



PERFORMING FINE ARTS ASSESSMENT

TEST BLUEPRINT

Course Title: Intermediate Elementary 1 (Grade 3)

Course Number: 5013090

Abbreviated Title: Intermediate Elem. 1

Course Length: Year

Course Description: Third-grade* students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross-content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21st century

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

BIG IDEA %	WEIGHT Essential/Important/NEK	Item Mode	BENCHMARK	Item Types			Points
				SR (1 pt)	SA (2 pts)	ER (4 pts)	
C = 9%	E	R	MU.3.C.1.3 Identify families of orchestral and band instruments.	1-5	0-2	0	5
	I	R	MU.3.C.1.4 Discriminate between unison and two-part singing.				
H = 6%	I	R	MU.3.H.1.1 Compare indigenous instruments of specified cultures.	0-2	0-1	0	2
	I	R	MU.3.H.1.3 Identify timbre(s) in music from a variety of cultures.				
	I	R	MU.3.H.3.1 Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.				
O = 12%	E	R	MU.3.O.1.1 Identify, using correct music vocabulary, the musical elements in a piece of music.	0-4	0-2	0	4
	E	R	MU.3.O.1.2 Identify and describe the musical form of a familiar song.				

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	I	R	MU.3.O.3.1	Describe how tempo and dynamics can change the mood or emotion of a piece of music.				
S= 12%	E	R	MU.3.S.2.1	Identify patterns in songs to aid the development of sequencing and memorization skills.	0-4	0-2	0	4
	E	R	MU.3.S.3.4	Match simple aural rhythm patterns in duple and triple meter with written patterns.				
	I	R	MU.3.S.3.5	Notate simple rhythmic and melodic patterns using traditional notation.				
NtK= 1%	NtK	R	MU.3.F.2.1	Identify musicians in the school, community, and media.	0-1	0-1	0	1
	NtK	R	MU.3.F.2.2	Describe opportunities for personal music-making.				
	NtK	R	MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works.				
	NtK	R	MU.3.H.2.1	Discuss how music in America was influenced by people and events in its history.				
TOTAL NUMBER OF SCORED ITEMS					12	2	0	14
TOTAL NUMBER OF POINTS					12	4	0	16

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

A	P	MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
B	P	MU.3.S.3.2	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
C	P	MU.3.S.3.3	Sing simple la-sol-mi-re-do patterns at sight.
D	C	MU.3.O.2.1	Rearrange melodic or rhythmic patterns to generate new phrases.
E	C	MU.3.S.1.1	Improvise rhythms or melodies over ostinati.
F	C	MU.3.S.1.2	Create an alternate ending to a familiar song.

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.3.C.1.1	Describe listening skills and how they support appreciation of musical works.
	BAC	MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.
	BAC	MU.3.C.2.1	Evaluate performances of familiar music using teacher-established criteria.
	BAC	MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.
	BAC	MU.3.F.1.1	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
	BAC	MU.3.F.3.1	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

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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