



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 1301360 Keyboard 1

Course Title: Keyboard 1

Course Number: 1301360

Abbreviated Title: KEYBD 1

Number of Credits: 1

Course Length: Year

Course Level: 2

Graduation Requirements: PF

Task	Item Type	Course Description: Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. 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.	
A	P1	MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
B	CO1	MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
C	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.



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Prepared Performance I – TASK A

COURSE	Keyboard 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 music score and/or conductor.
BENCHMARK CLARIFICATION	Perform a prepared selection for keyboard, showing variation in expressive elements of tempo, dynamics, phrasing, and/or articulation.
ITEM TYPES	Prepared Performance
CONTENT LIMITS	Using as a reference a standard first year method book that aligns with state adopted materials. Perform music in the genre or style of first year method book exercises expressively; (to include, but not limited to: dynamic contrast, phrasing, articulation, style), technique (to include, but not limited to: posture, hand position), and ability-level appropriate repertoire
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Selection requires student to use two hands simultaneously (right hand melody with a simple left hand accompaniment) Length: 8-12 measures Range: -position of hands should include a range of only five-keys for each hand (no shifting) Rhythm: Limited to whole, half and/or quarter notes and/or rests, with the possibility of limited eighth notes. Accompaniment: Left hand accompaniment limited to single notes and/or major and/or minor triads/chords. Tempo: Limited to tempo of quarter equals 60 to 100. Expressive Elements: Repertoire must include differences in expressive elements such as dynamics and tempo. Selection must include contrast in dynamics (<i>forte/piano</i>), and tempo (such as a <i>ritardando</i>).
RESPONSE ATTRIBUTES	Audio recording.
TIME ALLOTMENT	60-75 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	An isolated room with significant sound proofing, free from visual and auditory distractors. Equipment: Computer, microphone, keyboard and bench. Keyboard (piano, synthesizer, clavichord) with no less than four octaves, weighted keys that are touch-sensitive and a sustain pedal. Seat or bench at appropriate level for keyboard performance.



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SAMPLE QUESTION: Prepared Performance I – TASK A

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

Piano

$\text{♩} = 90$

Musical notation for the first system, marked *p*. The piece is in 4/4 time. The treble clef staff contains a sequence of quarter notes: C4, D4, E4, F4, G4, A4, B4, C5. The bass clef staff contains a sequence of quarter notes: C3, D3, E3, F3, G3, A3, B3, C4. The piece concludes with a whole note chord consisting of C4, E4, G4, and C5.

Musical notation for the second system, marked *f*. The piece is in 4/4 time. The treble clef staff contains a sequence of quarter notes: C4, D4, E4, F4, G4, A4, B4, C5. The bass clef staff contains a sequence of quarter notes: C3, D3, E3, F3, G3, A3, B3, C4. The piece concludes with a whole note chord consisting of C4, E4, G4, and C5. Above the final measure, the marking *rit.* is followed by a dashed line.



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Item Specific Scorer's Rubric – Prepared Performance I

POINTS	Articulations	Dynamics	Balance (L/R)	Pitch Accuracy	Rhythmic Accuracy	Expressive Elements
4 points	Articulations are consistently observed	Dynamics are consistently observed	Proper balance is consistently observed	Pitches are consistently accurate	Rhythms are consistently accurate	Expressive elements are consistently observed
3 points	Minor inaccuracies observed in articulations but does not distract from performance quality	Minor inaccuracies observed in dynamics but does not distract from performance quality	Minor inaccuracies observed in balance but does not distract from performance quality	Minor inaccuracies in pitch are present but do not distract from performance quality	Minor inaccuracies in rhythm are present but do not distract from performance quality	Minor inaccuracies observed in expressive elements but does not distract from performance quality
2 points	Flaws observed in articulations that distract from performance quality	Flaws observed in dynamics that distract from performance quality	Flaws observed in balance that distract from performance quality	Flaws in pitch accuracy distract from performance quality	Flaws in rhythm accuracy distract from performance quality	Flaws observed in expressive elements that distract from performance quality
1 point	Observance of articulations is poor.	Observance of dynamics is poor.	Balance is poor	Pitch accuracy is poor	Rhythm accuracy is poor	Observance of expressive elements is poor.