

Florida Performing Fine Arts Assessment Item Specifications

1301090_MJ_Exploring_Music_Responding

FRONT MATTER - SECONDARY	
Stimulus Attributes	Written questions should be at grade level readability. Written and aural musical excerpts should provide enough information for the student to answer the question keeping in mind the student might not be familiar with the work. Unless noted in a benchmark specification, aural musical excerpts should be a minimum of 30 to 45 seconds. Short answer or extended responses should specify limitations (e.g., length of the desired answer), clearly define the task, and include a clear and concise rubric for grading. Research and identify copyright information for each visual and aural example. Writers are encouraged to review public domain sources and/or compose/arrange musical examples based on the benchmarks.
Response Attributes	Selected response choices should be at grade level readability and approximately the same length. Selected response items must contain only one correct answer. All distractors must be plausible. If aural distractors are used, they should be 5-10 seconds in length.

NOTE: The contents of these item specifications documents were 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.



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 1301090 M/J Exploring Music 1

Course Title: M/J Exploring Music 1

Course Number: 1301090

Abbreviated Title: M/J EXPLOR MUSIC 1

Course Length: Year

Course Level: 2

Course Description: Students explore the essential elements of 20th and 21st century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

RESPONDING Benchmarks

R	MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
R	MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
R	MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
R	MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
R	MU.68.F.2.2	Describe how concert attendance can financially impact a community.
R	MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
R	MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
R	MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
R	MU.68.H.1.3	Describe how American music has been influenced by other cultures.
R	MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
R	MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.

R

[MU.68.O.3.1](#)

Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

BENCHMARK #:	MU.68.C.1.2
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
BENCHMARK:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent
CLARIFICATION:	Compare a listening example to a score. Based on knowledge of vocabulary, identify and/or describe how the excerpt does or does not reflect the marking in the score (this is the composer's intent)
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide quality recordings <u>with</u> score. Music selected should be commonly studied in this course. If it is helpful for a student to know the background about a composer or piece, this information must be made available in the context of the question
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Musical example and score should include the following: clear indications of form, texture, melody, rhythm, tempo, articulation, etc. be less than 24 measures in length, and be grade level appropriate
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Responses should include elements such as form, texture, melody, rhythm, tempo, articulation, etc.

SAMPLE QUESTION:

Listen to the musical example.

What are two expressive elements in the recording?

MEDIA: Audio

DESCRIPTION: <DW: 1st 16 measures of a folk song. Example should have well-executed dynamics and expression.>

MEDIA: Graphic

DESCRIPTION: <DW: 1st 16 measure of score of a folk song that matches the recording.>

Item Specific Scorer's Rubric:

2-point sample answer: The song starts soft and gradually gets louder. There are accents on certain notes.

POINTS	SCORING RUBRIC
2 points	Response includes two expressive elements in the recording. Examples may include, but will not be limited to: <ul style="list-style-type: none">• Dynamics: piano / mezzo forte / forte / crescendo / accents• Tempo / the marking at the beginning of the piece / rit• Phrasing / matches word phrases
1 points	The response includes one element
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."

BENCHMARK #:	MU.68.C.2.1
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth
BENCHMARK:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers
CLARIFICATION:	Students will compare listening examples to a score and identify elements represented in the score that are not heard in the performance. Focus on individual performances that may be typical in the MS performing class rather than ensembles
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide listening examples that focus on intonation, balance, blend, phrasing, or rhythm and the corresponding score
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Aural example should be a high quality representative recording or a middle school student's performance
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Response should include terminology consistent with solo and ensemble adjudication forms and music performance assessments

SAMPLE QUESTION:

Look at the musical score and listen to the musical example. Which phrase describes where the error in the musical example is found?

MEDIA: Graphic:

DESCRIPTION: <DW: provide a printed excerpt (score) that matches the audio recording. 8 measures for a solo trumpet. >

MEDIA: Audio

DESCRIPTION: <DW: Audio recording 10-30 seconds of a solo trumpet containing an error in the "dotted quarter note/eighth note" rhythm which appears twice in the exercise.>

- A. In the notes
- B. In the rhythms*
- C. In the phrasing
- D. In the articulations

KEY: B

BENCHMARK #:	MU.68.C.2.2
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth
BENCHMARK:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal
CLARIFICATION:	Identify effects of rehearsal or practice on performance by listening to two different samples of the same musical selection recorded over time
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide two examples of the same musical selection. One should be after practice or rehearsal in which focus on a specific area has occurred. The examples should be of Middle School students. The focus of the rehearsal might include but is not limited to: articulation, blend, balance, ensemble playing and/or singing, correct notes and rhythms, technique, tone quality, diction, and expression
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Provide two examples of the same musical selection. One should be after practice or rehearsal in which focus on a specific area has occurred. The examples should be of Middle School students. The focus of the rehearsal might include but is not limited to: articulation, blend, balance, ensemble playing and/or singing, correct notes and rhythms, technique, tone quality, diction, and expression
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Responses should include terminology consistent with general music and/or music appreciation courses

SAMPLE QUESTION:

Compare the two recordings. Which aspect in Example 2 contains the greatest improvement?

MEDIA: Two audio examples
DESCRIPTION: Audio Sample 1 <DW: 15-30-second flute solo lacking quality tone consistent with poor breath support and incorrect embouchure.> Audio Sample 2- <DW: 15-30-second flute solo of the same melody demonstrating characteristic tone. Phrasing, steady beat and intonation should be as close to the same as possible.>

- A. Steady Beat
- B. Intonation
- C. Phrasing
- D. Tone*

KEY: D

BENCHMARK #:	MU.68.C.3.1
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	The processes of critiquing works of art lead to development of critical- thinking skills transferable to other contexts
BENCHMARK:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre
CLARIFICATION:	Identify specific musical characteristics in a listening example that makes the example a model representative of a style or genre
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Written or aural musical examples must include works that evidence the primary characteristics of a specific style/genre. Styles may include 20 th century, and/or 21 st century, American or world music
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Written or aural example should be high quality and include the primary characteristics of a specific style or genre
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Responses should include the primary characteristics of each musical style/genre

SAMPLE QUESTION:

Listen to the musical example.

What are two characteristics of the music that show it is a model example of the jazz style?

MEDIA: Audio

DESCRIPTION: <DW: provide a basic 30-45 sec. jazz example that demonstrates swing 8th notes, improvisation, typical jazz instrumentation.>

2-point sample answer: This is a model of Jazz because it has swing 8th notes throughout and clear examples of improvisation.

RUBRIC:

POINTS	SCORING RUBRIC
2 points	The response includes two characteristics that are typical of Jazz. Examples may include, but will not be limited to: <ul style="list-style-type: none">• Swing 8th notes• Swing rhythms• Improvisation• Call/response• Instrumentation
1 point	The response includes one example.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

BENCHMARK #:	MU.68.F.2.2
BIG IDEA:	Innovation, Technology, and the Future
ENDURING UNDERSTANDING:	Careers in and related to the arts significantly and positively impact local and global economies
BENCHMARK:	Describe how concert attendance can financially impact a community
CLARIFICATION:	Describe how live concerts can financially benefit a community and stimulate the economy
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on localized businesses and individuals that are impacted financially by live concerts such as restaurants, hotels, travel agencies, venue maintenance, parking attendants, stage managers, ticket agents, program printing, etc.
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: The stimulus should provide information on type of live concert(e.g., rock concert, folk music festival, or a summer classics concert) and the performance venue
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

What are two ways a rock concert in a 100,000-seat stadium would have a positive impact on the local economy?

2-point sample answer: The people come from out of town and will need to stay in a hotel. They also will need to eat at local restaurants.

RUBRIC:

POINTS	SCORING RUBRIC
2 points	The response gives two ways a rock concern would impact the economy. Examples may include, but will not be limited to” <ul style="list-style-type: none"> • Increased revenue • More business for vendors / restaurants / hotels /travel agencies / program printing / venue maintenance • More jobs for parking attendants / ticket agents / vendors.
1 point	The response contains one positive way the economy would be impacted.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

BENCHMARK #:	MU.68.F.3.2
BIG IDEA:	Innovation, Technology, and the Future
ENDURING UNDERSTANDING:	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts
BENCHMARK:	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media
CLARIFICATION:	Describe the features of fair use as specified in the current copyright law focusing primarily on the legal acquisition of musical media
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	May include, but are not limited to such concepts as: intellectual property, copyright law, public domain, fair use doctrine, safe, legal and responsible acquisition and use of musical media
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Stimulus should include most recent legislation concerning copyright law in the United States. See http://www.copyright.gov/ or NAfME.org
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

What is one example of a safe, responsible and legal way to acquire a copy of a song heard on the radio?

What is one example of an illegal way to get a copy of the song?

2-point sample answer: A legal way would be to pay for the song and download from iTunes. An illegal way would be to get a friend to burn a copy.

RUBRIC:

POINTS	SCORING RUBRIC
2 points	<p>Response correctly identifies one way to legally acquire a copy AND one way to illegally acquire a copy. Responses may include but are not limited to:</p> <p>Legal:</p> <ul style="list-style-type: none">• buy a CD• borrow a CD from my friend but just listen / don't rip it don't burn it; <p>Illegal:</p> <ul style="list-style-type: none">• Burn / rip a CD• Download without paying (without artist consent).
1 point	<p>Response identifies one way to legally acquire a copy OR Response identifies one way to illegally acquire a copy.</p>
0 points	<p>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."</p>

BENCHMARK #:	MU.68.H.1.1
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Through study in the arts, we learn about and honor others and the world in which they live(d)
BENCHMARK:	Describe the functions of music from various cultures and time periods
CLARIFICATION:	Identify the ways music is used in and enhances different cultures and time periods
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Styles may include 20 th century, 21 st century, American, and other world cultures
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Aural examples should be a high quality recording that evidences the primary characteristics of the music from a particular culture or tradition
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Music has many functions. What is one way music is used in everyday life? What is one example of how music contributes to that aspect of everyday life?

2-point sample answer: Music helps with mourning. It helps people deal with their feelings.

RUBRIC:

POINTS	SCORING RUBRIC
2 points	Response includes one way music is used in everyday life, and one example of how music contributes to that aspect of everyday life. Examples may include, but will not be limited to: <ul style="list-style-type: none"> • Celebration: Brings feelings of joy • Mourning: Helps people deal with feelings • Community-building: Brings people together • Dancing: Gives the dances a beat they can move to / interact with • Entertainment: TV / movies / Internet / advertising
1 point	Response includes one way that music is used in a culture, OR one way the music enhances that function.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may

	have written on a different topic or written "I don't know."
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BENCHMARK #:	MU.68.H.1.2
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Through study in the arts, we learn about and honor others and the world in which they live(d)
BENCHMARK:	Identify the works of representative composers within a specific style or time period
CLARIFICATION:	Identify examples of music from prominent composers within a given style or time period
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Well known composers and their most significant works should be chosen from 20th century and/or 21st century. Works selected should come from the public domain and should be consistent with the music that is studied and/or performed in this course
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: If an aural example is used, it should be a high quality representative recording that clearly demonstrates the primary characteristics of the composer's style
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Read the excerpt of the lyrics of a song by the Beatles.

What is the title of the song?

“In the town where I was born, lived a man who sailed the sea”.

- A. Yesterday
- B. Hey Jude
- C. Eleanor Rigby
- D. Yellow Submarine*

KEY: D

BENCHMARK #:	MU.68.H.1.3
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Through study in the arts, we learn about and honor others and the world in which they live(d)
BENCHMARK:	Describe how American music has been influenced by other cultures
CLARIFICATION:	Identify characteristics of American music that have been influenced by other cultures
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on musical characteristics of various cultures, which may include Asian, Latin, European, South American, or African
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: If used, aural examples should be a high quality recording that clearly demonstrates the characteristics implemented in American music
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Listen to the musical example. This melody has become recognized as an American song.

Which culture influenced this American song?

MEDIA: Audio

DESCRIPTION: <DW: record at 30-45 second example based on “El Condor Pasa” played by a Spanish guitar.>

- A. Asian
- B. Russian
- C. North African
- D. South American*

KEY: D

BENCHMARK #:	MU.68.H.1.4
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Through study in the arts, we learn about and honor others and the world in which they live(d)
BENCHMARK:	Classify authentic stylistic features in music originating from various cultures
CLARIFICATION:	Identify distinct, authentic musical characteristics that originated in various world cultures
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Characteristics may include rhythm, layered texture, key patterns, tonality, melodic lines, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns from various cultures. Cultures can be from America or world cultures
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Listen to the musical example that is characteristic of Eastern music

What is this type of scale?

MEDIA: Audio

DESCRIPTION: <DW recreate 20-45 second recording of a solo instrument playing a Korean folk melody such as Arirang found in “Korean Folk Song Melody” by Ployhar (1st section)>

- A. Harmonic minor scale
- B. Natural minor scale
- C. Pentatonic scale*
- D. Major scale

KEY: C

BENCHMARK #:	MU.68.O.1.1
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process
BENCHMARK:	Compare performances of a musical work to identify artistic choices made by performers
CLARIFICATION:	Compare two or more interpretations of the same musical work
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide aural/video recordings and, if appropriate, written examples. Elements to compare may include are but not limited to: tempo, expression elements, articulations, phrasing, harmonic structure, timbre, rhythm, orchestration/instrumentation, or lyrics
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Compare two performances of the same musical selections that are between 20-30 seconds each so the total time of both excerpts does not exceed 45 seconds
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Compare the musical examples. What musical element has been changed? What is the purpose of the change?

MEDIA: Two Audio samples.

DESCRIPTION: < DW: provide a 15-20 second recording of a soloist singing an American Folk song performed slowly (quarter note= 60), and soft dynamic (unsupported) and a fair amount of vibrato. Sample 2 provide a 15-20 second recording of the same person singing the same song at a faster tempo (quarter note= 96), a louder more varied dynamic and more of a straight tone (no vibrato).

Item Specific Scorer’s Rubric:

2-point sample answer: The second example is a faster tempo than the first. It is faster because the performer wanted the song to be more lively.

POINTS	SCORING RUBRIC
2 points	<p>The response includes the element in music that was changed AND why it was changed. Examples may include, but will not be limited to:</p> <ul style="list-style-type: none">• Faster tempo: Keeps song from dragging / keeps pitch from sagging / makes song more interesting / helps singer get through the phrases• Louder Dynamic: Allows singer to support better / get through the phrases / allows for more expression / adds interest• Straighter Tone: Helps with more accurate pitches.
1 point	The response includes one correct answer only and no reason.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know”.

BENCHMARK #:	MU.68.O.3.1
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world
BENCHMARK:	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image
CLARIFICATION:	Describe how combining instrumental techniques with the use of expressive elements in a piece of music can communicate a thought, idea, mood, and/or image
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on examples that clearly convey thought, idea, mood, and/or image through the use of instrumentation/voicing, tempo markings, expression markings, articulation markings, phrasing, scales, timbre, rhythm, orchestration, or lyrics
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Listen to the musical example. What do the sounds of the bass drum and cymbals **best represent**?

MEDIA: Audio

DESCRIPTION: <DW: Recreate a 15-30 second recording of the section of Tchaikovsky's 1812 Overture where the drum and cymbals depict cannon shots.>

- A. Battle cries
- B. Cannon shots*
- C. Surprise attack
- D. Marching soldiers

KEY: B