

**PRAXIS II: CONCEPTS & PROCESSES**  
**OVERVIEW OF TEST AND TIPS IN ANSWERING QUESTIONS**

*Overview of the Test*

- **Test is one hour in length**
- **Test consists of two questions:**
  - **General Music (suggested time is 30 minutes on this question)**
  - **Ensemble specific (instrumental/choral; suggested time is 30 minutes)**
- **NOT A TEST OF WRITING SKILLS**

*What Should I Know About Teaching General Music?*

- Elements of Music
  - Melody
  - Harmony
  - Rhythm
  - Timbre
  - Texture
  - Form
- Teaching Strategies
  - Orff, Kodaly, Dalcroze, and questioning, structure of a lesson plan; more?
- Know specific titles and genres of repertoire for different grade levels
- Repertoire that is from a variety of cultures and/or traditions
- **These will be your examples when you answer the question.**

*What Should I Know About Teaching Ensemble Music?*

- Rehearsal strategies that will improve the teaching of the ensemble as a whole, or relate a concept to the whole ensemble in a rehearsal setting (e.g., How will you improve your ensemble's ability to execute an accelerando during a rehearsal? How can you improve the ensemble's ability to make dynamic contrasts?)
- Specific remedial techniques that affect sound from instruments and voices.
  - Principles of tone production in brass, wind, and stringed instruments
  - Principles of tone production with singers: male and female
  - Diagnose problems of poor tone production with singers and instrumentalist and have several strategies that can be used to fix the problem.
- Instrumental ensemble techniques and strategies checklist
  - Embouchure, breath support, posture, articulation, bowing, stick grip, playing position
  - Strategies to improve intonation, balance, and blend
- Choral ensemble techniques and strategies checklist

- Breath support, posture, singing posture, diction and vowel modification
- Strategies for teaching men with changing and changed voices, women in the vocal change, balance, blend, and intonation issues

### ***How are the essays scored?***

- Did you attend to the tasks asked in the question?
- How well you answer/provide information for them?
- Range of 5 for highest and 0 for lowest
- A score of 5 for the question:
  - Demonstrates a FULL understanding of the musical concepts and processes.
  - Presents musical concepts and strategies in a SEQUENCE that is Pedagogically Sound.
  - CORRECTLY AND THOROUGHLY answers ALL parts of the question.
  - Examples are sufficient, age appropriate, and represent a variety of cultural origins.
  - Uses all musical terms accurately (spelling counts here).
- Elements remain the same, but distinctions are made based on the following qualities:
  - 5 FULL if everything is there, correct, and appropriate
  - 4 SUBSTANTIAL if there is a single, but not critical, omission or some vagueness; a strong answer all in all.
  - 3 BASIC if there are some errors or omissions; the approach outlined will not “harm” the student’s music education.
  - 2 LIMITED if there are errors or glaring omissions from the sequence, however there is evidence of understanding the concept
  - 1 LITTLE understand, remote relationships, a really “out to lunch” answer

### ***TIPS IN ANSWERING ESSAY QUESTIONS***

- ✚ Be brief, but thorough and specific when answering a question; do not be verbose or argue the validity of the question. Attend to the question, in other words.
- ✚ Be sequential in outlining a lesson (general music)
- ✚ Check your answer to see if you provided the information requested. For example, if a question asks for three (3) possible causes and (3) remedial techniques, then check to see you have a remediation for each question, and they relate to fixing the ensemble’s problem.
- ✚ You can make a list when answering a question on this test. It is not necessary to have complete sentences and a flowing essay. An instructional sequence is what they are looking for, and that you can diagnose and fix problems in a rehearsal.
- ✚ Research several folk songs for use when answering the general music essay. Make sure these songs can fit a multitude of concepts: form, texture, harmony, etc. Also, have literature that is varied (world, ethnic, pop, folk, etc).
- ✚ Use terminology correctly and spell musical terms correctly—this does count.