



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 5013110

Music – Intermediate Elementary 3 (Grade 5)

Course Title: Intermediate Elementary 3 (Grade 5)

Course Number: 5013110

Abbreviated Title: Intermediate Elem. 3

Course Length: Year

PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description:
		Course Description: Fifth-grade* students in music class develop and analyze the skills necessary for the critical assessment of artistic works and creative works in other contexts. They demonstrate the proficiency of comprehensive musicianship and interpretive skills in the arts, which allows them to explore manipulation of musical structures to represent a personal and creative form of artistic communication. As students become more musically sophisticated, they establish and document reciprocal relationships among music and other disciplines of study. They learn to transfer their music knowledge and innovative skills as a means of discovering the significant contributions of music and the arts, in general, to positive social development and global economic success in the 21st Century.
A	O1	MU.5.S.3.3 Perform simple diatonic melodies at sight.
B	P1	MU.5.S.3.1 Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
C	O2	MU.5.S.3.2 Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
C	O2	MU.5.S.3.4 Play melodies and accompaniments, by ear, using classroom instruments.
C	O2	MU.5.S.1.4 Sing or play simple melodic patterns by ear with support from the teacher.
D	P/O2	MU.5.O.3.2 Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
D	P/O2	MU.5.S.2.2 Apply performance techniques to familiar music.
E	CP1	U.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
E	CP1	MU.5.O.2.1 Create a new melody from two or more melodic motifs.
H (E/G)	CO1	MU.5.S.1.1 Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
F	CP2	MU.5.S.1.2 Compose short vocal or instrumental pieces using a variety of sound sources.
G	CP3	MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.

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



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On-Demand Performance I – Task A

COURSE	Intermediate Elementary 3
BENCHMARK #(S)	MU.5.S.3.3
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.5.S.3.3 - Perform simple diatonic melodies at sight.
BENCHMARK CLARIFICATION	Sight-sing a melodic pattern that includes at least six of the following pitches: Do, Re, Mi, Fa, Sol, La, Ti, and high Do. An audio recording will double the pitches while the child performs.
ITEM TYPES	On Demand
CONTENT LIMITS	Range: C4 to C5, limited to steps and may have up to two skips.
CONTEXTS (Student's Role)	Performing
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Key – C Major</p> <p>Range –C4 to C5.</p> <p>Melody uses quarter notes only.</p> <p>Melodic pattern must include at least six of the following pitches: Do, Re, Mi, Fa, Sol, La, Ti, and high Do. Melody will include 6-8 notes.</p> <p>Starting pitch must be sol or do.</p> <p>Melody must not go below Middle C.</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</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	60-90 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Individual student will perform in a secured room with an adult test administrator. 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. 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: On Demand Performance I - Task A

Sing the following melody using the syllable “loo.”
 (notated on staff) So--Mi--Do--Do--Do-Re-Mi-Fa-So-So-So

Visual: do-re-mi-sol-la-high do 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-high do in the key of C Major and child sings in their choice of solfege, neutral syllables, etc.)

Item Specific Scorer’s Rubric: On-demand Performance I – Task A

4-point sample answer:

POINTS	Pitch Accuracy
4 points	Consistently performs pitches accurately
3 points	Performs pitches with minor inaccuracies.
2 points	Performs pitches with some inaccuracies.
1 point	Performs pitches with multiple inaccuracies.

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Prepared Performance I - Task B

COURSE	Intermediate Elementary 3
BENCHMARK #(S)	MU.5.S.3.1
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.5.S.3.1 - Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
BENCHMARK CLARIFICATION	Perform a two-part song with accurate pitch, rhythm, intonation, and tone quality
ITEM TYPES	Prepared
CONTENT LIMITS	Song with simple two-part harmony. Range should be limited to C4 to C5.
CONTEXTS (Student's Role)	Student will sing a melody with a recorded accompaniment. The recording will include another child singing (using good vocal technique) a harmony part.
DEPTH OF KNOWLEDGE	Level III
STIMULUS ATTRIBUTES	Length: 8 measures; 2 measure phrases; Range: C4 to C5 A standardized pre-recorded audio accompaniment 20-30 seconds in length such as "This Little Light of Mine" 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. ("1, 2, ready, start" in 4/4 or "1, ready, start" in 3/4) The accompaniment must not double the vocal part. Student will begin to sing after the introduction. A pre-recorded voice (child, no vibrato) will sing a harmony part with the student.
RESPONSE ATTRIBUTES	Audio Response
TIME ALLOTMENT	30 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Secure location with no distractions, video recorder, music stand, sheet music, microphone, audio recorder, music playback device. 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 B

Prompt: “After the musical introduction, sing the melody of ‘This Little Light of Mine’ A recorded voice will sing the harmony with you.”

Item Specific Scorer’s Rubric: Prepared Performance I - Task B

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

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On Demand Performance II - Task C

COURSE	Intermediate Elementary 3
BENCHMARK #(S)	MU.5.S.3.2, MU.5.S.3.4, MU.5.S.1.4
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.5.S.3.2 - Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments. MU.5.S.3.4 - Play melodies and accompaniments, by ear, using classroom instruments. MU.5.S.1.4 - Sing or play simple melodic patterns by ear with support from the teacher.
BENCHMARK CLARIFICATION	Play a melody by ear on an alto xylophone using proper technique.
ITEM TYPES	On-Demand
CONTENT LIMITS	Pentatonic melody using stepwise movement within the pentatonic scale. Length: one measure in 4/4 time. Rhythm: Quarter note, beamed eighth note pair, beamed eighth note pair, quarter note. Melody must include at least three different pitches.
CONTEXTS (Student's Role)	Performing
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	A pre-recorded voice tells students to echo after the melody is played. The starting pitch of C is stated.
RESPONSE ATTRIBUTES	Video response
TIME ALLOTMENT	30 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Secure room with no distractions, microphone, audio and video recorder, alto xylophone will all bars removed except low C, D, E, G, and A. 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: On Demand Performance II - Task C

Prompt: “You will hear a recording of a melody. Echo the melody by playing the xylophone using proper technique. The first pitch is C.” (The recording plays quarter note, beamed eighths, beamed eighths, quarter note on the pitches C, D, E, D C, C.)

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

4-point sample answer:

POINTS	Performance Technique
4 points	Uses the correct mallet technique to consistently perform pitches and rhythmic patterns accurately.
3 points	Uses the correct mallet technique with minor inaccuracies in pitch and rhythm.
2 points	Performs with some inaccuracies in mallet technique and pitch or rhythm.
1 point	Performs with multiple inaccuracies in mallet technique, pitch, or rhythm.

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Prepared/On Demand Performance – Task D

COURSE	Intermediate Elementary 3
BENCHMARK #(S)	MU.5.O.3.2, MU.5.S.2.2
BIG IDEA	[REDACTED]
ENDURING UNDERSTANDING	[REDACTED]
BENCHMARK(S)	MU.5.O.3.2 - Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor. MU.5.S.2.2 - Apply performance techniques to familiar music.
BENCHMARK CLARIFICATION	Perform a piece of music with expression and proper technique by responding to the notated expression markings in the music.
ITEM TYPES	On Demand, Prepared
CONTENT LIMITS	Familiar songs (Patriotic or Folk). Manipulation of expressive elements including but not limited to: tempo, dynamics, and phrasing
CONTEXTS (Student’s Role)	Performing
DEPTH OF KNOWLEDGE	Level III
STIMULUS ATTRIBUTES	Vocal range C4 to C5 8 measures in 4/4 time (up to “fruited plain”) Score of the piece with added expression markings. (Dynamics, staccato, legato, and phrasing.) Student will hear a 4-measure recorded introduction played on piano. During the 4 th measure, a recorded voice will sing “1-ready-start” on the student’s starting pitch, and student will begin singing on the 4 th beat of measure 4.
RESPONSE ATTRIBUTES	After 20 seconds of silence for students to study the score, student will sing while following the score, responding to articulation, dynamic, or phrasing changes in the written music.
TIME ALLOTMENT	90-120 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Camcorder, Microphone, Music Stand, Computer w/ video playback capabilities, speakers so the student can hear the recorded accompaniment, Audio Recorder. (Evaluator should have access to a video recording of the conductor’s cues.)

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SAMPLE QUESTION: Prepared/On Demand Performance – Task D

You will sing “America, the Beautiful” from memory. Please study the score and look for the written expression markings. (20 seconds of silence) Follow the score, as you sing and perform the expression markings. (Piano plays 4-measure introduction, including vocal prompt sung on the first pitch, “1-ready-start.”)

Item Specific Scorer’s Rubric: Prepared/On Demand Performance – Task D

POINTS	Performance Techniques Student performs...	Expression Markings
4 points	With a consistently supported, resonant tone.	Dynamics are consistently accurate with the notated score.
3 points	With a predominantly clear tone, but with breathiness, nasality or stridency in one register.	Dynamics are predominantly accurate with the notated score.
2 points	With some evidence of clear tone, but often affected by breathiness, nasality, or stridency.	Dynamics are somewhat accurate with the notated score.
1 point	With a tone quality that is breathy, nasal or strident throughout.	Dynamics are mostly inaccurate when compared with the notated score.

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