



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 5013090

### Music – Intermediate Elementary 1 (Grade 3)

## Course Title: Intermediate Elementary 1 (Grade 3)

**Course Number:** 5013090

**Abbreviated Title:** Intermediate Elem. 1

**Course Length:** Year

## PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description: Third-grade* students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross-content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21 <sup>st</sup> century.
A	P1	MU.3.S.3.1 Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
B	P2	MU.3.S.3.2 Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
C	O1	MU.3.S.3.3 Sing simple la-sol-mi-re-do patterns at sight.
D	CP1	MU.3.O.2.1 Rearrange melodic or rhythmic patterns to generate new phrases.
E	CO1	MU.3.S.1.1 Improvise rhythms or melodies over ostinati.
F	CP2	MU.3.S.1.2 Create an alternate ending to a familiar song.

*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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### Music – Intermediate Elementary 1 (Grade 3)

#### Prepared Performance I – Task A

COURSE	Intermediate Elementary I (Grade 3), 5013090
BENCHMARK #(S)	MU.3.S.3.1
BIG IDEA	[REDACTED]
ENDURING UNDERSTANDING	[REDACTED]
BENCHMARK(S)	MU.3.S.3.1 - Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
BENCHMARK CLARIFICATION	Sing a round accurately using proper vocal technique.
ITEM TYPES	Prepared performance
CONTENT LIMITS	Age-appropriate round; songs must be selected from the public domain
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Vocal range – within the range of D4 to D5</p> <p>Length – four two measure phrases</p> <p>A standardized pre-recorded audio accompaniment 30-45 seconds in length such as “Are You Sleeping?” with a musical introduction of 2 measures, with a pitched vocal prompt, must be provided. The vocal prompt should be sung on the starting pitch. The accompaniment must not double the vocal part. (1, 2, ready, sing in 4 meter, 1, ready sing if in meter of 3)</p> <p>Student will begin to sing after the introduction. A pre-recorded voice (female adult with no vibrato) will begin the round at the end of the student’s first phrase.</p>
RESPONSE ATTRIBUTES	Audio recording
TIME ALLOTMENT	60-75 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Room includes an audio playback device (CD player, computer, etc.), an audio recording device, microphone close to the child’s mouth, and microphone stand (if appropriate). Other options could include a classroom based assessment model in which students are allowed individual time to present their prepared piece.

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

Prompt: After the musical introduction, sing the song ‘Are You Sleeping?’ A recorded voice will join you for the round at the end of your first phrase. You will sing the song one time.”

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

4-point sample answer:

POINTS	Tone Quality	Pitch Accuracy	Rhythmic Accuracy
<b>4 points</b>	Sings using a head voice consistently	Consistently performs pitches accurately	Consistently performs rhythms accurately
<b>3 points</b>	Sings using a head voice with minor inaccuracies.	Performs pitches with minor inaccuracies.	Performs rhythms with minor inaccuracies.
<b>2 point</b>	Sings but does not use a head voice	Performs pitches with some inaccuracies.	Performs rhythms with some inaccuracies.
<b>1 point</b>	Performs without using a singing voice	Performs pitches with multiple inaccuracies.	Performs rhythms with multiple inaccuracies.

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### Music – Intermediate Elementary 1 (Grade 3)

#### Prepared Performance II - Task B

COURSE	Intermediate Elementary I (Grade 3), 5013090
BENCHMARK #(S)	MU.3.S.3.2
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.3.S.3.2 - Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
BENCHMARK CLARIFICATION	Play a melody on a xylophone OR play an ostinato on an unpitched instrument, using proper technique, with musical accompaniment. The student may view the written music during the performance. The music may be written in traditional or non-traditional notation.
ITEM TYPES	Prepared performance
CONTENT LIMITS	Music must be age-appropriate and must be an original work or in the public domain.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTE	<p><u>For melodies:</u> Melodic patterns must be limited to 3-5 pitches, in the keys of C, F or G. Rhythmic patterns must be limited to half notes, half rests, quarter notes, quarter rests, and/or beamed eighth notes. The melody should be 4 measures in 4 meter, using either form of ABAC or AABA.</p> <p>A standardized pre-recorded audio accompaniment with a musical introduction of 2 measures must be provided. The accompaniment will be played on a bass xylophone and will not double the melody. At the end of the first measure, a spoken voice will cue the student to start playing. The voice will speak "1-2-Ready-Play" in tempo.</p> <p><u>For unpitched ostinati:</u> Rhythmic patterns must be limited to half notes, half rests, quarter notes, quarter rests, and/or beamed eighth notes</p> <p>Length – Pattern must be 4 beats long in 4/4 time; pattern must be repeated eight times for the performance.</p> <p>A standardized pre-recorded audio accompaniment with a steady beat introduction of 1-2 measures must be provided. Introductions will be played on the woodblock and spoken as follows:</p> <p style="padding-left: 40px;">In 4/4 time, the woodblock will play four steady beats as a spoken voice says, "1-2-Ready-Play" in tempo. After the introduction, the woodblock will continue to play the steady beat as the student plays the ostinato eight times. The accompaniment will include other ostinati that layer in after the student plays the ostinato two times, four times, and six times. None of the pre-recorded ostinati will double the instrumental part that the student is playing.</p> <p>Length: In 4/4 time: 2 measure of introduction (woodblock then add speaking)</p>

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	<p>Woodblock continues playing steady beat while student performs 4-beat pattern twice</p> <p>Woodblock continues playing steady beat and 1 new instrumental ostinato is added, while student continues performing pattern twice</p> <p>Woodblock continues playing steady beat and 2<sup>nd</sup> (1 additional) instrumental ostinato is added, while student continues performing two additional repetitions</p> <p>Woodblock continues playing steady beat and 3rd instrumental ostinato is added while, student continues performing pattern two additional repetitions.</p>
RESPONSE ATTRIBUTES	<p>Video recording</p> <p>For melodies, students will perform on an alto xylophone.</p> <p>For unpitched ostinati, students may NOT perform the rhythm on a woodblock since a woodblock will be featured in the accompaniment.</p>
TIME ALLOTMENT	60-75 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	<p>Instrument</p> <p>Visual, if applicable for the item</p> <p>An audio playback device (CD player, computer, etc.)</p> <p>A digital video recording device set up so it captures the front of the student and the entire instrument</p> <p>A tripod for the digital video camera (if appropriate)</p> <p>An external microphone placed where it can clearly capture the sound of the instrument</p> <p>A microphone stand</p>

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### Music – Intermediate Elementary 1 (Grade 3)

#### SAMPLE QUESTION 1 (Melody): Prepared Performance II - Task B

Melody: “Merrily We Roll Along”

Instrument: Alto xylophone

Visual: The letter names of the pitches of the melody in order:

- B A G A B B B
- A A A B B B
- B A G A B B B
- A A B A G

Prompt: After the musical introduction, play the melody “Merrily We Roll Along” once.

Accompaniment: A bass xylophone plays a two-measure introduction of G and D, G and D, D and D, D and D, G and D to the rhythm of half note, half note, quarter note, quarter note, half note. A spoken voice says “1-2-Ready-Start” during the second measure of the introduction.

Prompt: “I am going to play a recording of ‘Bow Wow Wow’. After the introduction, play the pattern you learned on notes C and G until the music stops.”

#### Item Specific Scorer’s Rubric: Prepared Performance II – Task B

POINTS	Pitch Accuracy	Rhythmic Accuracy	Mallet Technique: Holds the mallets properly and bounces the mallets off the bars
<b>4 points</b>	Consistently performs pitches accurately	Consistently performs rhythms accurately	Consistently uses the correct mallet technique.
<b>3 points</b>	Performs pitches with minor inaccuracies.	Performs rhythms with minor inaccuracies.	Uses the correct mallet technique with minor inaccuracies.
<b>2 point</b>	Performs pitches with some inaccuracies.	Performs rhythms with some inaccuracies.	Uses mallet technique with some inaccuracies.
<b>1 point</b>	Performs pitches with multiple inaccuracies.	Performs rhythms with multiple inaccuracies.	Uses mallet technique with multiple inaccuracies.

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### Music – Intermediate Elementary 1 (Grade 3)

#### SAMPLE QUESTION 2 (Un-pitched Ostinato): Prepared Performance II - Task B

Rhythmic pattern: Quarter note, beamed eighth notes, quarter note, quarter rest

Instrument: Frame drum with a mallet

Visual: Traditional notation of the rhythmic pattern (quarter note, beamed pair of eighth notes, quarter note, quarter rest)

Accompaniment:

- Woodblock plays four steady beats as an introduction, and then the spoken voice adds, “1-2-Ready-Start” in tempo.
- Woodblock continues as student plays quarter note, beamed eighth notes, quarter note, quarter rest on the frame drum 2 times
- Woodblock continues, maracas begin playing eighth note, eighth note, eighth note, eighth note, eighth note, eighth note, eighth note, eighth note, student continues the ostinato 2 more times
- Woodblock and maracas continue, as tambourine begins playing eighth note, eighth note, quarter note, eighth note, eighth note, quarter note, student continues the ostinato 2 more times
- Woodblock, maracas, and tambourine continue, as claves begin playing eighth note, quarter note, eighth note, quarter note, quarter note, student continues the ostinato 2 more times

Prompt: “I am going to play a recording that adds instruments in layers. The woodblock will play four steady beats, and then you will play the rhythm pattern you learned. Other instruments will start to play after you begin playing. Keep playing your part. You will play your pattern eight times.”

#### Item Specific Scorer’s Rubric: Prepared Performance II – Task B

POINTS	Rhythmic Accuracy	Technique: Playing Position	Technique: Bounces mallet off the drum
<b>4 points</b>	Consistently performs rhythms accurately	Consistently uses the correct playing position with the selected instrument.	Consistently uses the correct mallet technique.
<b>3 points</b>	Performs rhythms with minor inaccuracies.	Uses the correct playing position with minor inaccuracies on the selected instrument.	Uses the correct mallet technique with minor inaccuracies.
<b>2 point</b>	Performs rhythms with some inaccuracies.	Uses the correct playing position with some inaccuracies when playing the selected instrument.	Uses mallet technique with some inaccuracies.
<b>1 point</b>	Performs rhythms with multiple inaccuracies.	Uses the correct playing position with multiple inaccuracies when playing the selected instrument.	Uses mallet technique with multiple inaccuracies.

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## Item Specifications for Benchmarks in Course: 5013090

### Music – Intermediate Elementary 1 (Grade 3)

#### On Demand Performance I – Task C

COURSE	Intermediate Elementary I (Grade 3), 5013090
BENCHMARK #(S)	MU.3.S.3.3
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.3.S.3.3 - Sing simple la-sol-mi-re-do patterns at sight.
BENCHMARK CLARIFICATION	Sight-sing a melodic pattern that includes all of the pitches Do, Re, MI, Sol, La. An audio recording will double the pitches while the child performs.
ITEM TYPES	On Demand
CONTENT LIMITS	Melodic pattern must include all of the pitches do-re-mi-sol-la, DRMSL. An audio recording will double the pitches while the child performs.
CONTEXTS (Student’s Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Key – F Major</p> <p>Range – F to D</p> <p>Melody uses quarter notes only.</p> <p>Melodic pattern must include all of the pitches la-sol-mi-re-do.</p> <p>Melody will include 5-6 notes.</p> <p>Starting pitch must be sol or do.</p> <p>Melody must not go below do.</p> <p>Audio recording of a piano. Here is your starting pitch. “Play pitch” followed by silence of 15 seconds for child to internalize pattern, followed by a female adult singing (with no vibrato) “one, two, ready, start” on the starting pitch and sung to the rhythm of quarter note, quarter note, beamed eighth notes, quarter note.</p> <p>Tempo – quarter note = 60</p> <p>Visual written in traditional notation on a five-line staff</p>
RESPONSE ATTRIBUTES	<p>Audio recording</p> <p>Student may either sing on a neutral syllable or sing using solfege syllables. (Student will be assessed on the pitch, not on the syllable used.)</p>
TIME ALLOTMENT	60-70 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Room includes an audio playback device (CD player, computer, etc.), an audio recording device, microphone close to the child’s mouth, microphone stand (if appropriate), and visual of the melodic pattern to be sung.

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

Visual: do-re-mi-sol-la written using quarter notes on a five-line staff

Prompt: “Look at this melody and read it to yourself. Here is your starting pitch. (Play starting pitch on piano) (15 seconds of silence) Now sing the melody as the piano plays it. Here is the starting pitch. (Piano plays the starting pitch. Then adult female sings to the rhythm of quarter note, quarter note, beamed eighth notes, quarter note) “One, two, ready, start.” (Piano plays the melody do-re-mi-sol-la in the key of F Major and child sings in their choice of solfege, neutral syllables, etc.)

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

POINTS	Pitch Accuracy (Student will NOT be marked down for using an incorrect solfege syllable. Student will be assessed on pitch accuracy only.)	Melodic Contour
<b>4 points</b>	Consistently performs pitches accurately	Student follows the direction of the melodic line with consistent accuracy.
<b>3 points</b>	Performs pitches with minor inaccuracies.	Student follows the direction of the melodic line with minor inaccuracies.
<b>2 point</b>	Performs pitches with some inaccuracies.	Student follows the direction of the melodic line with some inaccuracies.
<b>1 point</b>	Performs pitches with multiple inaccuracies.	Student follows the direction of the melodic line with multiple inaccuracies.

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