



## GACE® Music Assessment *Test at a Glance*

**Updated June 2017**

See the GACE® Music Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Music
Grade Level	P–12
Test Code	Test I: 111 Test II: 112 Combined Test I and Test II: 611
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test</i></b> .
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

---

## About this Assessment

The GACE Music assessment is designed to measure the professional knowledge of prospective teachers of Music in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This test includes listening items; an ETS-approved headset will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

## Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

---

## Test I Subareas

Subarea	Approx. Percentage of Test
I. Aural Skills and Analysis	30%
II. Composition and Improvisation	20%
III. History and Repertory	20%
IV. Performance Competencies for Music Educators	30%

## Test I Objectives

### Subarea I: Aural Skills and Analysis

*Objective 1: Demonstrates critical listening skills by identifying errors in student performance*

The beginning Music teacher:

- A. Demonstrates critical listening skills by identifying errors in student performance

*Objective 2: Understands and analyzes music in aural form*

The beginning Music teacher:

- A. Understands and analyzes music in aural form and demonstrates aural skills through recognition of melody, harmony, and rhythm

### Subarea II: Composition and Improvisation

*Objective 1: Understands, interprets, and analyzes music in written form*

The beginning Music teacher:

- A. Understands, interprets, and analyzes music in written form

*Objective 2: Knows basic music theory composition and arrangement concepts and improvisational techniques*

The beginning Music teacher:

- A. Knows and applies basic music theory concepts when composing, orchestrating, and arranging instrumental and vocal parts
- B. Knows basic improvisational techniques

---

### **Subarea III: History and Repertory**

*Objective 1: Knows a variety of musical styles and the major developments and historical periods of those styles*

The beginning Music teacher:

- A. Is familiar with a variety of world musical styles and their function in the culture of origin
- B. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods

### **Subarea IV: Performance Competencies for Music Educators**

*Objective 1: Understands conducting techniques, score interpretation, and score preparation*

The beginning Music teacher:

- A. Understands basic conducting techniques
- B. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods for a variety of ensembles
- C. Knows how to prepare a musical score for rehearsal and performance

*Objective 2: Knows various techniques for musical performance activities*

The beginning Music teacher:

- A. Knows instrumental and choral/vocal warm-up techniques
- B. Knows instrumental and choral tuning/intonation techniques
- B. Understands basic accompaniment techniques

---

## Test II Subareas

Subarea	Approx. Percentage of Test
I. Technology	20%
II. Teaching Competencies for Music Educators	60%
III. Professional Knowledge and Synthesis	20%

## Test II Objectives

### Subarea I: Technology

*Objective 1: Knows the practical applications of technology in the music classroom*

The beginning Music teacher:

- A. Understands current technologies used for performance and recording
- B. Is familiar with technology and instructional software and ways to incorporate them in the classroom

*Objective 2: Demonstrates knowledge of music software and the appropriate pedagogical and ethical uses of it*

The beginning Music teacher:

- A. Demonstrates knowledge of desktop music-publishing software for pedagogical purposes
- B. Knows the appropriate, ethical, and safe uses for music software and Internet technologies

### Subarea II: Teaching Competencies for Music Educators

*Objective 1: Understands the elements involved in effectively organizing music instruction*

The beginning Music teacher:

- A. Knows instructional strategies for different class settings
- B. Incorporates local, state, and national standards in planning and instruction
- C. Understands classroom management techniques
- D. Understands how to plan and differentiate instruction
- E. Knows strategies for diverse learning styles and abilities
- F. Understands how to modify instruction to accommodate student needs

- 
- G. Understands a variety of assessment strategies that inform the instructional process

*Objective 2: Knows a variety of instructional strategies and techniques for music education settings*

The beginning Music teacher:

- A. Understands how to select appropriate repertoire for the classroom and for performance ensembles with respect to a variety of factors
- B. Knows how to teach vocal production and performance techniques with respect to a variety of factors
- C. Knows instrumental techniques and how to teach them
- D. Is able to address common vocal and instrumental performance challenges and their causes
- E. Understands organization and preparation of concert programming
- F. Knows and promotes care and maintenance of music program assets
- G. Is familiar with common pedagogical approaches
- H. Understands strategies for developing sight-reading skills
- I. Knows how to teach a variety of musical concepts through performance literature
- J. Is aware of approaches for fostering musically expressive experiences
- K. Understands how to integrate concepts used in the fine arts and other disciplines in music instruction

### **Subarea III: Professional Knowledge and Synthesis**

*Objective 1: Knows the roles that professional ethics and state and national standards play in music education*

The beginning Music teacher:

- A. Understands professional ethics and legal issues specific to teaching music
- B. Is familiar with the Georgia Performance Standards and the music standards in the National Standards for Arts Education
- C. Is aware of professional organizations and resources in music education
- D. Is aware of current trends and issues in music education

*Objective 2: Knows the foundations of professional practice as it relates to music education*

The beginning Music teacher:

- A. Is aware of the major contributions to the history and philosophy of music education and their implications for curriculum

- 
- B. Understands philosophical reasons for inclusion of and advocacy for music in the curriculum
  - C. Recognizes that collaboration with colleagues is important for implementing the curriculum
  - D. Supports students' learning through two-way communication, both formal and informal, with parents/guardians
  - E. Understands basic administrative responsibilities in a music program
  - F. Is aware of the external influences that affect the music program, curriculum, and student participation
  - G. Is aware of career opportunities available in music and how to introduce them to students
  - H. Is aware of strategies for promoting physically healthy performance practices for students and teachers