

Item Specifications for Benchmarks in Course: 1302360 Orchestra 1

**Course Title: Orchestra 1** 

Course Number: 1302360 Abbreviated Title: ORCH 1 Number of Credits: 1

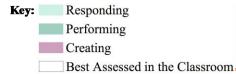
Course Length: Year Course Level: 2

**Graduation Requirements: PF** 

### **PERFORMING Benchmarks**

| Task<br>A/B/C/D | Tyl | Course Description: Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. |  |  |
|-----------------|-----|---|--|--|
| A               | P1  | MU.912.O.3.2 Interpret and perform expressive elements indicated by the musical score and/or conductor.   |  |  |
| В               | 01  | M U.912.S.1.4 Perform and notate, independently and accurately, melodies by ear.  |  |  |
| С               | O2  | MU.912.S.3.2 Sight-read music accurately and expressively to show synthesis of skills.  |  |  |
| D               | 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.





Responding
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## Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 1302360 Orchestra 1

| Prepared Performance I – Task A                            |  |  |  |
|--|--|--|--|
| COURSE   | Orchestra 1  |  |  |
| BENCHMARK #(S)   | MU.912.O.3.2   |  |  |
| BIG IDEA   |  |  |  |
| ENDURING UNDERSTANDING                                     |  |  |  |
| BENCHMARK(S)   | MU.912.O.3.2 - Interpret and perform expressive elements indicated by the musical score and/or conductor.  |  |  |
| BENCHMARK CLARIFICATION                                    | Perform musical work with musical expression and proper technique  |  |  |
| ITEM TYPES   | Prepared performance   |  |  |
| CONTENT LIMITS   | Classical style piece (i.e., Haydn, Mozart) with similar characteristics as pieces on the Florida Orchestra Association MPA Level E music list. Using as a reference a standard first year method book that aligns with state adopted materials. Perform musical work with expression (to include but not limited to: dynamic contrast, phrasing, articulation, style) and proper technique (to include but not limited to: tone quality, hand position, bowing, posture, intonation according to ability level), ability level appropriate repertoire (for example: "Ode to Joy" in 4/4 time signature) |  |  |
| CONTEXTS (Student's Role)                                  | Perform instrument part solo, accompaniment optional   |  |  |
| DEPTH OF KNOWLEDGE   | 2  |  |  |
| STIMULUS ATTRIBUTES  | Student performs following a recorded two measure count off Length: 8-16 measures Time Signature: 4/4 Range: 1st position fingering – no extensions Key: D major Rhythms: whole, half, quarter, eighth notes and associated rests Dynamics/Expression: piano, forte, crescendo, decrescendo Tempo: Moderate tempo (72-112 bpm) Bowing: arco - can include up to 2 slurs (short pizzicato passage optional)   |  |  |
| RESPONSE ATTRIBUTES  | Video or Audio   |  |  |
| TIME ALLOTMENT   | 60-90 seconds  |  |  |
| PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand): | A secure quiet room with chair, music stand, and video camera (must face front of student to see body posture along with left and right hands and left and right arm positions). Students should be in sitting position (except bass – stand or sit).  |  |  |



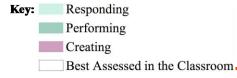
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#### **SAMPLE QUESTION: Prepared Performance I - Task A**

Student Instructions: When prompted perform your prepared piece using appropriate stylistic interpretation, technical accuracy, and expression.

Violin





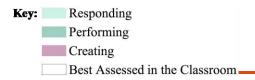


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#### Item Specific Scorer's Rubric: Prepared Performance I – Task A

4-point sample answer:

| POINTS   | Tempo  | Dynamics   | Musical Technique<br>(articulation, rhythmic<br>accuracy, intonation) | Expression  | Tone quality                                       | Technique traits   |
|----------|--|--|---|---|--|--|
| 4 points | Steady beat and<br>Tempo markings are<br>consistently observed | Dynamic markings<br>are consistently<br>observed   | * -   |   | Appropriate tone quality is consistently observed. | Appropriate technique is consistently observed.  |
| 3 points | distract from  | Minor inaccuracies observing dynamic markings are present but do not distract from performance quality | performance quality   | observed in appropriate<br>expressiveness but does<br>not distract from | observed in appropriate                            | Minor inaccuracies observed in technique but does not distract from performance quality. |
| 2 points | steady beat and tempo<br>markings distract from                |  | technique distract from performance quality                           | appropriate<br>expressiveness that                                      | appropriate tone quality                           | Flaws observed in<br>technique that distracts<br>from performance quality                |
| 1 point  | l •  | Observance of<br>dynamic markings is<br>poor   | Observance of correct musical technique is poor                       | Expressiveness is poor.   | Tone quality is poor.                              | Technique is poor.   |





Item Specifications for Benchmarks in Course: 1302360 Orchestra 1

#### On-Demand Performance I - Task B

| COURSE                    | Orchestra 1  |  |  |
|---------------------------|--|--|--|
| 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   | Echo simple melodies on instrument   |  |  |
| ITEM TYPES                | On-demand On-demand  |  |  |
| CONTENT LIMITS            | <ul> <li>Melodies should be between 2 measures.</li> <li>Meter and time signatures should be restricted to 4/4. Note values should be limited to quarter, and half notes with no rests.</li> <li>Intervals should be mostly limited to: unisons, diatonic steps</li> <li>Melodic range should not exceed one octave.</li> <li>The key should be limited to G or D</li> <li>Tempo should be limited to <i>moderato</i> or <i>andante</i>.</li> </ul>  |  |  |
| CONTEXTS (Student's Role) | Echo short melodic phrases on instrument   |  |  |
| DEPTH OF KNOWLEDGE        | 2  |  |  |
| STIMULUS ATTRIBUTES       | <ul> <li>Student is provided the first note of the stem.</li> <li>A human voice providing instructions, the number of the repetition, and an introductory count of at least one measure. The final statement should be "ready-begin, not a number." The meter should be clear. Ex: ("One-two-ready-begin" or "One-two-three rea-dy be-gin")</li> <li>The stem media should play. Pause for approximately 10 seconds.</li> <li>A human voice should say "Second time," followed by an identical introductory count.</li> <li>The stem media should play a second time. Pause for approximately 10 seconds.</li> <li>A human voice should say "Final time," followed by an identical introductory count.</li> <li>The stem media should play a third time. Pause for approximately 6-8 seconds.</li> </ul> |  |  |

| ey: | Responding                     |
|-----|--------------------------------|
|     | Performing                     |
|     | Creating                       |
|     | Best Assessed in the Classroom |



### Item Specifications for Benchmarks in Course: 1302360 Orchestra 1

| RESPONSE ATTRIBUTES | Performance: Audio or Video   |
|---------------------|---|
| TIME ALLOTMENT      | 3-4 minutes   |
|                     | A secure quiet room with audio recording device, chair, and music stand. Students should be in sitting position (except bassist – stand or sit).in sitting position (except bass – stand or sit). |

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

<u>Student Instructions:</u> You will hear a musical example performed three times. There will be 10 seconds of silence after each of the first two performances so that you may practice. At the end of the third time you will sing the melody you heard using correct notes and rhythms.

#### Violin



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

| POINTS   | Musical Technique<br>(rhythm, pitch, tempo)  |
|----------|--|
| 4 points | Correct musical technique is consistently present  |
| 3 points | Minor inaccuracies in correct musical technique are present but do not distract from performance quality |
| 2 points | Flaws in correct musical technique distract from performance quality                                     |
| 1 point  | Observance of correct musical technique is poor  |

| Key: | Responding                     |
|------|--------------------------------|
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## Item Specifications for Benchmarks in Course: 1302360 Orchestra 1

| On-Demand Performance II - Task C                          |  |
|--|--|
| COURSE   | Orchestra 1  |
| BENCHMARK #(S)   | MU.912.S.3.2   |
| BIG IDEA   |  |
| ENDURING UNDERSTANDING                                     |  |
| BENCHMARK(S)   | MU.912.S.3.2 - Sight-read music accurately and expressively to show synthesis of skills.   |
| BENCHMARK CLARIFICATION                                    | Perform unknown music piece with no preparation  |
| ITEM TYPES   | On-demand  |
| CONTENT LIMITS   | Classical style piece (i.e., Haydn, Mozart) with more basic characteristics than pieces on the Florida Orchestra Association MPA Level E music list. Using as a reference a standard first year method book that aligns with state adopted materials. Perform musical work with good pitch accuracy, rhythm accuracy, intonation, and tone quality. Ability level should be one level easier than appropriate repertoire level. Students are allowed 30 seconds to preview the music, during which they are allowed to touch their instruments but not allowed to produce a sound. |
| CONTEXTS (Student's Role)                                  | Perform instrument part solo   |
| DEPTH OF KNOWLEDGE   | 2  |
| STIMULUS ATTRIBUTES  | Student will be provided recorded 2 measure count off prior to their 30 second preview time. Student performs following a recorded two measure count off.  Length: 4-8 measures Time Signature: 4/4 Tempo: moderate tempo (72-82 bpm) Key: D major Range: 1st position fingering – no extensions Rhythmic values – whole, half, quarter notes and associated rests Single dynamic level throughout or none at all Should not include dynamic changes, expression markings, or articulation changes   |
| RESPONSE ATTRIBUTES  | Audio or Video   |
| TIME ALLOTMENT   | 60-90 seconds  |
| PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand): | A secure quiet room with audio recording device, chair, and music stand. Students should be in sitting position (except bassist – stand or sit).   |

| Key: | Responding                     |
|------|--------------------------------|
|      | Performing                     |
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#### SAMPLE QUESTION: On-Demand Performance II - Task C

**Student Instructions:** You will have 30 seconds to look at the musical score. Then after the recorded prompt, perform the piece using appropriate stylistic interpretation, technical accuracy, and expression.

#### Violin





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

| POINTS   | Tone quality   | Musical Technique<br>(rhythm, pitch, tempo)  |
|----------|--|--|
| 4 points | Appropriate tone quality is consistently observed.                                 | Appropriate technique is consistently observed.  |
|          |  | Minor inaccuracies observed in technique but does not distract from performance quality. |
| _        | Flaws observed in appropriate tone quality that distracts from performance quality | Flaws observed in technique that distracts from performance quality                      |
| 1 point  | Tone quality is poor.  | Technique is poor.   |

