



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302030 M/J Band 4

### Course Title: M/J Band 4

Course Number: 1302030

Abbreviated Title: M/J BAND 4

Course Length: Year

Course Level: 2

### PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description: Students with considerable band experience strengthen their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of advanced, high-quality band literature. Instrumentalists refine 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.
AB	P1, O1	MU.68.O.2.2 Demonstrate knowledge of major and minor tonalities through performance and composition.
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.
AB	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	CP1	MU.68.F.1.1 Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
C	CP1	MU.68.O.2.1 Create a composition, manipulating musical elements and exploring the effects of those manipulations.
C	CP1	MU.68.S.1.2 Compose a short musical piece.
D	CO1	MU.68.S.1.1 Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

*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
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### Prepared Performance I – Task A

COURSE	M/J Band 4
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. MU.68.S.3.1 - Sing and/or play age-appropriate repertoire expressively. 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 Grade 2 solo for the student's instrument. Perform music in the genre or style of a standard Grade 2 solo 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.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Student performs following a recorded 2 measure count off Length: 12 to 16 measures (depending on time signature) Range: Flute – Low Eb to High Eb (2 Octaves) Oboe – Low D to High D (2 Octaves) Bb Clarinet – Low E (written pitch) to High G just above the staff (written pitch) Bass Clarinet/Contra Clarinet – Low E (written pitch) to High C in the staff (written pitch) Bassoon – Low F to High F above the staff All Saxophones – Low C (written pitch) to High C above the staff (written pitch) Trumpet/Euphonium TC – Low G (written pitch) to High E in the staff (written pitch) Horn – Low G (written pitch) to High F in the staff (written pitch) Trombone/Euphonium/Electric Bass/String Bass – Low F to High D above the staff Tuba – Pedal F to D in the staff Mallet Percussion – Low Bb to High Bb Tempo: Within the tempo range of 60-120 beats per minute Time Signature: 2/4, 3/4, 4/4, Cut Time, 6/8 (divided in 2) Key: Bb, Eb, Ab and F Major (Concert pitch), G and C Minor (Concert Pitch) Rhythm: Whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted half notes, dotted quarter notes, dotted

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	<p>eighth notes, associated rests, eighth note triplets, and basic syncopation  Dynamics: piano, forte, mp, mf, pp, ff, crescendo, decrescendo  Articulations: staccato, slur, accent, tenuto, marcato (exception for mallets)  Style: Ritardando</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, 13 stroke roll, ratamacue, triple ratamacue</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 Equipment: Computer, microphone, music stand, chair, video recorder

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

B-flat clarinet

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## Item Specifications for Benchmarks in Course: 1302030 M/J Band 4

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

4-point sample answer:

<b>POINTS</b>	<b>Tone Quality</b>	<b>Physical Articulation</b>	<b>Pitch Accuracy</b>	<b>Rhythmic Accuracy</b>	<b>Printed Dynamics</b>	<b>Phrasing</b>
<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: 1302030 M/J Band 4

### On-Demand Performance I - Task B

COURSE	M/J Band 4
BENCHMARK #(S)	MU.68.S.2.2, MU.68.S.3.3
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.68.S.2.2 - Transfer performance techniques from familiar to unfamiliar pieces. 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. ability-level appropriate repertoire
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.            Student performs following a recorded 2 measure count off            Length: 8 measures            Range: Low F Concert – Bb Concert (range of an octave and a fourth)            Tempo: Moderate Tempo (84-92 beats per minute)            Time Signature: 4/4, 2/4, 3/4            Key: Bb, Eb, and F            Rhythm: Whole notes, half notes, quarter notes, eighth notes, dotted quarter notes, dotted half notes, basic syncopation, and associated rests (For snare drum, add sixteenth notes)            Dynamics may include the following dynamic markings: p, mp, mf, f, crescendo and decrescendo            May include staccatos, slurs, and accents            Can include up to four accidentals            May include 1<sup>st</sup> and 2<sup>nd</sup> endings</p> <p>For Percussion: snare will perform rhythmic line only, which must include rolls, flams, and/or paradiddles</p>
RESPONSE ATTRIBUTES	Video for all students
TIME ALLOTMENT	90-120 seconds

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<b>PHYSICAL ENVIRONMENT /EQUIPMENT</b> (e.g., Microphone, Stand):	An isolated room with significant sound proofing, free from visual and auditory distractors 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
<b>4 points</b>	-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.
<b>3 points</b>	-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
<b>2 points</b>	-Characteristic is being demonstrated less than 50% of the time	-6-8 pitch errors	-6-8 rhythmic errors	-Some expressive markings are attempted
<b>1 point</b>	-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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