



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302340 Band 5 Honors

### Course Title: Band 5 Honors

Course Number: 1302340

Abbreviated Title: BAND 5 HON

Course Length: Year

Course Level: 3

Credit: 1.0

Graduation Requirements: Performing/Fine Arts (PF)

### PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description: This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.
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

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## Item Specifications for Benchmarks in Course: 1302340 Band 5 Honors

### Prepared Performance I – Task A

COURSE	Band 5
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 expressively, with correct instrumental technique, age appropriate repertoire.
ITEM TYPES	Prepared
CONTENT LIMITS	Using as a reference a standard grade 4 solo and/or ensemble piece that aligns with state adopted materials. Perform music in the genre or style of a standard grade 4 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: 16-24 measures (30-45 second musical excerpt) Range: Flute – Low C to High G (4 ledger lines up) Oboe – Low C to High D (2 Octaves and a step) Bb Clarinet – Low E (written pitch) to High C just above the staff (written pitch) Bass Clarinet/Contra Clarinet – Low E (written pitch) to High G above the staff (written pitch) Bassoon – Pedal Bb to High F above the staff All Saxophones – Full range of the instrument (written Low Bb to High F) Trumpet/Euphonium TC – Low G (written pitch) to High G above the staff (written pitch) Horn – Low F (written pitch) to High F in the staff (written pitch) Trombone/Euphonium/Electric Bass/String Bass – Low F to High F above the staff Tuba – Pedal F to F in the staff Mallet Percussion – Low Bb to High Bb (two octaves) Tempo: Within the tempo range of 60-120 beats per minute (depending on time signature) Time Signature: 2/4, 3/4, 4/4, Cut Time, 6/8 (divided in 2), 3/8, 9/8, 12/8, may include one meter change Key: D, G, C, F, Bb, Eb, Ab, Db Major (Concert pitch) and associated relative minor keys, may include one key change

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	<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, quarter note triplets, and all combinations thereof and basic syncopation</p> <p>Dynamics: All expressive elements associated with dynamics</p> <p>Articulations: All expressive elements associated with articulations</p> <p>Style: Ritardando, accelerando</p> <p>For Percussion: Snare exercise may include any of the 26 essential rudiments as determined by the Percussive Arts Society</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

### 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.”)

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B-flat clarinet

♩ = 120

### 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

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# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302340 Band 5 Honors

### On-Demand Performance I - Task B

COURSE	Band 5
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	Transpose and perform melodies. Perform melodies by ear.
ITEM TYPES	On demand
CONTENT LIMITS	A simple melody using stepwise motion with some skips, beginning on the tonic, in a major key without rests.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Keys: D, G, C, F, Bb, Eb, Ab, Db Major</p> <p>Primarily stepwise motion, but may include skips of a 3rd</p> <p>Length: 4 measures</p> <p>Time signature: 4/4</p> <p>Tempo: quarter note equals 76-84 bpm</p> <p>Rhythm: half notes, quarter notes, and eighth notes (no rests)</p> <p>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 20 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,
TIME ALLOTMENT	120-150 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

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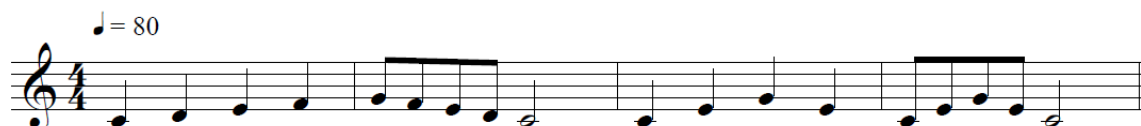
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## Item Specifications for Benchmarks in Course: 1302340 Band 5 Honors

### 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
<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

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## Item Specifications for Benchmarks in Course: 1302340 Band 5 Honors

### On-Demand Performance II - Task C

COURSE	Band 5
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	Transpose and perform melodies. Perform melodies by ear.
ITEM TYPES	On demand
CONTENT LIMITS	A simple melody using stepwise motion and some skips, beginning on the tonic, in a major key without rests.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Keys: D, G, C, F, Bb, Eb, Ab, Db Major</p> <p>Stepwise motion in major, no accidentals, may include skips of a 3rd</p> <p>Length: 4 measures</p> <p>Time signature: 4/4</p> <p>Tempo: quarter note equals 80 bpm</p> <p>Rhythm: half notes, quarter notes, and rests (no rests)</p> <p>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	120-150 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

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## Item Specifications for Benchmarks in Course: 1302340 Band 5 Honors

### 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
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

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## Item Specifications for Benchmarks in Course: 1302340 Band 5 Honors

### On-Demand Performance III - Task D

COURSE	Band 5
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 3 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: 20 to 30 second musical excerpt</p> <p>Range: Low F Concert – High F Concert (2 Octaves), with the exception of Oboe (Low D to High D), Tenor Sax (Low C to High C), and French Horn (Low F to High F)</p> <p>Tempo: Moderate Tempo (72-104 beats per minute)</p> <p>Time Signature: 4/4, 2/4, 3/4, Cut Time, 6/8</p> <p>Key: D, G, C, F, Bb, Eb, Ab, Db Major</p> <p>Rhythm: Whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted half notes, basic syncopation, and associated rests</p> <p>Dynamics: All expressive elements associated with dynamics</p> <p>Articulations: All expressive elements associated with articulations</p> <p>May include accidentals appropriate to the key</p> <p>For Percussion: snare will perform rhythmic line only, which may include, but are not limited to rolls, flams, and/or paradiddles</p>
RESPONSE ATTRIBUTES	Audio
TIME ALLOTMENT	120-150 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

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## Item Specifications for Benchmarks in Course: 1302340 Band 5 Honors

### 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

$\text{♩} = 100$

### 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.

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