



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 1302300 Band 1

Course Title: Band 1

Course Number: 1302300

Abbreviated Title: BAND 1

Course Length: Year

Course Level: 2

Credit: 1.0

Graduation Requirements: Performing/Fine Arts (PF) requirement

PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description: This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.	
A	P1	MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
A	P1	MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
A	P1	MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
AC	P1, O2	MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
B	O1	M U.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
C	O2	MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
D	CO1	MU.912.S.1.1	Improvise rhythmic and melodic phrases over 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

Creating

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Prepared Performance I – Task A

COURSE	Band 1
BENCHMARK #(S)	MU.912.O.3.2, MU.912.S.2.1, MU.912.S.3.1, MU.912.O.2.1
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.O.2.1 - Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. MU.912.O.3.2 - Interpret and perform expressive elements indicated by the musical score and/or conductor., MU.912.S.2.1 - MU.912.S.2.1 - Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature., MU.912.S.3.1 - Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
BENCHMARK CLARIFICATION	Perform a musical work with musical expression, with correct instrumental technique.
ITEM TYPES	Prepared
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 (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), repertoire (for example: first eight measures of ‘Ode to Joy’ in 4/4 time signature), and ability-level appropriate repertoire
CONTEXTS (Student’s Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Student performs following a recorded two measure count off 8 to 12 measures Range: Bb Concert – G Concert (range of a 6 th), with exception for French Horn: F Concert- D Concert Tempo: Moderate Tempo (72-84 beats per minute) Time Signature: 4/4 Key: Bb Concert (with exception of French Horn should be F Concert) Rhythm: Whole notes, half notes, quarter notes, eighth notes, and associated rests Dynamics: piano, forte Articulations: staccato, slur, accent (exception for mallets) For Percussion: snare will perform rhythmic line only
RESPONSE ATTRIBUTES	Video for all students
TIME ALLOTMENT	60-70 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Standard practice room with window. Reasonable degree of sound proofing. Equipment: Computer, microphone, music stand, chair

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SAMPLE QUESTION: Prepared Performance I - Task A

We are going to make a recording of you performing on your instrument. Listen to the directions as the leader will say 1, 2, ready play. (Audio begins: Leader says “1, 2, ready, play.)

B-flat clarinet

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

4-point sample answer:

POINTS	Articulations	Dynamics	Tone Quality	Pitch Accuracy	Rhythmic Accuracy	Expressive Elements
4 points	Correct articulations are present all of the time.	Correct dynamics are present all of the time.	Characteristic tone is present all of the time.	Pitches are consistently accurate	Rhythms are consistently accurate	All expressive markings are clearly demonstrated.
3 points	Correct articulations are present, but not consistent throughout the performance	Correct dynamics are present, but not consistent throughout the performance	Characteristic tone is present, but is not consistent throughout the performance	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	Obvious attempt at all expressive markings, and most are clearly demonstrated
2 points	Flaws observing articulations distract from performance quality	Flaws observing dynamics distract from performance quality	Characteristic is being demonstrated less than 50% of the time	Flaws in pitch accuracy distract from performance quality	Flaws in rhythm accuracy distract from performance quality	Some expressive markings are attempted
1 point	Observance of articulations markings is poor	Observance of dynamics markings is poor	Characteristic tone is not demonstrated	Pitch accuracy is poor	Rhythm accuracy is poor	No expressive marking are evident in the performance

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Item Specifications for Benchmarks in Course: 1302300 Band 1

On-Demand Performance I - Task B

COURSE	Band 1
BENCHMARK #(S)	MU.912.S.1.4
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.S.1.4 - Perform and notate, independently and accurately, melodies by ear.
BENCHMARK CLARIFICATION	Perform melodies by ear
ITEM TYPES	On demand
CONTENT LIMITS	A simple melody using stepwise motion, beginning on the tonic, in a major key without rests.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Keys: Bb (Concert pitch) (F Concert for French Horn)</p> <p>Stepwise motion in major, no accidentals</p> <p>Length: 2 measures</p> <p>Time signature: 4/4</p> <p>Tempo: quarter note equals 76-84 bpm</p> <p>Rhythm: half notes, quarter notes (no rests)</p> <p>Students provided starting pitch and the correct key signature with instructions that provide the concert key and the written key.</p> <p>Recorded prompt will say "You will hear a melody three times, with a 2 measure metronomic click before each playing of the melody. After the 3rd playing of the melody there will be a 2 measure metronomic click and you will play the melody you just heard". The recording will do a metronomic count off two measures, second measure will read "Click-Click-Ready-Start" and play the melody the 3 times, with a 2 measure count off in between each playing without any pause in the time. Following the 3rd playing, the student will hear a 2 measure metronomic click and play melody they just heard.</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

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Item Specifications for Benchmarks in Course: 1302300 Band 1

SAMPLE QUESTION: On Demand Performance I – Task B

We are going to make a recording of you performing on your instrument. Listen to the directions as the leader will say 1, 2, 3, ready play. (Audio begins: Leader says “1, 2, 3, ready, play.”)

B-flat clarinet



Item Specific Scorer’s Rubric: On Demand Performance I – Task B

POINTS	Tone Quality	Pitch Accuracy	Rhythmic Accuracy
4 points	-Characteristic tone is present all of the time.	Pitches are consistently accurate	Rhythms are consistently accurate
3 points	-Characteristic tone is present, but is not consistent throughout the performance	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
2 points	-Characteristic is being demonstrated less than 50% of the time	Flaws in pitch accuracy distract from performance quality	Flaws in rhythm accuracy distract from performance quality
1 point	-Characteristic tone is not demonstrated	Pitch accuracy is poor	Rhythm accuracy is poor

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On-Demand Performance II - Task C

COURSE	Band 1
BENCHMARK #(S)	MU.912.S.3.2
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.S.3.2 - Sight-read music accurately and expressively to show synthesis of skills.
BENCHMARK CLARIFICATION	Perform a sight – reading exercise
ITEM TYPES	On demand
CONTENT LIMITS	Using as a reference a standard first year method book that aligns with state adopted materials. Students are allowed 30 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, and 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</p> <p>Length: 8 measures Range: Low F Concert – Bb Concert (range of an octave and a fourth) Tempo: Moderate Tempo (76-84 beats per minute) Time Signature: 4/4, 2/4 and 3/4 Key: Bb, and Eb Concert Rhythm: Whole notes, half notes, quarter notes, eighth notes, dotted quarter notes, dotted half notes, basic syncopation, and associated rests Dynamics may include a dynamic shift from forte to piano, or vice versa, and crescendos and/or decrescendos May include staccatos, slurs, and accents 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	60 -75 seconds (30 seconds to review, approximately 30 seconds to perform)
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

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SAMPLE QUESTION: On-Demand Performance II - Task C

We are going to make a recording of you performing on your instrument. Listen to the directions as the leader will say 1, 2, 3, ready play. (Audio begins: Leader says “1, 2, 3, ready, play.”)

B-flat clarinet



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

POINTS	Tone Quality	Pitch Accuracy	Rhythmic Accuracy	Expressive Elements
4 points	Characteristic tone is present all of the time.	Pitches are consistently accurate	Rhythms are consistently accurate	All expressive markings are clearly demonstrated.
3 points	Characteristic tone is present, but is not consistent throughout the performance	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	Obvious attempt at all expressive markings, and most are clearly demonstrated
2 points	Characteristic is being demonstrated less than 50% of the time	Flaws in pitch accuracy distract from performance quality	Flaws in rhythm accuracy distract from performance quality	Some expressive markings are attempted
1 point	Characteristic tone is not demonstrated	Pitch accuracy is poor	Rhythm accuracy is poor	No expressive marking are evident in the performance

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