



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302020 M/J Band 3

### Course Title: M/J Band 3

Course Number: 1302020

Abbreviated Title: M/J BAND 3

Course Length: Year

Course Level: 2

### PERFORMING Benchmarks

| Task A/B/C/D | Item Type | Course Description: Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. |
|--------------|-----------|--|
| A            | P1        | MU.68.O.3.2 Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.  |
| A            | P1        | MU.68.S.3.1 Sing and/or play age-appropriate repertoire expressively.  |
| A            | P1, O1    | MU.68.S.3.2 Demonstrate proper vocal or instrumental technique.  |
| B            | P1, O1    | MU.68.S.2.2 Transfer performance techniques from familiar to unfamiliar pieces.  |
| B            | O1        | MU.68.S.3.3 Sight-read standard exercises and simple repertoire.   |
| C            | CO1       | MU.68.S.1.1 Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| D            | CP1       | MU.68.S.1.3 Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  |

*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                    | M/J Band 3   |
| BENCHMARK #(S)            | MU.68.O.3.2, MU.68.S.3.1, MU.68.S.3.2  |
| BIG IDEA                  |  |
| ENDURING UNDERSTANDING    |  |
| BENCHMARK(S)              | MU.68.O.3.2 - Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.<br>MU.68.S.3.1 - Sing and/or play age-appropriate repertoire expressively.<br>MU.68.S.3.2 - Demonstrate proper vocal or instrumental technique.  |
| BENCHMARK CLARIFICATION   | Perform a musical work with musical expression, with correct instrumental technique.   |
| ITEM TYPES                | Prepared   |
| CONTENT LIMITS            | Using as a reference a standard second year method book that aligns with state adopted materials. Perform music in the genre or style of a second year method book exercises (e.g. folk songs etc.) expressively; (to include, but not limited to: dynamic contrast, phrasing, articulation, style), technique (to include, but not limited to: posture, hand position, breath support, embouchure, tone quality, rudiments, 1 <sup>st</sup> and 2 <sup>nd</sup> endings, Da Capo, Del Segno, Fine, Coda), repertoire (for example: “O Tannenbaum” or “March from The Nutcracker”).  |
| CONTEXTS (Student’s Role) | Performer  |
| DEPTH OF KNOWLEDGE        | 2  |
| STIMULUS ATTRIBUTES       | Student performs following a recorded 2 measure count off<br>Length: 8 to 12 measures (depending on the time signature)<br>Range: Flute – Low Eb to High Eb (2 Octaves)<br>Oboe – Low D to High D (2 Octaves)<br>Bb Clarinet – Low E (written pitch) to High G just above the staff (written pitch)<br>Bass Clarinet/Contra Clarinet – Low E (written pitch) to High C in the staff (written pitch)<br>Bassoon – Low F to High F above the staff<br>All Saxophones – Low C (written pitch) to High C above the staff (written pitch)<br>Trumpet/Euphonium TC – Low G (written pitch) to High E in the staff (written pitch)<br>Horn – Low G (written pitch) to High F in the staff (written pitch)<br>Trombone/Euphonium/Electric Bass/String Bass – Low F to High D above the staff<br>Tuba – Pedal F to D in the staff<br>Mallet Percussion – Low Bb to High Bb<br>Tempo: Within the tempo range of 104-120 beats per minute |

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|  |  |
|--|--|
|  | <p>Time Signature: 2/4, 3/4, 4/4, Cut Time</p> <p>Key: Bb, Eb, Ab and F concert</p> <p>Rhythm: Whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted half notes, dotted quarter notes, dotted eighth notes, associated rests, and basic syncopation</p> <p>Dynamics: piano, forte, mp, mf, crescendo, decrescendo</p> <p>Articulations: staccato, slur, accent, tenuto, marcato (exception for mallets)</p> <p>For Percussion: students will perform the following rudiments on snare drum: flam, paradiddle, multiple-bounce roll, drag or ruff, 5-stroke roll, 9-stroke roll</p> |
| RESPONSE ATTRIBUTES  | Audio or Video   |
| TIME ALLOTMENT   | 90-120 Seconds   |
| PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand): | An isolated room with significant sound proofing, free from visual and auditory distractors<br>Equipment: Computer, microphone, music stand, chair, video recorder   |

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

B-flat clarinet

♩ = 112

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## Item Specifications for Benchmarks in Course: 1302020 M/J Band 3

### Item Specific Scorer's Rubric: Prepared Performance I – Task A

4-point sample answer:

| POINTS          | Tone Quality   | Physical Articulation                              | Pitch Accuracy                              | Rhythmic Accuracy                              | Printed Dynamics   | Phrasing  |
|-----------------|--|--|---|--|--|---|
| <b>4 points</b> | -Consistent demonstration of characteristic tone quality | -Consistent demonstration of physical articulation | -Consistent demonstration of pitch accuracy | -Consistent demonstration of rhythmic accuracy | -Consistent demonstration of printed dynamics                | -Consistent demonstration of proper phrasing                |
| <b>3 points</b> | -Minor inconsistencies in characteristic tone quality    | -Minor inconsistencies in physical articulation    | -Minor inconsistencies in pitch accuracy    | -Minor inconsistencies in rhythmic accuracy    | -Minor inconsistencies in demonstration of printed dynamics  | -Minor inconsistencies in demonstration of proper phrasing  |
| <b>2 points</b> | - Multiple inaccuracies in characteristic tone quality   | - Multiple inaccuracies in physical articulation   | - Multiple inaccuracies in pitch accuracy   | - Multiple inaccuracies in rhythmic accuracy   | - Multiple inaccuracies in demonstration of printed dynamics | - Multiple inaccuracies in demonstration of proper phrasing |
| <b>1 point</b>  | -Overall inaccuracies in characteristic tone quality     | -Overall inaccuracies in physical articulation     | -Overall inaccuracies in pitch accuracy     | -Overall inaccuracies in rhythmic accuracy     | -Overall inaccuracies in demonstration of printed dynamics   | -Overall inaccuracies in demonstration of proper phrasing   |

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# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302020 M/J Band 3

### On-Demand Performance I - Task B

|  |  |
|--|--|
| COURSE   | M/J Band 3   |
| BENCHMARK #(S)   | MU.68.S.3.3  |
| BIG IDEA   | [REDACTED]   |
| ENDURING UNDERSTANDING                                     | [REDACTED]   |
| BENCHMARK(S)   | MU.68.S.3.3 - Sight-read standard exercises and simple repertoire.   |
| BENCHMARK CLARIFICATION                                    | Perform a sight – reading exercise   |
| ITEM TYPES   | On demand  |
| CONTENT LIMITS   | Using as a reference a standard second year method book that aligns with state adopted materials. Students are allowed 60 seconds to preview before performing; students can sing, sizzle, finger along, etc., but can't produce a sound on their instrument. Assessment is limited to pitch and rhythmic accuracy and dynamic contrast and style.   |
| CONTEXTS (Student's Role)                                  | Performer  |
| DEPTH OF KNOWLEDGE   | 2  |
| STIMULUS ATTRIBUTES  | <p>Student will be provided a recorded 2 measure count-off prior to their 30 second preview time.</p> <p>Student performs following a recorded 2 measure count off</p> <p>Length: 8 measures (depending on time signature)</p> <p>Range: Low F Concert – Bb Concert (range of an octave and a fourth)</p> <p>Tempo: Moderate Tempo (76-84 beats per minute)</p> <p>Time Signature: 4/4, 2/4 and 3/4</p> <p>Key: Bb, and Eb Concert</p> <p>Rhythm: Whole notes, half notes, quarter notes, eighth notes, dotted quarter notes, dotted half notes, basic syncopation, and associated rests</p> <p>Dynamics: may include a dynamic shift from forte to piano, or vice versa, and crescendos and/or decrescendos</p> <p>May include staccatos, slurs, and accents</p> <p>Can include no more than two accidentals</p> <p>For Percussion: snare will perform rhythmic line only, which must include a roll and flam</p> |
| RESPONSE ATTRIBUTES  | Audio or Video   |
| TIME ALLOTMENT   | 90-120 seconds   |
| PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand): | An isolated room with significant sound proofing, free from visual and auditory distractors<br>Equipment: Computer, microphone, music stand, chair, video recorder   |

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

B-flat clarinet



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

| POINTS   | Tone Quality  | Pitch Accuracy               | Rhythmic Accuracy               | Expressive Elements  |
|----------|---|------------------------------|---------------------------------|--|
| 4 points | -Characteristic tone is present all of the time.                                  | -No more than 2 pitch errors | -No more than 2 rhythmic errors | -All expressive markings are clearly demonstrated.                             |
| 3 points | -Characteristic tone is present, but is not consistent throughout the performance | -3-5 pitch errors            | -3-5 rhythmic errors            | -Obvious attempt at all expressive markings, and most are clearly demonstrated |
| 2 points | -Characteristic is being demonstrated less than 50% of the time                   | -6-8 pitch errors            | -6-8 rhythmic errors            | -Some expressive markings are attempted  |
| 1 point  | -Characteristic tone is not demonstrated  | -9 or more pitch errors      | -9 or more rhythmic errors      | -No expressive marking are evident in the performance                          |

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