



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 1301090 M/J Exploring Music 1

Course Title: M/J Exploring Music 1

Course Number: 1301090

Abbreviated Title: M/J EXPLOR MUSIC 1

Course Length: Year

Course Level: 2

PERFORMING Benchmarks

Task	Item Type	Course Description: Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
A	P1	MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
	P1	MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
B	CO1	MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
C	CP1	MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

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.

- Key:**
- Responding
 - Performing
 - Creating
 - Best Assessed in the Classroom



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Prepared Performance I – Task A

COURSE	M/J Exploring Music I
BENCHMARK #(S)	MU.68.S.3.1, MU.68.S.3.2
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.68.S.3.1 Sing and/or play age-appropriate repertoire expressively. MU.68.S.3.2 Demonstrate proper vocal or instrumental technique.
BENCHMARK CLARIFICATION	Perform expressively, with correct instrumental technique, age appropriate repertoire.
ITEM TYPES	Prepared Performance
CONTENT LIMITS	Limited to traditional folk or original composition similar to the music performed in this course (e.g., state adopted texts). Items to be assessed pitch and rhythmic accuracy and observation of expressive markings
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Four measure musical example (no more than 16 beats), Do-So range, using whole notes, half notes, and quarter notes. 72-116 bpm.
RESPONSE ATTRIBUTES	Student will perform piece with a steady tempo, accurate rhythms and correct pitches.
TIME ALLOTMENT	60-90 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Standard practice room with window. Reasonable degree of soundproofing. Equipment: Audio recording equipment, music stand, chair

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SAMPLE QUESTION: Prepared Performance I - Task A

VOCAL

Sing “Row, Row, Row Your Boat” with vocal expression in a round with the recording. Before you sing, please explain, using proper music vocabulary, how you will use one of these expressive musical elements: Dynamics, legato, staccato, or phrasing.

INSTRUMENTAL

Play “Lady Come” (traditional English) with proper mallet technique in a round with the recording. (Prerecorded, 2-measure introduction with vocal prompt. “1-2-ready-start”). Accompaniment with clear steady beat continues throughout student performance. (DRM-MFS-SFMDMRD-)

Item Specific Scorer’s Rubric: Prepared Performance I – Task A

POINTS	Tone Quality	Musical Technique	Expressive Elements
4 points	Characteristic tone is consistently observed	All musical technique elements are clearly demonstrated.	Appropriate expressiveness is consistently observed.
3 points	Minor inaccuracies observed in characteristic tone but does not distract from performance quality	Obvious attempt at all technique elements, and most are clearly demonstrated	Minor inaccuracies observed in appropriate expressiveness but does not distract from performance quality.
2 points	Flaws observed in tone quality that distract from performance quality	Some musical technique elements are attempted	Flaws observed in appropriate expressiveness that distract from performance quality
1 point	Tone quality is poor	No musical technique elements are evident in the performance	Expressiveness is poor.

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