass</li> <li>4. Percussion and keyboards</li> <li>5. Classroom instruments (Orff and rhythm instruments, recorders)</li> <li>6. Electronic instruments</li> </ol> <p><b>Care of materials</b></p> <ol style="list-style-type: none"> <li>7. Printed material (books, music, scores)</li> <li>8. Recorded material (CDs, electronic files such as MP3s)</li> <li>9. Risers and stands</li> <li>10. Audiovisual and computer equipment</li> </ol> <p><b>N. Is familiar with common pedagogical approaches</b></p> <ol style="list-style-type: none"> <li>1. Suzuki</li> <li>2. Dalcroze</li> <li>3. Kodály</li> <li>4. Orff Schulwerk</li> <li>5. Edwin Gordon’s Music Learning Theory</li> <li>6. Comprehensive Musicianship</li> <li>7. Laban</li> <li>8. Phyllis Weikart</li> </ol> <p><b>O. Understands strategies for developing sight-reading skills</b></p> <ol style="list-style-type: none"> <li>1. Solfège and other systems</li> <li>2. Audiation of pitch, interval, and rhythm</li> <li>3. Mental practice and scanning methods</li> </ol> <p><b>P. Knows basic improvisational techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Imitation</li> <li>2. Variation</li> <li>3. Improvisational techniques within various styles</li> </ol> <p><b>Q. Knows basic composition and arranging techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Activities leading to composition (e.g., improvisation, completion exercises)</li> </ol>

Task 3 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>2. Pitch and rhythmic organization techniques</li> <li>3. Form</li> <li>4. Style</li> <li>5. Thematic construction</li> <li>6. Harmonization, accompaniment, and imitation</li> <li>7. Vocal and instrumental ranges</li> </ul> <p><b>R. Knows how to teach a variety of musical concepts through performance literature</b></p> <ul style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> <li>2. Music theory</li> <li>3. Music history</li> <li>4. Music in relation to other subjects</li> <li>5. Musical creativity and the aesthetics of music</li> </ul> <p><b>S. Is aware of approaches for fostering musically expressive experiences</b></p> <p><b>Fostering musical expression in</b></p> <ul style="list-style-type: none"> <li>1. Performance</li> <li>2. Improvisation</li> <li>3. Composition</li> </ul> <p><b>Techniques to teach aesthetics</b></p> <ul style="list-style-type: none"> <li>4. Guided listening</li> <li>5. Analysis, reflection, evaluation</li> <li>6. Modeling</li> </ul> <p><b>T. Understands how to integrate concepts used in the fine arts and other disciplines in music instruction</b></p> <ul style="list-style-type: none"> <li>1. Music integrated with other subjects in the fine arts</li> <li>2. Music integrated with subjects outside of the fine arts</li> </ul>
<p><b>Step 3</b>  <b>Analyzing the Instruction</b>  Candidates' ability to analyze their lesson plan and evidence of student learning</p>	<p><b>Section 1: Listening Section</b></p> <p><b>I. Music History and Literature</b></p> <p><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b></p> <ul style="list-style-type: none"> <li>1. Styles and historical periods represented in questions</li> <li>2. Characteristics of music related to style and period</li> </ul> <p><b>B. Is familiar with the style of a variety of world musics and their function in the culture of origin</b></p> <ul style="list-style-type: none"> <li>1. North America</li> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ul> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands and analyzes music in aural form and demonstrates aural skills through recognition of melody, harmony, and rhythm</b></p>

Task 3 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> <li>B. Understands how musical sounds vary               <ul style="list-style-type: none"> <li>1. Timbre of instruments and voices</li> <li>2. Dynamics</li> </ul> </li> <li><b>III. Performance</b></li> <li><b>A. Demonstrates critical listening skills by identifying errors in</b> <ul style="list-style-type: none"> <li>1. Pitch</li> <li>2. Intonation of instruments and voices</li> <li>3. Rhythm</li> <li>4. Performing as a unified section/ensemble</li> <li>5. Balance and blend</li> <li>6. Articulations</li> <li>7. Dynamics</li> </ul> </li> <li><b>B. Understands basic conducting techniques</b> <ul style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> <li>5. Attacks, holds, and releases</li> <li>6. Dynamics and expressive gestures</li> <li>7. Cueing</li> </ul> </li> <li><b>C. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b> <ul style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> <li>4. Articulation markings</li> <li>5. Tempo markings</li> <li>6. Composers' written comments</li> <li>7. Timbre</li> </ul> </li> <li><b>D. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b> <ul style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ul> </li> <li>Section 2: Non-Listening Section</li> <li><b>I. Music History and Literature</b></li> <li><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b> <ul style="list-style-type: none"> <li>1. Styles and historical periods</li> </ul> </li> </ul>

Task 3 Steps	Praxis® Test Specifications
	<p>2. Characteristics of music</p> <p><b>B. Is familiar with world musics and their function in the culture of origin</b></p> <ol style="list-style-type: none"> <li>1. North America</li> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ol> <p><b>C. Knows various sources of printed and electronic information on music history and literature</b></p> <ol style="list-style-type: none"> <li>1. Books</li> <li>2. Journals and periodicals</li> <li>3. Web resources</li> </ol> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands, interprets, and analyzes music in written form</b></p> <ol style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> <li>6. How musical sounds vary</li> </ol> <p><b>B. Knows and applies basic music theory concepts when composing, orchestrating, and arranging instrumental and vocal parts</b></p> <ol style="list-style-type: none"> <li>1. Chords and voice leading</li> <li>2. Ranges and transpositions</li> <li>3. Balance</li> <li>4. Instrumentation and voicing of ensembles</li> <li>5. Functions of instruments and voices within a score</li> <li>6. Expressive elements</li> </ol> <p><b>III. Performance</b></p> <p><b>A. Understands basic conducting techniques</b></p> <ol style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> <li>5. Attacks, holds, and releases</li> <li>6. Dynamics and expressive gestures</li> <li>7. Cueing</li> </ol> <p><b>B. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b></p> <ol style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> </ol>

Task 3 Steps	Praxis® Test Specifications
	<p>4. Articulation markings</p> <p>5. Tempo markings</p> <p>6. Composers' written comments</p> <p>7. Timbre</p> <p><b>C. Knows a variety of strategies on how to prepare a musical score for rehearsal and performance</b></p> <ol style="list-style-type: none"> <li>1. Score study</li> <li>2. Score research</li> <li>3. Interpretive decisions</li> <li>4. Score marking</li> </ol> <p><b>D. Knows instrumental and choral/vocal warm-up techniques</b></p> <ol style="list-style-type: none"> <li>1. Breathing</li> <li>2. Physical warm-ups (e.g., stretching, posture)</li> <li>3. Technical warm-ups (e.g., scales, arpeggios, chorales, vocalises)</li> </ol> <p><b>E. Knows instrumental and choral tuning/intonation techniques</b></p> <ol style="list-style-type: none"> <li>1. Instrumental techniques</li> <li>2. Choral/vocal techniques</li> </ol> <p><b>F. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b></p> <ol style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ol> <p><b>G. Understands concert etiquette for performers and audiences and effective techniques for communicating with an audience in a performance setting</b></p> <ol style="list-style-type: none"> <li>1. Developing program notes and educational materials for specific purposes and audiences</li> <li>2. Appropriate remarks in performance situations</li> <li>3. Techniques of developing appropriate publicity for the music program and for events taking place in the music program</li> <li>4. Appropriate etiquette for various types of performance venues</li> </ol> <p><b>H. Understands the practical relationship between acoustics and performance</b></p> <ol style="list-style-type: none"> <li>1. Sound production</li> <li>2. Tone quality</li> <li>3. Rehearsal and performance space configurations and setups</li> <li>4. Reverberation, sound reflection, refraction</li> <li>5. Frequency</li> <li>6. Amplitude, sound amplification</li> <li>7. Harmonics, partials, overtones</li> </ol> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>A. Knows instructional strategies for different class settings</b></p> <ol style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ol> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ol style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ol>



Task 3 Steps	Praxis® Test Specifications
	<p><b>C. Understands classroom management techniques</b></p> <ol style="list-style-type: none"> <li>1. Physical classroom environment</li> <li>2. Rules and consequences</li> <li>3. Appropriate actions to take for given situations</li> <li>4. Legal implications</li> <li>5. Planning and pacing</li> <li>6. Procedures and routines</li> <li>7. Principles of motivation applied to the music classroom</li> </ol> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ol> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ol style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ol> <p><b>F. Understands how to modify instruction to accommodate student needs</b></p> <ol style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. Other student needs</li> </ol> <p><b>G. Understands a variety of assessment strategies that inform the instructional process</b></p> <ol style="list-style-type: none"> <li>1. Use of standardized tests for measuring aptitude and achievement</li> <li>2. Portfolio assessment</li> <li>3. Multiple-choice testing</li> <li>4. Assessment using scoring rubrics</li> <li>5. Assessing individual and group performance skills</li> <li>6. Appropriate classroom assignment grading criteria</li> <li>7. Appropriate course grading practices</li> <li>8. Formative assessment—uses in guiding and evaluating students’ progress</li> <li>9. Assessments’ role in program evaluation</li> <li>10. Taxonomies of instructional/assessment objectives</li> <li>11. Techniques to evaluate the effectiveness of music curricula</li> </ol> <p><b>J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Woodwind</li> <li>2. String (includes guitar)</li> <li>3. Brass</li> <li>4. Percussion</li> <li>5. Keyboard</li> <li>6. General classroom instruments</li> <li>7. Health and wellness issues for instrumentalists</li> </ol>

Task 3 Steps	Praxis® Test Specifications
	<p><b>K. Is able to address common vocal and instrumental performance challenges and their causes</b></p> <ol style="list-style-type: none"> <li>1. Reading pitches and rhythms</li> <li>2. Balance and blend</li> <li>3. Intonation</li> <li>4. Technical challenges</li> <li>5. Style and interpretation</li> <li>6. Physical causes</li> <li>7. Comprehension causes</li> </ol> <p><b>M. Knows and promotes care and maintenance of instruments and materials</b></p> <p><b>Care of instruments</b></p> <ol style="list-style-type: none"> <li>1. Woodwinds</li> <li>2. Strings (including guitar)</li> <li>3. Brass</li> <li>4. Percussion and keyboards</li> <li>5. Classroom instruments (Orff and rhythm instruments, recorders)</li> <li>6. Electronic instruments</li> </ol> <p><b>Care of materials</b></p> <ol style="list-style-type: none"> <li>7. Printed material (books, music, scores)</li> <li>8. Recorded material (CDs, electronic files such as MP3s)</li> <li>9. Risers and stands</li> <li>10. Audiovisual and computer equipment</li> </ol> <p><b>O. Understands strategies for developing sight-reading skills</b></p> <ol style="list-style-type: none"> <li>1. Solfège and other systems</li> <li>2. Audiation of pitch, interval, and rhythm</li> <li>3. Mental practice and scanning methods</li> </ol> <p><b>P. Knows basic improvisational techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Imitation</li> <li>2. Variation</li> <li>3. Improvisational techniques within various styles</li> </ol> <p><b>Q. Knows basic composition and arranging techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Activities leading to composition (e.g., improvisation, completion exercises)</li> <li>2. Pitch and rhythmic organization techniques</li> <li>3. Form</li> <li>4. Style</li> <li>5. Thematic construction</li> <li>6. Harmonization, accompaniment, and imitation</li> <li>7. Vocal and instrumental ranges</li> </ol> <p><b>R. Knows how to teach a variety of musical concepts through performance literature</b></p> <ol style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> <li>2. Music theory</li> <li>3. Music history</li> </ol>

Task 3 Steps	Praxis® Test Specifications
	<p>4. Music in relation to other subjects</p> <p>5. Musical creativity and the aesthetics of music</p> <p><b>S. Is aware of approaches for fostering musically expressive experiences</b></p> <p><b>Fostering musical expression in</b></p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Improvisation</li> <li>3. Composition</li> </ol> <p><b>Techniques to teach aesthetics</b></p> <ol style="list-style-type: none"> <li>4. Guided listening</li> <li>5. Analysis, reflection, evaluation</li> <li>6. Modeling</li> </ol> <p><b>T. Understands how to integrate concepts used in the fine arts and other disciplines in music instruction</b></p> <ol style="list-style-type: none"> <li>1. Music integrated with other subjects in the fine arts</li> <li>2. Music integrated with subjects outside of the fine arts</li> </ol> <p><b>AH. Is familiar with technology and instructional software and ways to incorporate them in the classroom</b></p> <ol style="list-style-type: none"> <li>1. Hardware</li> <li>2. Software</li> <li>3. Multimedia</li> </ol>
<p><b>Step 4</b></p> <p><b>Reflecting</b></p> <p>Candidates' ability to reflect on the strengths of their lesson plan as well as on the components of the lesson that are in need of improvement</p>	<p><b>Section 2: Non-Listening Section</b></p> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>A. Knows instructional strategies for different class settings</b></p> <ol style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ol> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ol style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ol> <p><b>C. Understands classroom management techniques</b></p> <ol style="list-style-type: none"> <li>1. Physical classroom environment</li> <li>2. Rules and consequences</li> <li>3. Appropriate actions to take for given situations</li> <li>4. Legal implications</li> <li>5. Planning and pacing</li> <li>6. Procedures and routines</li> <li>7. Principles of motivation applied to the music classroom</li> </ol> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ol>

Task 3 Steps	Praxis® Test Specifications
	<p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ol style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ol> <p><b>G. Understands a variety of assessment strategies that inform the instructional process</b></p> <ol style="list-style-type: none"> <li>1. Use of standardized tests for measuring aptitude and achievement</li> <li>2. Portfolio assessment</li> <li>3. Multiple-choice testing</li> <li>4. Assessment using scoring rubrics</li> <li>5. Assessing individual and group performance skills</li> <li>6. Appropriate classroom assignment grading criteria</li> <li>7. Appropriate course grading practices</li> <li>8. Formative assessment—uses in guiding and evaluating students’ progress</li> <li>9. Assessments’ role in program evaluation</li> <li>10. Taxonomies of instructional/assessment objectives</li> <li>11. Techniques to evaluate the effectiveness of music curricula</li> </ol> <p><b>J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Woodwind</li> <li>2. String (includes guitar)</li> <li>3. Brass</li> <li>4. Percussion</li> <li>5. Keyboard</li> <li>6. General classroom instruments</li> <li>7. Health and wellness issues for instrumentalists</li> </ol> <p><b>K. Is able to address common vocal and instrumental performance challenges and their causes</b></p> <ol style="list-style-type: none"> <li>1. Reading pitches and rhythms</li> <li>2. Balance and blend</li> <li>3. Intonation</li> <li>4. Technical challenges</li> <li>5. Style and interpretation</li> <li>6. Physical causes</li> <li>7. Comprehension causes</li> </ol> <p><b>M. Knows and promotes care and maintenance of instruments and materials</b></p> <p><b>Care of instruments</b></p> <ol style="list-style-type: none"> <li>1. Woodwinds</li> <li>2. Strings (including guitar)</li> <li>3. Brass</li> <li>4. Percussion and keyboards</li> <li>5. Classroom instruments (Orff and rhythm instruments, recorders)</li> <li>6. Electronic instruments</li> </ol> <p><b>Care of materials</b></p>

Task 3 Steps	Praxis® Test Specifications
	<p>7. Printed material (books, music, scores)</p> <p>8. Recorded material (CDs, electronic files such as MP3s)</p> <p>9. Risers and stands</p> <p>10. Audiovisual and computer equipment</p> <p><b>N. Is familiar with common pedagogical approaches</b></p> <ol style="list-style-type: none"> <li>1. Suzuki</li> <li>2. Dalcroze</li> <li>3. Kodály</li> <li>4. Orff Schulwerk</li> <li>5. Edwin Gordon’s Music Learning Theory</li> <li>6. Comprehensive Musicianship</li> <li>7. Laban</li> <li>8. Phyllis Weikart</li> </ol> <p><b>O. Understands strategies for developing sight-reading skills</b></p> <ol style="list-style-type: none"> <li>1. Solfège and other systems</li> <li>2. Audiation of pitch, interval, and rhythm</li> <li>3. Mental practice and scanning methods</li> </ol> <p><b>P. Knows basic improvisational techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Imitation</li> <li>2. Variation</li> <li>3. Improvisational techniques within various styles</li> </ol> <p><b>Q. Knows basic composition and arranging techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Activities leading to composition (e.g., improvisation, completion exercises)</li> <li>2. Pitch and rhythmic organization techniques</li> <li>3. Form</li> <li>4. Style</li> <li>5. Thematic construction</li> <li>6. Harmonization, accompaniment, and imitation</li> <li>7. Vocal and instrumental ranges</li> </ol> <p><b>R. Knows how to teach a variety of musical concepts through performance literature</b></p> <ol style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> <li>2. Music theory</li> <li>3. Music history</li> <li>4. Music in relation to other subjects</li> <li>5. Musical creativity and the aesthetics of music</li> </ol> <p><b>S. Is aware of approaches for fostering musically expressive experiences</b></p> <p><b>Fostering musical expression in</b></p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Improvisation</li> <li>3. Composition</li> </ol> <p><b>Techniques to teach aesthetics</b></p> <ol style="list-style-type: none"> <li>4. Guided listening</li> </ol>

Task 3 Steps	<i>Praxis</i> <sup>®</sup> Test Specifications
	<ul style="list-style-type: none"><li>5. Analysis, reflection, evaluation</li><li>6. Modeling</li></ul> <p><b>T. Understands how to integrate concepts used in the fine arts and other disciplines in music instruction</b></p> <ul style="list-style-type: none"><li>1. Music integrated with other subjects in the fine arts</li><li>2. Music integrated with subjects outside of the fine arts</li></ul>



## PPAT® Assessment Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Task 4 Steps	Praxis® Test Specifications
<p><b>Step 1</b>  <b>Planning</b>            Candidates' ability to plan an effective lesson that facilitates student learning</p>	<p><b>Section 1: Listening Section</b></p> <p><b>I. Music History and Literature</b></p> <p><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b></p> <ol style="list-style-type: none"> <li>1. Styles and historical periods represented in questions</li> <li>2. Characteristics of music related to style and period</li> </ol> <p><b>B. Is familiar with the style of a variety of world musics and their function in the culture of origin</b></p> <ol style="list-style-type: none"> <li>1. North America</li> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ol> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands and analyzes music in aural form and demonstrates aural skills through recognition of melody, harmony, and rhythm</b></p> <ol style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> </ol> <p><b>B. Understands how musical sounds vary</b></p> <ol style="list-style-type: none"> <li>1. Timbre of instruments and voices</li> <li>2. Dynamics</li> </ol> <p><b>III. Performance</b></p> <p><b>A. Demonstrates critical listening skills by identifying errors in</b></p> <ol style="list-style-type: none"> <li>1. Pitch</li> <li>2. Intonation of instruments and voices</li> <li>3. Rhythm</li> <li>4. Performing as a unified section/ensemble</li> <li>5. Balance and blend</li> <li>6. Articulations</li> <li>7. Dynamics</li> </ol> <p><b>B. Understands basic conducting techniques</b></p> <ol style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<p>5. Attacks, holds, and releases</p> <p>6. Dynamics and expressive gestures</p> <p>7. Cueing</p> <p><b>C. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b></p> <ol style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> <li>4. Articulation markings</li> <li>5. Tempo markings</li> <li>6. Composers' written comments</li> <li>7. Timbre</li> </ol> <p><b>D. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b></p> <ol style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ol> <p>Section 2: Non-Listening Section</p> <p><b>I. Music History and Literature</b></p> <p><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b></p> <ol style="list-style-type: none"> <li>1. Styles and historical periods</li> <li>2. Characteristics of music</li> </ol> <p><b>B. Is familiar with world musics and their function in the culture of origin</b></p> <ol style="list-style-type: none"> <li>1. North America</li> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ol> <p><b>C. Knows various sources of printed and electronic information on music history and literature</b></p> <ol style="list-style-type: none"> <li>1. Books</li> <li>2. Journals and periodicals</li> <li>3. Web resources</li> </ol> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands, interprets, and analyzes music in written form</b></p> <ol style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> <li>6. How musical sounds vary</li> </ol> <p><b>B. Knows and applies basic music theory concepts when composing, orchestrating, and arranging instrumental and vocal parts</b></p>



Task 4 Steps	Praxis® Test Specifications
	<ol style="list-style-type: none"> <li>1. Chords and voice leading</li> <li>2. Ranges and transpositions</li> <li>3. Balance</li> <li>4. Instrumentation and voicing of ensembles</li> <li>5. Functions of instruments and voices within a score</li> <li>6. Expressive elements</li> </ol> <p><b>III. Performance</b></p> <p><b>A. Understands basic conducting techniques</b></p> <ol style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> <li>5. Attacks, holds, and releases</li> <li>6. Dynamics and expressive gestures</li> <li>7. Cueing</li> </ol> <p><b>B. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b></p> <ol style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> <li>4. Articulation markings</li> <li>5. Tempo markings</li> <li>6. Composers' written comments</li> <li>7. Timbre</li> </ol> <p><b>C. Knows a variety of strategies on how to prepare a musical score for rehearsal and performance</b></p> <ol style="list-style-type: none"> <li>1. Score study</li> <li>2. Score research</li> <li>3. Interpretive decisions</li> <li>4. Score marking</li> </ol> <p><b>D. Knows instrumental and choral/vocal warm-up techniques</b></p> <ol style="list-style-type: none"> <li>1. Breathing</li> <li>2. Physical warm-ups (e.g., stretching, posture)</li> <li>3. Technical warm-ups (e.g., scales, arpeggios, chorales, vocalises)</li> </ol> <p><b>E. Knows instrumental and choral tuning/intonation techniques</b></p> <ol style="list-style-type: none"> <li>1. Instrumental techniques</li> <li>2. Choral/vocal techniques</li> </ol> <p><b>F. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b></p> <ol style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ol> <p><b>G. Understands concert etiquette for performers and audiences and effective techniques for communicating with an audience in a performance setting</b></p>

Task 4 Steps	Praxis® Test Specifications
	<ol style="list-style-type: none"> <li>1. Developing program notes and educational materials for specific purposes and audiences</li> <li>2. Appropriate remarks in performance situations</li> <li>3. Techniques of developing appropriate publicity for the music program and for events taking place in the music program</li> <li>4. Appropriate etiquette for various types of performance venues</li> </ol> <p><b>H. Understands the practical relationship between acoustics and performance</b></p> <ol style="list-style-type: none"> <li>1. Sound production</li> <li>2. Tone quality</li> <li>3. Rehearsal and performance space configurations and setups</li> <li>4. Reverberation, sound reflection, refraction</li> <li>5. Frequency</li> <li>6. Amplitude, sound amplification</li> <li>7. Harmonics, partials, overtones</li> </ol> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>A. Knows instructional strategies for different class settings</b></p> <ol style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ol> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ol style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ol> <p><b>C. Understands classroom management techniques</b></p> <ol style="list-style-type: none"> <li>1. Physical classroom environment</li> <li>2. Rules and consequences</li> <li>3. Appropriate actions to take for given situations</li> <li>4. Legal implications</li> <li>5. Planning and pacing</li> <li>6. Procedures and routines</li> <li>7. Principles of motivation applied to the music classroom</li> </ol> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ol> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ol style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ol> <p><b>F. Understands how to modify instruction to accommodate student needs</b></p> <ol style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. Other student needs</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<p><b>J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Woodwind</li> <li>2. String (includes guitar)</li> <li>3. Brass</li> <li>4. Percussion</li> <li>5. Keyboard</li> <li>6. General classroom instruments</li> <li>7. Health and wellness issues for instrumentalists</li> </ol> <p><b>K. Is able to address common vocal and instrumental performance challenges and their causes</b></p> <ol style="list-style-type: none"> <li>1. Reading pitches and rhythms</li> <li>2. Balance and blend</li> <li>3. Intonation</li> <li>4. Technical challenges</li> <li>5. Style and interpretation</li> <li>6. Physical causes</li> <li>7. Comprehension causes</li> </ol> <p><b>M. Knows and promotes care and maintenance of instruments and materials</b></p> <p><b>Care of instruments</b></p> <ol style="list-style-type: none"> <li>1. Woodwinds</li> <li>2. Strings (including guitar)</li> <li>3. Brass</li> <li>4. Percussion and keyboards</li> <li>5. Classroom instruments (Orff and rhythm instruments, recorders)</li> <li>6. Electronic instruments</li> </ol> <p><b>Care of materials</b></p> <ol style="list-style-type: none"> <li>7. Printed material (books, music, scores)</li> <li>8. Recorded material (CDs, electronic files such as MP3s)</li> <li>9. Risers and stands</li> <li>10. Audiovisual and computer equipment</li> </ol> <p><b>N. Is familiar with common pedagogical approaches</b></p> <ol style="list-style-type: none"> <li>1. Suzuki</li> <li>2. Dalcroze</li> <li>3. Kodály</li> <li>4. Orff Schulwerk</li> <li>5. Edwin Gordon’s Music Learning Theory</li> <li>6. Comprehensive Musicianship</li> <li>7. Laban</li> <li>8. Phyllis Weikart</li> </ol> <p><b>O. Understands strategies for developing sight-reading skills</b></p> <ol style="list-style-type: none"> <li>1. Solfège and other systems</li> <li>2. Audiation of pitch, interval, and rhythm</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<p>3. Mental practice and scanning methods</p> <p><b>P. Knows basic improvisational techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Imitation</li> <li>2. Variation</li> <li>3. Improvisational techniques within various styles</li> </ol> <p><b>Q. Knows basic composition and arranging techniques and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Activities leading to composition (e.g., improvisation, completion exercises)</li> <li>2. Pitch and rhythmic organization techniques</li> <li>3. Form</li> <li>4. Style</li> <li>5. Thematic construction</li> <li>6. Harmonization, accompaniment, and imitation</li> <li>7. Vocal and instrumental ranges</li> </ol> <p><b>R. Knows how to teach a variety of musical concepts through performance literature</b></p> <ol style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> <li>2. Music theory</li> <li>3. Music history</li> <li>4. Music in relation to other subjects</li> <li>5. Musical creativity and the aesthetics of music</li> </ol> <p><b>S. Is aware of approaches for fostering musically expressive experiences</b></p> <p><b>Fostering musical expression in</b></p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Improvisation</li> <li>3. Composition</li> </ol> <p><b>Techniques to teach aesthetics</b></p> <ol style="list-style-type: none"> <li>4. Guided listening</li> <li>5. Analysis, reflection, evaluation</li> <li>6. Modeling</li> </ol> <p><b>AH. Is familiar with technology and instructional software and ways to incorporate them in the classroom</b></p> <ol style="list-style-type: none"> <li>1. Hardware</li> <li>2. Software</li> <li>3. Multimedia</li> </ol>
<p><b>Step 2</b>  <b>Implementing the Plan</b>  Candidates' ability to implement the lesson plan, interact with their students, and analyze their practice</p>	<p><b>Section 1: Listening Section</b></p> <p><b>I. Music History and Literature</b></p> <p><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b></p> <ol style="list-style-type: none"> <li>1. Styles and historical periods represented in questions</li> <li>2. Characteristics of music related to style and period</li> </ol> <p><b>B. Is familiar with the style of a variety of world musics and their function in the culture of origin</b></p> <ol style="list-style-type: none"> <li>1. North America</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<ol style="list-style-type: none"> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ol> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands and analyzes music in aural form and demonstrates aural skills through recognition of melody, harmony, and rhythm</b></p> <ol style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> </ol> <p><b>B. Understands how musical sounds vary</b></p> <ol style="list-style-type: none"> <li>1. Timbre of instruments and voices</li> <li>2. Dynamics</li> </ol> <p><b>III. Performance</b></p> <p><b>A. Demonstrates critical listening skills by identifying errors in</b></p> <ol style="list-style-type: none"> <li>1. Pitch</li> <li>2. Intonation of instruments and voices</li> <li>3. Rhythm</li> <li>4. Performing as a unified section/ensemble</li> <li>5. Balance and blend</li> <li>6. Articulations</li> <li>7. Dynamics</li> </ol> <p><b>B. Understands basic conducting techniques</b></p> <ol style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> <li>5. Attacks, holds, and releases</li> <li>6. Dynamics and expressive gestures</li> <li>7. Cueing</li> </ol> <p><b>C. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b></p> <ol style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> <li>4. Articulation markings</li> <li>5. Tempo markings</li> <li>6. Composers' written comments</li> <li>7. Timbre</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<p><b>D. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b></p> <ol style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ol> <p><b>Section 2: Non-Listening Section</b></p> <p><b>I. Music History and Literature</b></p> <p><b>A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods</b></p> <ol style="list-style-type: none"> <li>1. Styles and historical periods</li> <li>2. Characteristics of music</li> </ol> <p><b>B. Is familiar with world musics and their function in the culture of origin</b></p> <ol style="list-style-type: none"> <li>1. North America</li> <li>2. South America</li> <li>3. Europe</li> <li>4. Africa</li> <li>5. Australia and the Pacific</li> <li>6. Asia</li> </ol> <p><b>C. Knows various sources of printed and electronic information on music history and literature</b></p> <ol style="list-style-type: none"> <li>1. Books</li> <li>2. Journals and periodicals</li> <li>3. Web resources</li> </ol> <p><b>II. Theory and Composition</b></p> <p><b>A. Understands, interprets, and analyzes music in written form</b></p> <ol style="list-style-type: none"> <li>1. Pitch organization and harmony</li> <li>2. Theme and melody</li> <li>3. Rhythm, meter, and tempo</li> <li>4. Form and structure</li> <li>5. Texture</li> <li>6. How musical sounds vary</li> </ol> <p><b>B. Knows and applies basic music theory concepts when composing, orchestrating, and arranging instrumental and vocal parts</b></p> <ol style="list-style-type: none"> <li>1. Chords and voice leading</li> <li>2. Ranges and transpositions</li> <li>3. Balance</li> <li>4. Instrumentation and voicing of ensembles</li> <li>5. Functions of instruments and voices within a score</li> <li>6. Expressive elements</li> </ol> <p><b>III. Performance</b></p> <p><b>A. Understands basic conducting techniques</b></p> <ol style="list-style-type: none"> <li>1. Beat patterns</li> <li>2. Use of the baton and freehand technique</li> <li>3. Eye contact and facial expressions</li> <li>4. Tempo and tempo changes</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<p>5. Attacks, holds, and releases</p> <p>6. Dynamics and expressive gestures</p> <p>7. Cueing</p> <p><b>B. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods</b></p> <ol style="list-style-type: none"> <li>1. Interpreting musical symbols used for pitch</li> <li>2. Interpreting musical symbols used for rhythm</li> <li>3. Dynamic markings</li> <li>4. Articulation markings</li> <li>5. Tempo markings</li> <li>6. Composers' written comments</li> <li>7. Timbre</li> </ol> <p><b>C. Knows a variety of strategies on how to prepare a musical score for rehearsal and performance</b></p> <ol style="list-style-type: none"> <li>1. Score study</li> <li>2. Score research</li> <li>3. Interpretive decisions</li> <li>4. Score marking</li> </ol> <p><b>D. Knows instrumental and choral/vocal warm-up techniques</b></p> <ol style="list-style-type: none"> <li>1. Breathing</li> <li>2. Physical warm-ups (e.g., stretching, posture)</li> <li>3. Technical warm-ups (e.g., scales, arpeggios, chorales, vocalises)</li> </ol> <p><b>E. Knows instrumental and choral tuning/intonation techniques</b></p> <ol style="list-style-type: none"> <li>1. Instrumental techniques</li> <li>2. Choral/vocal techniques</li> </ol> <p><b>F. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)</b></p> <ol style="list-style-type: none"> <li>1. Identifying appropriate harmonies to accompany tonal melodies</li> <li>2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)</li> </ol> <p><b>G. Understands concert etiquette for performers and audiences and effective techniques for communicating with an audience in a performance setting</b></p> <ol style="list-style-type: none"> <li>1. Developing program notes and educational materials for specific purposes and audiences</li> <li>2. Appropriate remarks in performance situations</li> <li>3. Techniques of developing appropriate publicity for the music program and for events taking place in the music program</li> <li>4. Appropriate etiquette for various types of performance venues</li> </ol> <p><b>H. Understands the practical relationship between acoustics and performance</b></p> <ol style="list-style-type: none"> <li>1. Sound production</li> <li>2. Tone quality</li> <li>3. Rehearsal and performance space configurations and setups</li> <li>4. Reverberation, sound reflection, refraction</li> <li>5. Frequency</li> <li>6. Amplitude, sound amplification</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<p>7. Harmonics, partials, overtones</p> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>A. Knows instructional strategies for different class settings</b></p> <ol style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ol> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ol style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ol> <p><b>C. Understands classroom management techniques</b></p> <ol style="list-style-type: none"> <li>1. Physical classroom environment</li> <li>2. Rules and consequences</li> <li>3. Appropriate actions to take for given situations</li> <li>4. Legal implications</li> <li>5. Planning and pacing</li> <li>6. Procedures and routines</li> <li>7. Principles of motivation applied to the music classroom</li> </ol> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ol> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ol style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ol> <p><b>F. Understands how to modify instruction to accommodate student needs</b></p> <ol style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. Other student needs</li> </ol> <p><b>J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them</b></p> <ol style="list-style-type: none"> <li>1. Woodwind</li> <li>2. String (includes guitar)</li> <li>3. Brass</li> <li>4. Percussion</li> <li>5. Keyboard</li> <li>6. General classroom instruments</li> <li>7. Health and wellness issues for instrumentalists</li> </ol> <p><b>K. Is able to address common vocal and instrumental performance challenges and their causes</b></p> <ol style="list-style-type: none"> <li>1. Reading pitches and rhythms</li> <li>2. Balance and blend</li> </ol>



Task 4 Steps	Praxis® Test Specifications
	<p>3. Intonation</p> <p>4. Technical challenges</p> <p>5. Style and interpretation</p> <p>6. Physical causes</p> <p>7. Comprehension causes</p> <p><b>M. Knows and promotes care and maintenance of instruments and materials</b></p> <p><b>Care of instruments</b></p> <p>1. Woodwinds</p> <p>2. Strings (including guitar)</p> <p>3. Brass</p> <p>4. Percussion and keyboards</p> <p>5. Classroom instruments (Orff and rhythm instruments, recorders)</p> <p>6. Electronic instruments</p> <p><b>Care of materials</b></p> <p>7. Printed material (books, music, scores)</p> <p>8. Recorded material (CDs, electronic files such as MP3s)</p> <p>9. Risers and stands</p> <p>10. Audiovisual and computer equipment</p> <p><b>N. Is familiar with common pedagogical approaches</b></p> <p>1. Suzuki</p> <p>2. Dalcroze</p> <p>3. Kodály</p> <p>4. Orff Schulwerk</p> <p>5. Edwin Gordon’s Music Learning Theory</p> <p>6. Comprehensive Musicianship</p> <p>7. Laban</p> <p>8. Phyllis Weikart</p> <p><b>O. Understands strategies for developing sight-reading skills</b></p> <p>1. Solfège and other systems</p> <p>2. Audiation of pitch, interval, and rhythm</p> <p>3. Mental practice and scanning methods</p> <p><b>P. Knows basic improvisational techniques and how to teach them</b></p> <p>1. Imitation</p> <p>2. Variation</p> <p>3. Improvisational techniques within various styles</p> <p><b>Q. Knows basic composition and arranging techniques and how to teach them</b></p> <p>1. Activities leading to composition (e.g., improvisation, completion exercises)</p> <p>2. Pitch and rhythmic organization techniques</p> <p>3. Form</p> <p>4. Style</p> <p>5. Thematic construction</p> <p>6. Harmonization, accompaniment, and imitation</p>

Task 4 Steps	Praxis® Test Specifications
	<p>7. Vocal and instrumental ranges</p> <p><b>R. Knows how to teach a variety of musical concepts through performance literature</b></p> <ol style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> <li>2. Music theory</li> <li>3. Music history</li> <li>4. Music in relation to other subjects</li> <li>5. Musical creativity and the aesthetics of music</li> </ol> <p><b>S. Is aware of approaches for fostering musically expressive experiences</b></p> <p><b>Fostering musical expression in</b></p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Improvisation</li> <li>3. Composition</li> </ol> <p><b>Techniques to teach aesthetics</b></p> <ol style="list-style-type: none"> <li>4. Guided listening</li> <li>5. Analysis, reflection, evaluation</li> <li>6. Modeling</li> </ol> <p><b>AH. Is familiar with technology and instructional software and ways to incorporate them in the classroom</b></p> <ol style="list-style-type: none"> <li>1. Hardware</li> <li>2. Software</li> <li>3. Multimedia</li> </ol>
<p><b>Step 3</b>  <b>Understanding the Two Focus Students</b>            Candidates' ability to provide evidence of student learning resulting from the implemented lesson</p>	<p><b>Section 2: Non-Listening Section</b></p> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>A. Knows instructional strategies for different class settings</b></p> <ol style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ol> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ol style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ol> <p><b>C. Understands classroom management techniques</b></p> <ol style="list-style-type: none"> <li>1. Physical classroom environment</li> <li>2. Rules and consequences</li> <li>3. Appropriate actions to take for given situations</li> <li>4. Legal implications</li> <li>5. Planning and pacing</li> <li>6. Procedures and routines</li> <li>7. Principles of motivation applied to the music classroom</li> </ol> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ol style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> </ol>

Task 4 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> <li><b>E. Knows strategies to accommodate diverse learning styles and abilities</b> <ul style="list-style-type: none"> <li>1. Aural learners</li> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> </ul> </li> <li><b>G. Understands a variety of assessment strategies that inform the instructional process</b> <ul style="list-style-type: none"> <li>1. Use of standardized tests for measuring aptitude and achievement</li> <li>2. Portfolio assessment</li> <li>3. Multiple-choice testing</li> <li>4. Assessment using scoring rubrics</li> <li>5. Assessing individual and group performance skills</li> <li>6. Appropriate classroom assignment grading criteria</li> <li>7. Appropriate course grading practices</li> <li>8. Formative assessment—uses in guiding and evaluating students’ progress</li> <li>9. Assessments’ role in program evaluation</li> <li>10. Taxonomies of instructional/assessment objectives</li> <li>11. Techniques to evaluate the effectiveness of music curricula</li> </ul> </li> <li><b>J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them</b> <ul style="list-style-type: none"> <li>1. Woodwind</li> <li>2. String (includes guitar)</li> <li>3. Brass</li> <li>4. Percussion</li> <li>5. Keyboard</li> <li>6. General classroom instruments</li> <li>7. Health and wellness issues for instrumentalists</li> </ul> </li> <li><b>K. Is able to address common vocal and instrumental performance challenges and their causes</b> <ul style="list-style-type: none"> <li>1. Reading pitches and rhythms</li> <li>2. Balance and blend</li> <li>3. Intonation</li> <li>4. Technical challenges</li> <li>5. Style and interpretation</li> <li>6. Physical causes</li> <li>7. Comprehension causes</li> </ul> </li> <li><b>O. Understands strategies for developing sight-reading skills</b> <ul style="list-style-type: none"> <li>1. Solfège and other systems</li> <li>2. Audiation of pitch, interval, and rhythm</li> <li>3. Mental practice and scanning methods</li> </ul> </li> <li><b>P. Knows basic improvisational techniques and how to teach them</b> <ul style="list-style-type: none"> <li>1. Imitation</li> </ul> </li> </ul>

Task 4 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>2. Variation</li> <li>3. Improvisational techniques within various styles</li> </ul> <p><b>R. Knows how to teach a variety of musical concepts through performance literature</b></p> <ul style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> <li>2. Music theory</li> <li>3. Music history</li> <li>4. Music in relation to other subjects</li> <li>5. Musical creativity and the aesthetics of music</li> </ul> <p><b>S. Is aware of approaches for fostering musically expressive experiences</b></p> <p><b>Fostering musical expression in</b></p> <ul style="list-style-type: none"> <li>1. Performance</li> <li>2. Improvisation</li> <li>3. Composition</li> </ul> <p><b>Techniques to teach aesthetics</b></p> <ul style="list-style-type: none"> <li>4. Guided listening</li> <li>5. Analysis, reflection, evaluation</li> <li>6. Modeling</li> </ul>
<p><b>Step 4</b>  <b>Reflecting</b>  Candidates' ability to reflect on the effectiveness of their lesson for the entire class</p>	<p><b>Section 2: Non-Listening Section</b></p> <p><b>IV. Pedagogy, Professional Issues, and Technology</b></p> <p><b>Pedagogy</b></p> <p><b>A. Knows instructional strategies for different class settings</b></p> <ul style="list-style-type: none"> <li>1. Performance classes</li> <li>2. Elementary and secondary general music</li> </ul> <p><b>B. Incorporates local, state, and national standards in planning and instruction</b></p> <ul style="list-style-type: none"> <li>1. Recognizes importance of linking pedagogy to appropriate standards</li> <li>2. Ability to evaluate degree to which instruction links to standards</li> </ul> <p><b>C. Understands classroom management techniques</b></p> <ul style="list-style-type: none"> <li>1. Physical classroom environment</li> <li>2. Rules and consequences</li> <li>3. Appropriate actions to take for given situations</li> <li>4. Legal implications</li> <li>5. Planning and pacing</li> <li>6. Procedures and routines</li> <li>7. Principles of motivation applied to the music classroom</li> </ul> <p><b>D. Understands how to plan and differentiate instruction</b></p> <ul style="list-style-type: none"> <li>1. How the distinguishing characteristics of stages of student growth and development affect music learning</li> <li>2. Scope and sequence</li> <li>3. Lesson and unit planning</li> <li>4. Student ability</li> </ul> <p><b>E. Knows strategies to accommodate diverse learning styles and abilities</b></p> <ul style="list-style-type: none"> <li>1. Aural learners</li> </ul>

Task 4 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>2. Visual learners</li> <li>3. Kinesthetic learners</li> <li><b>G. Understands a variety of assessment strategies that inform the instructional process</b> <ul style="list-style-type: none"> <li>1. Use of standardized tests for measuring aptitude and achievement</li> <li>2. Portfolio assessment</li> <li>3. Multiple-choice testing</li> <li>4. Assessment using scoring rubrics</li> <li>5. Assessing individual and group performance skills</li> <li>6. Appropriate classroom assignment grading criteria</li> <li>7. Appropriate course grading practices</li> <li>8. Formative assessment—uses in guiding and evaluating students’ progress</li> <li>9. Assessments’ role in program evaluation</li> <li>10. Taxonomies of instructional/assessment objectives</li> <li>11. Techniques to evaluate the effectiveness of music curricula</li> </ul> </li> <li><b>J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them</b> <ul style="list-style-type: none"> <li>1. Woodwind</li> <li>2. String (includes guitar)</li> <li>3. Brass</li> <li>4. Percussion</li> <li>5. Keyboard</li> <li>6. General classroom instruments</li> <li>7. Health and wellness issues for instrumentalists</li> </ul> </li> <li><b>K. Is able to address common vocal and instrumental performance challenges and their causes</b> <ul style="list-style-type: none"> <li>1. Reading pitches and rhythms</li> <li>2. Balance and blend</li> <li>3. Intonation</li> <li>4. Technical challenges</li> <li>5. Style and interpretation</li> <li>6. Physical causes</li> <li>7. Comprehension causes</li> </ul> </li> <li><b>O. Understands strategies for developing sight-reading skills</b> <ul style="list-style-type: none"> <li>1. Solfège and other systems</li> <li>2. Audiation of pitch, interval, and rhythm</li> <li>3. Mental practice and scanning methods</li> </ul> </li> <li><b>P. Knows basic improvisational techniques and how to teach them</b> <ul style="list-style-type: none"> <li>1. Imitation</li> <li>2. Variation</li> <li>3. Improvisational techniques within various styles</li> </ul> </li> <li><b>R. Knows how to teach a variety of musical concepts through performance literature</b> <ul style="list-style-type: none"> <li>1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements</li> </ul> </li> </ul>

Task 4 Steps	<i>Praxis</i> <sup>®</sup> Test Specifications
	<ul style="list-style-type: none"> <li>2. Music theory</li> <li>3. Music history</li> <li>4. Music in relation to other subjects</li> <li>5. Musical creativity and the aesthetics of music</li> </ul> <p><b>S. Is aware of approaches for fostering musically expressive experiences</b></p> <p><b>Fostering musical expression in</b></p> <ul style="list-style-type: none"> <li>1. Performance</li> <li>2. Improvisation</li> <li>3. Composition</li> </ul> <p><b>Techniques to teach aesthetics</b></p> <ul style="list-style-type: none"> <li>4. Guided listening</li> <li>5. Analysis, reflection, evaluation</li> <li>6. Modeling</li> </ul>

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