



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

53 Fine Arts

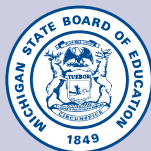


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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Fine Arts Program	23%
Art Education	25%
Music Education	26%
Theatre Arts Education	26%

FINE ARTS PROGRAM

Identify appropriate two-dimensional and three-dimensional art activities for various educational levels.

Includes appropriate drawing, painting, and printmaking activities for various educational levels; and appropriate sculpture, ceramics, and fiber/fabric activities for various educational levels.

Understand appropriate teaching methods and activities for music education.

Includes types of teaching methods and educational approaches used in music education; and skills, concepts, and activities appropriate for music education.

Understand appropriate teaching methods and activities for theatre arts education.

Includes types of teaching methods and educational approaches suited to theatre arts education; skills and concepts for theatre arts education; and types and forms of drama appropriate for children's theatre.

Understand the evaluation of student work in fine arts education.

Includes types and characteristics of assessment methods in art, music, and theatre arts education; and criteria and methods for evaluating student work and performance in art, music, and theatre arts education.

Identify characteristics and applications of appropriate educational materials for a variety of fine arts activities.

Includes types, characteristics, and applications of educational materials in art, music, and theatre arts activities.

Identify ways to integrate the fine arts into other areas of the educational curriculum.

Includes ways to integrate art, music, and theatre arts into other subjects at different grade levels; ways to interrelate art, music, and theatre arts education; and the use of art, music, and theatre arts as teaching tools in other curriculum areas.

Understand specialized fine arts instruction for students with special educational needs.

Includes art, music, and theatre arts activities appropriate for students with special educational needs; ways to adapt fine arts activities for students with special educational needs; and ways in which fine arts teachers can help special education teachers use art, music, and theatre arts in their instruction.

Analyze the relationship of individual art forms to other art forms.

Includes elements common to all art forms; ways in which art forms may be combined to express ideas and cultural and historical themes; and ways in which art, music, and theatre arts contribute to the development of aesthetic values.

Analyze the relationship between the fine arts and U.S. society and culture.

Includes ways in which society affects the fine arts; the functions of the fine arts in society; ways in which art, music, and theatre arts reflect the experiences of various cultures; and ways in which the fine arts incorporate cultural and historical themes.

Understand the fine arts as means of communication and self-expression.

Includes universal themes expressed in fine arts; ways in which the fine arts communicate ideas; and the fine arts as media for individual expression.

ART EDUCATION

Identify techniques, materials, and tools used in two-dimensional art activities.

Includes the uses and characteristics of techniques, materials, and tools in drawing, painting, and printmaking.

Identify techniques, materials, and tools used in three-dimensional art activities.

Includes the uses and characteristics of techniques, materials, and tools in sculpture, ceramics, and jewelry making.

Identify techniques, materials, and tools used in graphic arts, including computer-generated art.

Includes the uses and characteristics of graphic arts techniques, materials, and tools; and terms, techniques, materials, and tools used in computer-generated art.

Understand maintenance and safety procedures for art materials and activities.

Includes procedures for maintaining art equipment and materials; and safety procedures and requirements for art activities.

Understand uses and characteristics of line.

Includes ways in which line is used formally and expressively in works of art.

Understand uses and characteristics of color and value.

Includes characteristics of color; and ways in which color and value are used expressively in works of art.

Understand uses and characteristics of shape, form, and balance.

Includes ways in which shape, form, and balance are created and used in two-dimensional and three-dimensional art; and ways in which shape, form, and balance are used expressively in works of art.

Understand uses and characteristics of texture.

Includes characteristics of texture; and ways in which texture is used expressively in works of art.

Understand uses and characteristics of space.

Includes ways of creating the illusion of space on a two-dimensional surface; ways in which space is used; and types of space in art.

Analyze the interaction of elements and principles in given works of art.

Includes ways in which sensory, technical, and formal elements interact to produce the expressive quality in a work of art; and similarities and differences in the interaction of elements in various works of art.

Understand the universality of art.

Includes common themes and issues treated by artists the world over; similarities and differences in artists' approaches to such themes and issues; and ways in which various styles and approaches reflect similar or differing visions, purposes, and technologies.

Identify influences of various cultures in the art of the United States.

Includes the influence of various cultures on art in U.S. society; and examples of art in modern U.S. society that reflect the experiences of other cultures.

MUSIC EDUCATION**Understand the principles of sound and vocal production.**

Includes the principles of sound production; components of the process of producing vocal and instrumental tone; common vocal classifications and ranges; and stages of vocal maturation.

Understand the characteristics of orchestral instruments.

Includes the characteristics of woodwind, brass, string, and percussion instruments.

Understand the types, characteristics, and applications of classroom instruments; and electronic equipment in a school music setting.

Includes types and characteristics of classroom instruments; types and characteristics of electronic equipment; and uses of computers in music instruction.

Identify stylistic performance practices for vocal and instrumental music.

Includes stylistic performance practices appropriate for various historical periods and ensembles.

Understand written musical notation in a given score excerpt.

Includes names of notes on a given clef and common musical symbols.

Identify keys and scales in a given score excerpt.

Includes key signatures; and types and characteristics of scales.

Identify melodic elements in a given score excerpt.

Includes types of melodic structure, devices, and intervals.

Interpret rhythmic elements in a given score excerpt.

Includes time signatures, tempo markings, and dynamic markings.

Interpret musical terms and symbols in a given score excerpt.

Includes expressive terms and symbols used in music; articulation symbols; and common embellishments.

Understand chordal structure and harmonic function in a given score excerpt.

Includes the quality of specified chords; chord inversions and intervals; types of nonharmonic tones; and types of cadences.

Identify types and characteristics of compositional forms.

Includes types and characteristics of simple and complex compositional forms.

Understand major developments, characteristics, and composers of music from the major historical periods.

Includes major developments that characterize the baroque, classical, romantic, and modern periods; and the contributions of composers of the baroque, classical, romantic, and modern periods to the development of music history.

Identify types and characteristics of traditional music from Africa, Asia, Europe, and the Middle East.

Includes types and characteristics of traditional Asian, African, European, and Middle Eastern music.

Identify types and characteristics of music from traditions that have influenced music in the United States.

Includes types and characteristics of African American music; folk music based on European traditions; and music from South America, Central America, and the Caribbean.

THEATRE ARTS EDUCATION

Understand the principles of acting.

Includes methods and characteristics of the intuitive (subjective) and the technical (objective) approaches to acting; exercises for the development of actors' voice production and quality, concentration, and perception; and characterization techniques and procedures.

Understand the principles of improvisation and pantomime.

Includes the development of movement skills; the characteristics, uses, and goals of improvisation and pantomime in education; and activities for developing specific skills in improvisation and pantomime.

Apply production skills in theatrical lighting, sound, and stage design.

Includes types of lighting and sound materials; the application of principles of lighting and sound in various situations; types of scenery, sets, and props; and the application of construction skills in creating scenery.

Apply make-up and costuming skills and techniques.

Includes types and functions of make-up and costuming; make-up and costuming techniques appropriate for various situations; and procedures for constructing and securing costumes.

Understand theatre facilities and safety procedures and requirements in theatrical production.

Includes terms, characteristics, and functions related to the stage; technical implications of various types of theatre facilities in the staging of a play; and safety procedures, strike procedures, and legal issues related to theatrical production.

Understand directing techniques and procedures.

Includes the functions of a director; directing techniques and their characteristics; skills and techniques related to stage movement and blocking; and principles of communication with cast and production staff.

Understand the principles of play production.

Includes principles and techniques of auditions, casting, and crew selection; skills and procedures used in staging and coordinating plays, including musicals; and theatre management skills and concerns.

Understand the principles of writing, selecting, and adapting plays and other literary works for theatrical performance and oral interpretation.

Includes skills involved in writing and adapting a play; factors that influence the selection of a literary work for theatrical performance and oral interpretation; and different presentational forms and techniques used in oral interpretation.

Understand the principles of dramatic literature and theatre.

Includes the purposes of theatre; the basic elements of a performance; and examples and characteristics of comedy, tragedy, and other dramatic forms.

Analyze the use of literary elements and techniques in dramatic literature.

Includes the analysis of themes, characters, and structures of various literary excerpts; literary terms and techniques used in dramatic literature; the interpretation of figurative language in dramatic literature; and the use of literary techniques to create mood or emotion in various works.

Understand the historical development of dramatic literature and theatre.

Includes the contributions and influences of various literary figures in dramatic literature; major periods, works, and authors of dramatic literature and theatre; and the influence of social, economic, and political factors on the development of dramatic literature and theatre.

Understand American drama and the influence of theatrical traditions and dramatic literature of other cultures.

Includes major twentieth century American playwrights and their works; major themes, characteristics, and developments in American drama and theatrical performance and production; techniques and characteristics of theatre and dramatic literature in African, Asian, and Latin American cultures; and the influence of other cultures on American drama.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following ways of integrating art with a twelfth grade history unit on a particular culture would most likely foster a broad, general understanding of the culture being studied?
 - A. Draw pictures in the characteristic artistic style of the culture.
 - B. Study and discuss artistic tools, media, imagery, and subject matter of the time.
 - C. Draw maps that show the geography and natural resources of the area being studied.
 - D. Study and discuss reproductions of later artists' conceptions of what life was like in the culture being studied.
2. Read the excerpt below from *A Raisin in the Sun*; then answer the question that follows.

Beneatha: Why are you angry?

George: Because this is stupid! I don't go out with you to discuss the nature of "quiet desperation" or to hear all about your thoughts—because the world will go on thinking what it thinks regardless—

Beneatha: Then why read books? Why go to school?

George: (*With artificial patience, counting on his fingers*) It's simple. You read books—to learn facts—to get grades—to pass the course—to get a degree. That's all—it has nothing to do with thoughts. (*A long pause*)

Beneatha: I see. (*A longer pause as she looks at him*) Good night, George.

In this dramatic excerpt, the playwright has used dialogue for the purpose of:

- A. establishing a setting.
- B. introducing an element of humor.
- C. resolving a crisis.
- D. revealing the speakers' characters.

3. When introducing relief printing activities, an art instructor should take safety precautions and provide specific warnings about:
- A. toxic fumes.
 - B. fire hazards.
 - C. sharp tools.
 - D. corrosive substances.

4. Use the reproduction below of a lithograph by Edvard Munch to answer the question that follows.



Which of the following statements best describes the way in which the artist has used technique to aid expression in this lithograph?

- A. Undulating line patterns help create a soft contrast to the starkness of the figures.
- B. The use of heavy black lines in the background creates a feeling of permanence.
- C. Differing densities of line provide a sense of depth that makes the landscape seem vast and spacious.
- D. The nervous quality of the background lines reinforces the sense of tension in the figures.

5. Use the reproductions below of *Reclining Figure* by Henry Moore and a chacmool from the Maya-Toltec culture to answer the question that follows.



In both of these works, abstracted forms and horizontal, monolithic compositions combine to create images that seem:

- A. spontaneous and emotional.
- B. romantic and idealized.
- C. impersonal and monumental.
- D. unstable and incomplete.

6. Use the excerpt below from the collection *Songs Without Words* by Felix Mendelssohn to answer the question that follows.

Andante

The musical score is for a piece in 2/4 time, key of D major, marked **Andante**. It consists of two systems of music. The first system has three measures, with dynamics *f* and *ff*. The second system has five measures, with dynamics *mf*, *sf*, and *p*. The tempo marking **Andante** is at the top left. The first system starts with a treble clef and a bass clef. The second system also has a treble clef and a bass clef. The music features triplets and various articulations.

At the beginning of this excerpt, the tempo marking indicates that the music should be played:

- A. in a slow and stately manner.
- B. at a moderate tempo.
- C. in a quick and lively manner.
- D. as fast as possible.

7. The oratorio genre of vocal music was first developed during which of the following periods of music history?
- A. romantic
 - B. baroque
 - C. classical
 - D. contemporary
8. In which of the following ways do contemporary Latin and Caribbean musical styles such as salsa and calypso incorporate elements of traditional African music?
- A. They frequently incorporate the African-derived call-and-response form in the vocal parts.
 - B. The brass instruments typically play transitional interludes adapted from African vocal pieces.
 - C. The melody lines are typically played on traditional African instruments.
 - D. The chordal structure of the music is based on traditional African harmony.
9. Which of the following is an advantage of presenting a play on a proscenium stage?
- A. Complicated scene changes can be made out of sight of the audience.
 - B. The audience members surround the stage, bringing them closer to the action.
 - C. The space can be easily adapted to different seating and performance arrangements.
 - D. Intimacy is increased because performers and audience are on the same level.
10. The influence of Anton Chekhov's major works on twentieth century playwrights is most evident in the use of:
- A. realistic characters and situations.
 - B. abstract sets and costuming.
 - C. absurd dilemmas and behavior.
 - D. fast-paced plots and dialogue.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	B	Identify ways to integrate the fine arts into other areas of the educational curriculum.
2.	D	Understand the fine arts as means of communication and self-expression.
3.	C	Understand maintenance and safety procedures for art materials and activities.
4.	D	Understand uses and characteristics of line.
5.	C	Analyze the interaction of elements and principles in given works of art.
6.	B	Interpret rhythmic elements in a given score excerpt.
7.	B	Understand major developments, characteristics, and composers of music from the major historical periods.
8.	A	Identify types and characteristics of music from traditions that have influenced music in the United States.
9.	A	Understand theatre facilities and safety procedures and requirements in theatrical production.
10.	A	Understand the historical development of dramatic literature and theatre.

ACKNOWLEDGMENTS

Sample Question

Passage
Preceding
Question 2.

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5. Reclining Figure, 1939 (elm), Moore, Henry Spencer (1898–1986) / Detroit Institute of Arts, USA / © DACS / Founders Society Purchase © 2012 The Henry Moore Foundation. All Rights Reserved. / The Bridgeman Art Library International / ARS, New York / DACS, London.

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