

**Certification Examinations for Oklahoma Educators (CEOE)  
Framework Development Correlation Table**

The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

**Matrix Showing Match between the NCATE Curriculum Guidelines for Instrumental/  
General Music and CEOE Competencies**

NCATE Curriculum Guidelines	CEOE Test Objectives
<b>1. Content Standard:</b> Singing, alone and with others, a varied repertoire of music.	N/A
<b><u>Achievement Standard, Proficient</u></b> Students:	
a. sing with expressing and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.	N/A
b. sing music written in four parts, with and without accompaniment.	N/A
c. demonstrate well-developed ensemble skills.	N/A
<b><u>Achievement Standard, Advanced</u></b> Students:	
d. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6.	N/A
e. sing music written in more than four parts.	N/A
f. sing in small ensembles with one student on a part.	N/A
<b>2. Content Standard:</b> Performing on	0006 Understand the principles and methods

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instruments, alone and with others, a varied repertoire of music.	<p>of sound production.</p> <p>0007 Understand string and keyboard instruments.</p> <p>0008 Understand wind and percussion instruments.</p> <p>0009 Understand band, orchestra, and small instrumental ensemble performance.</p>
<p><b><u>Achievement Standard, Proficient</u></b> Students:</p>	
<p>a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.</p>	<p>0006 Understand the principles and methods of sound production.</p> <p>0007 Understand string and keyboard instruments.</p> <p>0008 Understand wind and percussion instruments.</p> <p>0009 Understand band, orchestra, and small instrumental ensemble performance.</p>
<p>b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.</p>	<p>0006 Understand the principles and methods of sound production.</p> <p>0007 Understand string and keyboard instruments.</p> <p>0008 Understand wind and percussion instruments.</p> <p>0009 Understand band, orchestra, and small instrumental ensemble performance.</p>
<p>c. perform in small ensembles with one student on a part.</p>	<p>0006 Understand the principles and methods of sound production.</p> <p>0007 Understand string and keyboard instruments.</p> <p>0008 Understand wind and percussion instruments.</p> <p>0009 Understand band, orchestra, and small</p>

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	instrumental ensemble performance.
<b><u>Achievement Standard, Advanced</u></b> Students:	
d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6.	0006 Understand the principles and methods of sound production. 0007 Understand string and keyboard instruments. 0008 Understand wind and percussion instruments. 0009 Understand band, orchestra, and small instrumental ensemble performance.
<b>3. Content Standard:</b> Improvising melodies, variations, and accompaniments.	0002 Understand the elements of melody. 0003 Understand chordal structure and harmonic function. 0008 Understand wind and percussion instruments.
<b><u>Achievement Standard, Proficient</u></b> Students:	
a. improvise stylistically appropriate harmonizing parts.	0002 Understand the elements of melody. 0003 Understand chordal structure and harmonic function. 0008 Understand wind and percussion instruments.
b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.	0002 Understand the elements of melody. 0003 Understand chordal structure and harmonic function. 0008 Understand wind and percussion instruments.
c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.	0002 Understand the elements of melody. 0003 Understand chordal structure and harmonic function.

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	0008 Understand wind and percussion instruments.
<b><u>Achievement Standard, Advanced</u></b> Students:	
d. improvise stylistically appropriate harmonizing parts in a variety of styles.	0002 Understand the elements of melody.  0003 Understand chordal structure and harmonic function.  0008 Understand wind and percussion instruments.
e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.	0002 Understand the elements of melody.  0003 Understand chordal structure and harmonic function.  0008 Understand wind and percussion instruments.
<b>4. Content Standard:</b> Composing and arranging music within specified guidelines.	0004 Understand compositional forms and techniques used in musical composition.  0005 Understand how to evaluate musical works.
<b><u>Achievement Standard, Proficient</u></b> Students:	
a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.	0004 Understand compositional forms and techniques used in musical composition.  0005 Understand how to evaluate musical works.
b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.	0004 Understand compositional forms and techniques used in musical composition.  0005 Understand how to evaluate musical works.

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<p>c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.</p>	<p>0004 Understand compositional forms and techniques used in musical composition.</p> <p>0005 Understand how to evaluate musical works.</p>
<p><b><u>Achievement Standard, Advanced</u></b> Students:</p>	
<p>d. compose music, demonstrating imagination and technical skill in applying the principles of composition.</p>	<p>0004 Understand compositional forms and techniques used in musical composition.</p> <p>0005 Understand how to evaluate musical works.</p>
<p><b>5. Content Standard:</b> Reading and notating music.</p>	<p>0001 Understand musical notation and related concepts.</p> <p>0002 Understand the elements of melody.</p> <p>0003 Understand chordal structure and harmonic function.</p>
<p><b><u>Achievement Standard, Proficient</u></b> Students:</p>	
<p>a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.</p>	<p>0001 Understand musical notation and related concepts.</p> <p>0002 Understand the elements of melody.</p> <p>0003 Understand chordal structure and harmonic function.</p>
<p>b. Students who participate in a choral or instrumental ensemble or class must be able to sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.</p>	<p>0001 Understand musical notation and related concepts.</p> <p>0002 Understand the elements of melody.</p> <p>0003 Understand chordal structure and harmonic function.</p>
<p><b><u>Achievement Standard, Advanced</u></b> Students:</p>	
<p>c. demonstrate the ability to read a full</p>	<p>0001 Understand musical notation and</p>

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instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs.	<p>related concepts.</p> <p>0002 Understand the elements of melody.</p> <p>0003 Understand chordal structure and harmonic function.</p> <p>0004 Understand compositional forms and techniques used in musical composition.</p> <p>0005 Understand how to evaluate musical works.</p>
d. interpret nonstandard notation symbols used by some 20 <sup>th</sup> -century composers.	<p>0001 Understand musical notation and related concepts.</p> <p>0002 Understand the elements of melody.</p> <p>0003 Understand chordal structure and harmonic function.</p> <p>0004 Understand compositional forms and techniques used in musical composition.</p> <p>0005 Understand how to evaluate musical works.</p>
e. Students who participate in a choral or instrumental ensemble or class must be able to sight read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6.	<p>0001 Understand musical notation and related concepts.</p> <p>0002 Understand the elements of melody.</p> <p>0003 Understand chordal structure and harmonic function.</p> <p>0004 Understand compositional forms and techniques used in musical composition.</p> <p>0005 Understand how to evaluate musical works.</p>
<b>6. Content Standard:</b> Listening to, analyzing, and describing music.	<p>0011 Understand the historical or cultural context of a work in a musical recording.</p> <p>0012 Understand the elements of melody</p>

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	<p>and harmony in a musical recording.</p> <p>0013 Understand the elements of rhythm, tempo, and dynamics in a musical recording.</p> <p>0014 Understand instrumental elements in a musical recording.</p> <p>0015 Understand pitch and rhythmic errors in a musical recording.</p>
<p><b><u>Achievement Standard, Proficient</u></b> Students:</p>	
<p>a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.</p>	<p>0011 Understand the historical or cultural context of a work in a musical recording.</p> <p>0012 Understand the elements of melody and harmony in a musical recording.</p> <p>0013 Understand the elements of rhythm, tempo, and dynamics in a musical recording.</p> <p>0014 Understand instrumental elements in a musical recording.</p> <p>0015 Understand pitch and rhythmic errors in a musical recording.</p>
<p>b. demonstrate extensive knowledge of the technical vocabulary of music.</p>	<p>0011 Understand the historical or cultural context of a work in a musical recording.</p> <p>0012 Understand the elements of melody and harmony in a musical recording.</p> <p>0013 Understand the elements of rhythm, tempo, and dynamics in a musical recording.</p> <p>0014 Understand instrumental elements in a musical recording.</p>

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	0015 Understand pitch and rhythmic errors in a musical recording.
c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.	0011 Understand the historical or cultural context of a work in a musical recording. 0012 Understand the elements of melody and harmony in a musical recording. 0013 Understand the elements of rhythm, tempo, and dynamics in a musical recording. 0014 Understand instrumental elements in a musical recording. 0015 Understand pitch and rhythmic errors in a musical recording.
<b><u>Achievement Standard, Advanced Students:</u></b>	
d. demonstrate the ability to perceive and remember music events by describing in detail significant events (e.g., fugal entrances, chromatic modulations, developmental devices) occurring in a given aural example.	0005 Understand how to evaluate musical works. 0011 Understand the historical or cultural context of a work in a musical recording. 0012 Understand the elements of melody and harmony in a musical recording. 0013 Understand the elements of rhythm, tempo, and dynamics in a musical recording. 0014 Understand instrumental elements in a musical recording. 0015 Understand pitch and rhythmic errors in a musical recording.
e. compare ways in which musical materials	0005 Understand how to evaluate musical

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<p>are used in a given example relative to ways in which they are used in other works of the same genre or style.</p>	<p>works.</p> <p>0011 Understand the historical or cultural context of a work in a musical recording.</p> <p>0012 Understand the elements of melody and harmony in a musical recording.</p> <p>0013 Understand the elements of rhythm, tempo, and dynamics in a musical recording.</p> <p>0014 Understand instrumental elements in a musical recording.</p> <p>0015 Understand pitch and rhythmic errors in a musical recording.</p>
<p>f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.</p>	<p>0005 Understand how to evaluate musical works.</p>
<p><b>7. Content Standard:</b> Evaluating music and music performances.</p>	<p>0004 Understand compositional forms and techniques used in musical composition.</p> <p>0005 Understand how to evaluate musical works.</p>
<p><b><u>Achievement Standard, Proficient</u></b> Students:</p>	
<p>a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.</p>	<p>0004 Understand compositional forms and techniques used in musical composition.</p> <p>0005 Understand how to evaluate musical works.</p>
<p>b. evaluate a performance, composition, arrangements, or improvisation by comparing it to similar or exemplary models.</p>	<p>0004 Understand compositional forms and techniques used in musical composition.</p> <p>0005 Understand how to evaluate musical works.</p>
<p><b><u>Achievement Standard, Advanced</u></b> Students:</p>	

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<p>c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p>	<p>0004 Understand compositional forms and techniques used in musical composition.</p> <p>0005 Understand how to evaluate musical works.</p>
<p><b>8. Content Standard:</b> Understanding relationships between music, the other arts, and disciplines outside the arts.</p>	<p>0020 Understand how music relates to culture and to other art forms.</p> <p>0021 Understand the relationships between music and other disciplines in the curriculum.</p>
<p><b><u>Achievement Standard, Proficient</u></b> Students:</p>	
<p>a. explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.</p>	<p>0020 Understand how music relates to culture and to other art forms.</p>
<p>b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.</p>	<p>0020 Understand how music relates to culture and to other art forms.</p>
<p>c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound).</p>	<p>0021 Understand the relationships between music and other disciplines in the curriculum.</p>
<p><b><u>Achievement Standard, Advanced</u></b> Students:</p>	
<p>d. compare the uses of characteristic elements, artistic processes, and</p>	<p>0019 Understand functions and purposes of music and various approaches to music</p>

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organizational principles among the arts in different historical periods and different cultures.	education.  0020 Understand how music relates to culture and to other art forms.
e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts (e.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers.	0019 Understand functions and purposes of music and various approaches to music education.
<b>9. Content Standard:</b> Understanding music in relation to history and culture.	0020 Understand how music relates to culture and to other art forms.
<b><u>Achievement Standard, Proficient</u></b> Students:	
a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.	0011 Understand the historical or cultural context of a work in a musical recording.  0020 Understand how music relates to culture and to other art forms.
b. identify sources of American music genres (e.g., swing, Broadway musical, blues), trace the evolution of those genres, and cite well-known musicians associated with them.	0017 Understand music from the Americas.
c. identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and	0019 Understand functions and purposes of music and various approaches to music education.

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achievements.	
<b><u>Achievement Standard, Advanced</u></b> Students:	
d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.	0016 Understand music from Europe. 0017 Understand music from the Americas. 0018 Understand music from Africa and Asia.
e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.	0016 Understand music from Europe. 0017 Understand music from the Americas. 0018 Understand music from Africa and Asia.