



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 5013060

Music – Grade Kindergarten

Course Title: Music – Grade Kindergarten

Course Number: 5013060

Abbreviated Title: Music – Grade Kindergarten

Course Length: Year

PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description: Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one's self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.	
A	P1	MU.K.H.1.1	Respond to music from diverse cultures through singing and movement.
A	P1	MU.K.H.2.1	Respond to and/or perform folk music of American cultural sub-groups.
A	P1	MU.K.H.3.1	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
A	P1	MU.K.S.2.1	Sing or play songs from memory.
A	P1	MU.K.S.3.1	Sing songs of limited range appropriate to the young child and use the head voice.
A	P1	MU.K.S.3.2	Perform simple songs and accompaniments.
AB	P1	MU.K.S.3.3	Match pitches in a song or musical phrase in one or more keys.
B	O1	MU.K.S.3.4	Imitate simple rhythm patterns played by the teacher or a peer.
C	CO1	MU.K.S.1.1	Improvise a response to a musical question sung or played by someone else.

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
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Prepared Performance I – TASK A

COURSE	Music – K – 5013060
BENCHMARK #(S)	MU.K.H.1.1, MU.K.H.2.1, MU.K.H.3.1, MU.K.S.2.1, MU.K.S.3.1, MU.K.S.3.2, MU.K.S.3.3
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.K.H.1.1 - Respond to music from diverse cultures through singing and movement MU.K.H.2.1 - Respond to and/or perform folk music of American cultural sub-groups MU.K.H.3.1 - Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers MU.K.S.2.1 - Sing or play songs from memory MU.K.S.3.1 - Sing songs of limited range appropriate to the young child and use the head voice MU.K.S.3.2 - Perform simple songs and accompaniments MU.K.S.3.3 - Match pitches in a song or musical phrase in one or more keys
BENCHMARK CLARIFICATION	Singing diverse folk music by memory using head voice and matching pitch.
ITEM TYPES	Prepared Performance
CONTENT LIMITS	May include, but not limited to, songs that have connections between music, language or numbers.
CONTEXTS (Student’s Role)	Singing
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Complete aural example of adult female (without vibrato) singing one verse or refrain of a folk song (not to exceed 20 seconds) in the key of D Major (Quarter note – 90). The female leader on audio recording should sing the example followed by “Please join me this time.” Leader says “1, 2, ready, sing” and child sings with the leader.
RESPONSE ATTRIBUTES	Audio recording
TIME ALLOTMENT	40-60 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Recording device, microphone with stand, audio playback device, student should stand. Assessment should occur in a quiet location. Microphone should be close to student performer.

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SAMPLE QUESTION: Prepared Performance I

We are going to make a recording of your singing voice. Listen to the singer and follow the directions. (Audio begins: The female leader on audio recording sings the example followed by “Please join me this time.” Leader says “1, 2, ready, sing and child sings with the leader.)

Stimulus: Sing “Lucy Locket” with the recording.

Lucy Locket Folk Song

♩ = 84

Lu cy Lock et lost her pock et. Kit ty Fish er found it.

Not a pen ny was there in it, On ly rib bons round it.

Item Specific Scorer’s Rubric: Prepared Performance I

4-point sample answer:

POINTS	Intonation	Singing From Memory	Singing Voice
4 points	Performs all pitches accurately.	Performs all lyrics accurately.	Sings consistently in head voice.
3 points	Performs with minor pitch inaccuracies.	Performs lyrics with minor inaccuracies.	Sings predominately in head voice.
2 points	Performs with multiple pitch inaccuracies.	Performs lyrics with multiple inaccuracies.	Sings with some evidence of head voice.
1 point	Performs mostly inaccurate pitches.	Performs mostly inaccurate lyrics.	Performs with no evidence of head voice.

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On Demand Performance I – Task B

COURSE	Music – K – 5013060
BENCHMARK #(S)	MU.K.S.3.4
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.K.S.3.4 - Imitate simple rhythm patterns played by the teacher or a peer.
BENCHMARK CLARIFICATION	On Demand Performance
ITEM TYPES	4 beat pattern using quarter, beamed eighths and/or quarter rests.
CONTENT LIMITS	A series of different 4 beat patterns echoed by student. 4 th beat in each pattern should be quarter note or quarter rest.
CONTEXTS (Student’s Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	In video format, the person on the video claps a 4 beat rhythm pattern, gestures to prompt student response, pauses (6 beats) for student echo. Continue in the same manner, a total of 4 different patterns. Quarter note = 90.
RESPONSE ATTRIBUTES	Audio recording
TIME ALLOTMENT	60-90 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Video player shows the stimulus with a volume appropriate for being heard by a student. Audio recording equipment to capture response. The music teacher should administer this test and manage the equipment. Room should be quiet and free from interruptions.

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SAMPLE QUESTION: Stem: The adult in the video says the following: “I will clap a pattern. Clap the pattern after me.”

Quarter note = 90



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Item Specific Scorer’s Rubric: On Demand Performance I

POINTS	Tempo	Rhythmic Accuracy
4 points	Performs tempo accurately in all patterns.	Performs rhythms accurately in all patterns.
3 points	Performs with minor tempo inaccuracies.	Performs with minor rhythm inaccuracies.
2 points	Performs with multiple tempo inaccuracies.	Performs with multiple rhythm inaccuracies.
1 point	Performs with mostly inaccurate tempo.	Performs with mostly inaccurate rhythms.

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