

## Instrumental Classroom Music (Grades K–12)

### Subtest 1 Sample Items

1. This excerpt begins on tonic and ends in which of the following key areas?

- A. i
- B. iii
- C. iv
- D. vi

(The examinee would listen to a 20-second excerpt of an orchestral work from the Classical period.)

2. This excerpt is representative of which of the following genres?

- A. Irish gigue
- B. German fugue
- C. Italian tarantella
- D. French overture

(The examinee would listen to a 30-second excerpt of an opera overture from the Baroque period.)

3. This excerpt is representative of which of the following musical styles?

- A. folk
- B. country
- C. bluegrass
- D. zydeco

(The examinee would listen to a 20-second excerpt of bluegrass music.)

4. A seventh-grade student with a mild-moderate developmental cognitive disability would like to join the middle school handbell choir. Which of the following adaptations would be most appropriate for the teacher to make in accommodating this student's needs?

- A. providing the student with simplified handbell parts and ample opportunities to practice as part of the choir
- B. having the student practice with handbells that have had the clappers removed until the student learns the proper technique
- C. arranging for the student to practice playing the handbells separately with a peer volunteer rather than with the entire choir
- D. assigning the student to play the lightest-weight handbells available to minimize the fine motor skills required

5. A music teacher plans the student activities listed below as part of a new unit of study on traditional music of China.

- comparing new terminology with related terminology from previous units
- reviewing and/or developing nonverbal representations (e.g., recorded excerpts, pictures) of new terminology
- classifying new terminology according to specific criteria
- generating analogies with new terminology

These activities are likely to promote students' reading comprehension related to this unit primarily in which of the following ways?

- A. by providing the students with strategies for determining the meaning of unfamiliar vocabulary as they read
- B. by broadening the students' understanding of new vocabulary words and their associated concepts
- C. by teaching the students how to use structural analysis as a strategy for building domain-specific vocabulary
- D. by promoting the students' ability to decode and spell new vocabulary words accurately

**Answer Key**

Item Number	Correct Response	Subarea	Objective
1	D	I. Aural Analysis	0001
2	D	I. Aural Analysis	0002
3	C	I. Aural Analysis	0004
4	A	II. Music Methodology and Reading	0006
5	B	II. Music Methodology and Reading	0007

[↑ Top of Page](#)

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