



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

### Course Title: Band 3

Course Number: 1302320

Abbreviated Title: BAND 3

Course Length: Year

Course Level: 2

Credit: 1.0

Graduation Requirements: Performing/Fine Arts (PF) requirement

### PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description: This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.
A	P1	MU.912.O.3.2 Interpret and perform expressive elements indicated by the musical score and/or conductor.
A	P1	MU.912.S.2.1 Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
A	P1	MU.912.S.3.1 Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
B.1	O1	MU.912.O.2.2 Transpose melodies into different modalities through performance and composition.
B.2	O2	MU.912.S.1.4 Perform and notate, independently and accurately, melodies by ear.
AC	P1, O3	MU.912.S.2.2 Transfer expressive elements and performance techniques from one piece of music to another.
C	O3	MU.912.S.3.2 Sight-read music accurately and expressively to show synthesis of skills.
D	CO1	MU.912.S.1.1 Improvise rhythmic and melodic phrases over harmonic progressions.
E	CP1	MU.912.S.1.3 Arrange a musical work by manipulating two or more aspects of the composition.

*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



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

### Prepared Performance I – Task A

COURSE	Band 3
BENCHMARK #(S)	MU.912.O.3.2, MU.912.S.2.1, MU.912.S.3.1
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.O.3.2 - Interpret and perform expressive elements indicated by the musical score and/or conductor., MU.912.S.2.1 - Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature., MU.912.S.3.1 - Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
BENCHMARK CLARIFICATION	Perform a musical work with musical expression, with correct instrumental technique.
ITEM TYPES	Prepared
CONTENT LIMITS	Using as a reference a standard grade 3 solo and/or ensemble piece that aligns with state adopted materials. Perform music in the genre or style of a standard grade 3 solo and/or ensemble piece expressively; (to include, but not limited to: dynamic contrast, phrasing, articulation, style), technique (to include, but not limited to: posture, hand position, breath support, embouchure, tone quality, rudiments, 1 <sup>st</sup> and 2 <sup>nd</sup> endings, Da Capo, Del Segno, Fine, Coda).
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Student performs following a recorded 2 measure count off Length: 12 to 16 measures Range: Flute – Low Eb to High Eb (2 Octaves) Oboe – Low D to High D (2 Octaves) Bb Clarinet – Low E (written pitch) to High G just above the staff (written pitch) Bass Clarinet/Contra Clarinet – Low E (written pitch) to High C in the staff (written pitch) Bassoon – Low F to High F above the staff All Saxophones – Low C (written pitch) to High C above the staff (written pitch) Trumpet/Euphonium TC – Low G (written pitch) to High E in the staff (written pitch) Horn – Low G (written pitch) to High F in the staff (written pitch) Trombone/Euphonium/Electric Bass/String Bass – Low F to High D above the staff Tuba – Pedal F to D in the staff Mallet Percussion – Low Bb to High Bb Tempo: Within the tempo range of 100-112 beats per minute Time Signature: 2/4, 3/4, 4/4, Cut Time, 6/8 (divided in 2) Key: Bb, Eb, Ab and F Major (Concert pitch), G and C Minor (Concert Pitch)

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



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

	<p>Rhythm: Whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted half notes, dotted quarter notes, dotted eighth notes, associated rests, eighth note triplets, and basic syncopation</p> <p>Dynamics: piano, forte, mp, mf, pp, ff, crescendo, decrescendo</p> <p>Articulations: staccato, slur, accent, tenuto, marcato (exception for mallets)</p> <p>Style: Ritardando</p> <p>For Percussion: students will perform the following rudiments on snare drum: flam, paradiddle, multiple-bounce roll, drag or ruff, 5-stroke roll, 9-stroke roll, 13 stroke roll, ratamacue, triple ratamacue</p>
RESPONSE ATTRIBUTES	Video for all students
TIME ALLOTMENT	90-120 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	An isolated room with significant sound proofing, free from visual and auditory distractors Equipment: Computer, microphone, music stand, chair, video recorder

### SAMPLE QUESTION: Prepared Performance I - Task A

We are going to make a recording of you performing on your instrument. Listen to the directions as the leader will say 1, 2., ready play. (Audio begins: Leader says “1, 2, ready, play.)

B-flat clarinet

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



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

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

4-point sample answer:

POINTS	Articulations	Dynamics	Tone Quality	Pitch Accuracy	Rhythmic Accuracy	Expressive Elements
<b>4 points</b>	Correct articulations are present all of the time.	Correct dynamics are present all of the time.	Characteristic tone is present all of the time.	Pitches are consistently accurate	Rhythms are consistently accurate	All expressive markings are clearly demonstrated.
<b>3 points</b>	Correct articulations are present, but not consistent throughout the performance	Correct dynamics are present, but not consistent throughout the performance	Characteristic tone is present, but is not consistent throughout the performance	Minor inaccuracies in pitch are present but do not distract from performance quality	Minor inaccuracies in rhythm are present but do not distract from performance quality	Obvious attempt at all expressive markings, and most are clearly demonstrated
<b>2 points</b>	Flaws observing articulations distract from performance quality	Flaws observing dynamics distract from performance quality	Characteristic is being demonstrated less than 50% of the time	Flaws in pitch accuracy distract from performance quality	Flaws in rhythm accuracy distract from performance quality	Some expressive markings are attempted
<b>1 point</b>	Observance of articulations markings is poor	Observance of dynamics markings is poor	Characteristic tone is not demonstrated	Pitch accuracy is poor	Rhythm accuracy is poor	No expressive marking are evident in the performance

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



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

### On-Demand Performance I - Task B

COURSE	Band 3
BENCHMARK #(S)	MU.912.O.2.2
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.O.2.2 - Transpose melodies into different modalities through performance and composition.
BENCHMARK CLARIFICATION	Perform and transpose melodies
ITEM TYPES	On Demand
CONTENT LIMITS	A simple melody using stepwise motion, beginning on the tonic, in a major key without rests.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Keys: F, Bb, Eb, Ab (Concert pitch)            Stepwise motion in major, no accidentals            Length: 2 measures            Time signature: 4/4            Tempo: quarter note equals 76-84 bpm            Rhythm: half notes, quarter notes (no rests)            Students provided starting pitch and the correct transposing key signature with instructions reviewing the concert key and their written key, and the original written melody in the original key.            Recorded prompt will count off two measures, second measure will read "Click-Click-Ready-Start" and play the melody in the original key 3 times, with a 2 measure count off in between each playing without any pause in the time. There will be a 10 second pause following the final playing of the original melody, and a recorded prompt will say "Now play the melody in the new key provided", followed by the two measure metronomic click.</p>
RESPONSE ATTRIBUTES	Audio or Video, whichever is best uses to assess
TIME ALLOTMENT	90-120 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	An isolated room with significant sound proofing, free from visual and auditory distractors Equipment: Computer, microphone, music stand, chair, video recorder

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



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

### SAMPLE QUESTION: On Demand Performance I – Task B

We are going to make a recording of you performing on your instrument. Listen to the directions as the leader will say 1, 2, ready play. (Audio begins: Leader says “1, 2, ready, play.”)

B-flat clarinet



### Item Specific Scorer’s Rubric: On Demand Performance I – Task B

POINTS	Tone Quality	Pitch Accuracy	Rhythmic Accuracy
4 points	-Characteristic tone is present all of the time.	Pitches are consistently accurate	Rhythms are consistently accurate
3 points	-Characteristic tone is present, but is not consistent throughout the performance	Minor inaccuracies in pitch are present but do not distract from performance quality	Minor inaccuracies in rhythm are present but do not distract from performance quality
2 points	-Characteristic is being demonstrated less than 50% of the time	Flaws in pitch accuracy distract from performance quality	Flaws in rhythm accuracy distract from performance quality
1 point	-Characteristic tone is not demonstrated	Pitch accuracy is poor	Rhythm accuracy is poor

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



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

### On-Demand Performance II - Task C

COURSE	Band 3
BENCHMARK #(S)	MU.912.S.1.4
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.S.1.4 - Perform and notate, independently and accurately, melodies by ear.
BENCHMARK CLARIFICATION	Perform and transpose melodies
ITEM TYPES	On Demand
CONTENT LIMITS	A simple melody using stepwise motion, beginning on the tonic, in a major key without rests.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Keys: F, Bb, Eb, Ab (Concert pitch)            Stepwise motion in major, no accidentals            Length: 2 measures            Time signature: 4/4            Tempo: quarter note equals 76-84 bpm            Rhythm: half notes, quarter notes (no rests)            Recorded prompt will say "You will hear a melody three times, with a 2 measure metronomic click before each playing of the melody. After the 3<sup>rd</sup> playing of the melody there will be a 2 measure metronomic click and you will play the melody you just heard". The recording will do a metronomic count off two measures, second measure will read "Click-Click-Ready-Start" and play the melody the 3 times, with a 2 measure count off in between each playing without any pause in the time. Following the 3<sup>rd</sup> playing, the student will hear a 2 measure metronomic click and play melody they just heard.</p>
RESPONSE ATTRIBUTES	Audio or Video
TIME ALLOTMENT	90-120 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	An isolated room with significant sound proofing, free from visual and auditory distractors Equipment: Computer, microphone, music stand, chair, video recorder

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



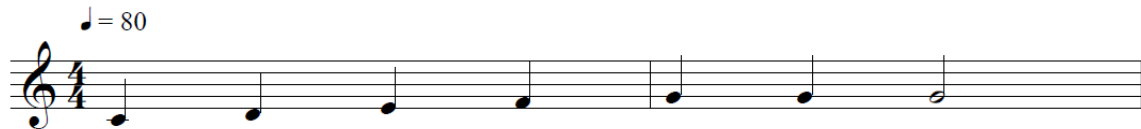
# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

### SAMPLE QUESTION: On-Demand Performance II - Task C

We are going to make a recording of you performing on your instrument. Listen to the directions as the leader will say 1, 2, ready play. (Audio begins: Leader says “1, 2, ready, play.)

B-flat clarinet



### Item Specific Scorer’s Rubric: On-Demand Performance II - Task C

POINTS	Tone Quality	Pitch Accuracy	Rhythmic Accuracy
<b>4 points</b>	Characteristic tone is present all of the time.	Pitches are consistently accurate	Rhythms are consistently accurate
<b>3 points</b>	Characteristic tone is present, but is not consistent throughout the performance	Minor inaccuracies in pitch are present but do not distract from performance quality	Minor inaccuracies in rhythm are present but do not distract from performance quality
<b>2 points</b>	Characteristic is being demonstrated less than 50% of the time	Flaws in pitch accuracy distract from performance quality	Flaws in rhythm accuracy distract from performance quality
<b>1 point</b>	Characteristic tone is not demonstrated	Pitch accuracy is poor	Rhythm accuracy is poor

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





# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

### On-Demand Performance III - Task D

COURSE	Band 3
BENCHMARK #(S)	MU.912.S.2.2, MU.912.S.3.2
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.S.2.2 - Transfer expressive elements and performance techniques from one piece of music to another. MU.912.S.3.2 - Sight-read music accurately and expressively to show synthesis of skills.
BENCHMARK CLARIFICATION	Perform a sight-reading exercise, using expressive elements.
ITEM TYPES	On Demand
CONTENT LIMITS	Using as a reference a standard grade 2 solo and/or ensemble piece that aligns with state adopted materials. Students are allowed 60 seconds to preview before performing; students can sing, sizzle, finger along, etc., but can't produce a sound on their instrument. Assessment is limited to pitch and rhythmic accuracy and dynamic contrast and style. ability-level appropriate repertoire
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Student will be provided a recorded 2 measure count-off prior to their 60 second preview time.</p> <p>Student performs following a recorded 2 measure count off</p> <p>Length: 8 measures</p> <p>Range: Low F Concert – Bb Concert (range of an octave and a fourth)</p> <p>Tempo: Moderate Tempo (90-120 beats per minute)</p> <p>Time Signature: 4/4, 2/4, 3/4</p> <p>Key: Bb, Eb, and F</p> <p>Rhythm: Whole notes, half notes, quarter notes, eighth notes, dotted quarter notes, dotted half notes, basic syncopation, and associated rests (For snare drum, add sixteenth notes)</p> <p>Dynamics may include the following dynamic markings: p, mp, mf, f, crescendo and decrescendo</p> <p>May include staccatos, slurs, and accents</p> <p>Can include up to four accidentals</p> <p>May include 1<sup>st</sup> and 2<sup>nd</sup> endings</p> <p>For Percussion: snare will perform rhythmic line only, which must include rolls, flams, and/or paradiddles</p>
RESPONSE ATTRIBUTES	Audio
TIME ALLOTMENT	120-140 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	An isolated room with significant sound proofing, free from visual and auditory distractors Equipment: Computer, microphone, music stand, chair, video recorder

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



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302320 Band 3

### SAMPLE QUESTION: On-Demand Performance III - Task D

We are going to make a recording of you performing on your instrument. Listen to the directions as the leader will say 1, 2., ready play. (Audio begins: Leader says “1, 2, ready, play.”)

B-flat clarinet



### Item Specific Scorer’s Rubric: On-Demand Performance III - Task D

POINTS	Tone Quality	Pitch Accuracy	Rhythmic Accuracy	Expressive Elements
<b>4 points</b>	Characteristic tone is present all of the time.	Pitches are consistently accurate	Rhythms are consistently accurate	Expressive elements are consistently observed
<b>3 points</b>	Characteristic tone is present, but is not consistent throughout the performance	Minor inaccuracies in pitch are present but do not distract from performance quality	Minor inaccuracies in rhythm are present but do not distract from performance quality	Minor inaccuracies observed in expressive elements but does not distract from performance quality
<b>2 points</b>	Characteristic is being demonstrated less than 50% of the time	Flaws in pitch accuracy distract from performance quality	Flaws in rhythm accuracy distract from performance quality	Observance of expressive elements is poor.
<b>1 point</b>	Characteristic tone is not demonstrated	Pitch accuracy is poor	Rhythm accuracy is poor	Observance of expressive elements is poor.

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