



PERFORMING FINE ARTS ASSESSMENT

TEST BLUEPRINT

Course Title: Music – Grade Two

Course Number: 5013080

Abbreviated Title: Music – Grade Two

Course Length: Year

Course Description: Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student’s working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21st century.

SECTION A – RESPONDING ITEMS 40% of EXAM - 30 minutes

BIG IDEA %	WEIGHT Essential/Important/Ntk	Item Mode	BENCHMARK	Item Types			Points
				SR (1 pt)	SA (2 pts)	ER (4 pts)	
C = 10%	E	R	MU.2.C.1.3 Classify unpitched instruments into metals, membranes, shakers, and wooden categories.	1-5	0	0	5
	I	R	MU.2.C.1.4 Identify child, adult male, and adult female voices by timbre.				
H= 5%	I	R	MU.2.H.2.1 Discuss how music is used for celebrations in American and other cultures.	0-2	0	0	2
O= 14%	E	R	MU.2.O.1.1 Identify basic elements of music in a song or instrumental excerpt.	0-4	0	0	4
	I	R	MU.2.O.1.2 Identify the form of a simple piece of music.				
	E	R	MU.2.O.3.1 Describe changes in tempo and dynamics within a musical work.				
S= 10%	I	R	MU.2.S.3.4 Compare aural melodic patterns with written patterns to determine whether they are the same or different.	0-4	0	0	4
	E	R	MU.2.S.3.5 Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.				
Ntk= 1%	Ntk	R	MU.2.F.2.1 Describe how people participate in music.	0-1	0	0	1

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TOTAL NUMBER OF SCORED ITEMS	14	0	0	14
TOTAL NUMBER OF POINTS	14	0	0	14

SECTION B – PERFORMING TASKS 60% of EXAM – 15 minutes

A	P	MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
A	P	MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.
A	P	MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
A	P	MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.
B	P	MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.
C	P	MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.
D	C	MU.2.S.1.1	Improvise short phrases in response to a given musical question.
E	C	MU.2.S.1.2	Create simple ostinati to accompany songs or poems.

Performance Task	Number of Tasks	Points
PREPARED (12 points)	1	12
ON-DEMAND (8 Points)	1	8
CREATE (4 points)	1	4
TOTAL	3	24

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BAC	MU.2.C.1.1	Identify appropriate listening skills for learning about musical examples selected by the teacher.
BAC	MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
BAC	MU.2.C.2.1	Identify strengths and needs in classroom performances of familiar songs.
BAC	MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
BAC	MU.2.F.1.1	Create a musical performance that brings a story or poem to life.
BAC	MU.2.F.3.1	Collaborate with others in a music presentation and discuss what was successful and what could be improved.
BAC	MU.2.H.1.2	Identify the primary differences between composed and folk music.

NOTE: This document was developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.

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