



Field 027: Fine Arts—Instrumental Music Assessment Blueprint

Domain I—Musicianship Skills

0005 Musicianship (Standards 1.1–1.2, 1.6–1.7)

Domain II—Arranging and Improvising, Conducting, and Instrumental Performance

0006 Composing, Arranging, and Improvising (Standards 3.1–3.2, 3.7)

0007 Conducting and Repertoire (Standard 5)

0008 Instrumental Performance Techniques (Standards 6.2–6.11)

Domain	Objectives	Standards	Approximate Test Weight
I. Musicianship Skills	0005	1	35%
II. Arranging and Improvising, Conducting, and Instrumental Performance	0006–0008	3, 5–6	65%

Standard 1: Musicianship

Instrumental music teachers have a broad and comprehensive understanding of essential listening, sight-singing, and keyboard skills, including:

- 1.1** aural identification of performance errors, including errors in pitch, rhythm, dynamics, articulation, phrasing, intonation, ensemble precision, and balance
- 1.2** aural identification of compositional elements, including rhythmic, melodic, harmonic, textural, formal, and stylistic characteristics
- 1.6** techniques for sight-singing using various movable and fixed solmization systems
- 1.7** keyboard harmony, including chord progressions, accompaniment patterns, melody harmonization, and modulation

Standard 3: Composing, Arranging, and Improvising

Instrumental music teachers have a broad and comprehensive understanding of techniques for composing, arranging, and improvising, including:

- 3.1** knowledge of instrumental transpositions, ranges, and idiomatic writing for various instruments and instrumental ensembles
- 3.2** knowledge of vocal ranges and idiomatic writing for various voice types and vocal ensembles
- 3.7** techniques for improvisation on a primary instrument, basic keyboard improvisation, and improvisation on classroom instruments

Standard 5: Conducting and Repertoire

Instrumental music teachers have a broad and comprehensive understanding of conducting techniques, rehearsal techniques, and repertoire for band, orchestra, and other school instrumental ensembles, including:

- 5.1** preparatory beats, beat patterns, cuing techniques, releases, and hand independence
- 5.2** expressive techniques, including tempo changes and dynamic changes
- 5.3** instrumental ensemble rehearsal techniques, including warm-ups, technical exercises, rhythm drills, and sight-reading
- 5.4** identification of potential technical challenges presented in a score
- 5.5** knowledge of various types of instrumental ensembles in the school music program
- 5.6** knowledge of age-appropriate method books and repertoire for various school instrumental ensembles, including transcriptions and arrangements

Standard 6: Instrumental Performance Techniques

Instrumental music teachers have a broad and comprehensive understanding of instrumental performance techniques and solo repertoire for band and orchestral instruments, including:

- 6.2** techniques for performing on flute, clarinet, and saxophone, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.3** techniques for performing on double reeds, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.4** techniques for performing on high brass, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.5** techniques for performing on low brass, including modeling proper posture, hand position, fingerings and finger control, air support, embouchure, tone quality, and articulation
- 6.6** techniques for performing on high strings, including modeling proper posture, hand position, fingerings and finger control, tone quality, and bowing
- 6.7** techniques for performing on low strings, including modeling proper posture, hand position, fingerings and finger control, tone quality, and bowing
- 6.8** techniques for performing on percussion, including modeling proper posture, grips, stick control, tone production, sticking patterns, and rudiments
- 6.9** techniques for proper instrument storage
- 6.10** knowledge of common technical challenges encountered in playing woodwind, brass, string, and percussion instruments, and techniques for addressing those challenges
- 6.11** knowledge of age-appropriate solo repertoire for woodwind, brass, percussion, and string instruments that are used in school band or orchestral ensembles