

Item Specifications for Benchmarks in Course: 1302330 Band 4

Course Number Abbreviated Ti Course Length: Course Level: 2 Credit: 1.0 Graduation Rec	r: 130233(tle: BANI : Year)) 4	e Arts (PF) requirement		
PERFORM	AING 2	Benchmarks	5		
Task A/B/C/D	Item Type	and/or percussion te engagement with an creativity through c	This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass chniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater d appreciation for music through performance and other experiences with a broad spectrum of music, as well as opposition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and y and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.		
А	P1	MU.912.O.3.2 Interpret and perform expressive elements indicated by the musical score and/or conductor.			
А	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.			
А	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.				
B.1	01	MU.912.O.2.2 Transpose melodies into different modalities through performance and composition.			
B.2	O2	MU.912.S.1.4 Perform and notate, independently and accurately, melodies by ear.			
С	P1,O3	MU.912.S.2.2 Transfer expressive elements and performance techniques from one piece of music to another.			
С	03	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.			
Е	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	Band 4
BENCHMARK #(S)	MU.912.O.3.2, MU.912.S.2.1, MU.912.S.3.1
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.O.3.2 - Interpret and perform expressive elements indicated by the musical score and/or conductor., 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 grade 3 solo and/or ensemble piece that aligns with state adopted materials. Perform music in the genre or style of a standard grade 3 solo and/or ensemble piece 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 st and 2 nd endings, Da Capo, Del Segno, Fine, Coda).
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	 Student performs following a recorded 2 measure count off 30 to 45 second musical excerpt Range: Flute – Low C to High G (4 ledger lines up) Oboe – Low C to High D (2 Octaves and a step) Bb Clarinet – Low E (written pitch) to High C just above the staff (written pitch) Bass Clarinet/Contra Clarinet – Low E (written pitch) to High G above the staff (written pitch) Bassoon – Pedal Bb to High F above the staff All Saxophones – Full range of the instrument (written Low Bb to High F) Trumpet/Euphonium TC – Low G (written pitch) to High G above the staff (written pitch) Horn – Low F (written pitch) to High F in the staff (written pitch) Trombone/Euphonium/Electric Bass/String Bass – Low F to High F above the staff Mallet Percussion – Low Bb to High Bb (two octaves) Tempo: Within the tempo range of 72-120 beats per minute Time Signature: 2/4, 3/4, 4/4, Cut Time, 6/8 (divided in 2), may include one meter change Key: Bb, Eb, Ab and F Major (Concert pitch) and associated relative minor keys, may include one key change

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	Rhythm: Whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted half notes, dotted quarter notes, dotted 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, accelerando For Percussion: Snare exercise may include any of the 26 essential rudiments as determined by the Percussive Arts Society
RESPONSE ATTRIBUTES	Audio
TIME ALLOTMENT	90-120 seconds
	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

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.)

Key: Responding Performing Creating Best Assessed in the Classroom



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

Key: Responding

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Item Specifications for Benchmarks in Course: 1302330 Band 4

On-Demand Performance I - Task B

COURSE	Band 4
BENCHMARK #(S)	MU.912.O.2.2
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.O.2.2 - Transpose melodies into different modalities through performance and composition.
BENCHMARK CLARIFICATION	Perform and transpose melodies
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	Keys: F, Bb, Eb, Ab (Concert pitch)
	Stepwise motion in major, no accidentals
	Length: 4 measures
	Time signature: 4/4
	Tempo: quarter note equals 76-84 bpm
	Rhythm: half notes, quarter notes, and eighth notes (no rests)
	Recorded prompt will count off two measures, second measure will read "Click-Click-Ready-Start" and play the melody in the
	original key 3 times, with a 2 measure count off in between each playing without any pause in the time. There will be a 20
	second pause following the final playing of the original melody, and a recorded prompt will say "Now play the melody in the
	new key provided", followed by the two measure metronomic click."
RESPONSE ATTRIBUTES	Audio or Video,
TIME ALLOTMENT	120-150 seconds
PHYSICAL ENVIRONMENT	An isolated room with significant sound proofing, free from visual and auditory distractors
/EQUIPMENT (e.g., Microphone, Stand):	Equipment: Computer, microphone, music stand, chair, video recorder

Key: Responding Performing Creating Best Assessed in the Classroom



Item Specifications for Benchmarks in Course: 1302330 Band 4

SAMPLE QUESTION: On Demand Performance I – Task B

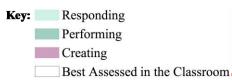
We are going to make a recording of you performing on your instrument. Listen to the directions as the leader will say 1, 2, ready play. (Audio begins: Leader says "1, 2, ready, play.)

B-flat clarinet



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

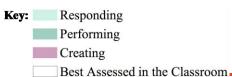
POINTS	Tone Quality	Pitch Accuracy	Rhythmic Accuracy
4 points	-Characteristic tone is present all of the time.	Pitches are consistently accurate	Rhythms are consistently accurate
3 points	-Characteristic tone is present, but is not	Minor inaccuracies in pitch are present but do Minor inaccuracies in rhythm are prese	
	consistent throughout the performance	not distract from performance quality	not distract from performance quality
2 points	-Characteristic is being demonstrated less than	Flaws in pitch accuracy distract from	Flaws in rhythm accuracy distract from
_	50% of the time	performance quality	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 4
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	transpose and perform melodies
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	Keys: F, Bb, Eb, Ab (Concert pitch)
	Stepwise motion in major, no accidentals
	Length: 4 measures
	Time signature: 4/4
	Tempo: quarter note equals 76-84 bpm
	Rhythm: half notes, quarter notes, and rests (no rests)
	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 3 rd 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
	3 rd playing, the student will hear a 2 measure metronomic click and play melody they just heard.
RESPONSE ATTRIBUTES	Audio or Video
TIME ALLOTMENT	120-150 seconds
PHYSICAL ENVIRONMENT	An isolated room with significant sound proofing, free from visual and auditory distractors
/EQUIPMENT (e.g., Microphone, Stand):	Equipment: Computer, microphone, music stand, chair, video recorder





Item Specifications for Benchmarks in Course: 1302330 Band 4

SAMPLE QUESTION: On-Demand Performance II - Task C

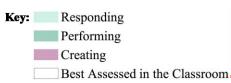
We are going to make a recording of you performing on your instrument. Listen to the directions as the leader will say 1, 2, ready play. (Audio begins: Leader says "1, 2, ready, play.)

B-flat clarinet



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

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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COURSE Band 4 BENCHMARK #(S) MU.912.S.2.2, MU.912.S.3.2 **BIG IDEA** ENDURING UNDERSTANDING MU.912.S.2.2 - Transfer expressive elements and performance techniques from one piece of music to another. BENCHMARK(S) MU.912.S.3.2 - Sight-read music accurately and expressively to show synthesis of skill. BENCHMARK CLARIFICATION Perform a sight-reading exercise, using expressive elements. ITEM TYPES On Demand Using as a reference a standard grade 2 solo and/or ensemble piece that aligns with state adopted materials. Students are CONTENT LIMITS 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 Student performs following a recorded 2 measure count off STIMULUS ATTRIBUTES Length: 20 to 30 second musical excerpt Range: Low F Concert – High F Concert (2 Octaves), with the exception of Oboe (Low D to High D), Tenor Sax (Low C to High C), and French Horn (Low F to High F) Tempo: Moderate Tempo (72-120 beats per minute) Time Signature: 4/4, 2/4, 3/4, Cut Time Key: Bb, Eb, F, Ab Rhythm: Whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted quartet notes, dotted half notes, basic syncopation, and associated rests Dynamics may include the following dynamic markings: p, mp, mf, f, crescendo and decrescendo May include staccatos, slurs, and accents May include accidentals appropriate to the key For Percussion: snare will perform rhythmic line only, which may include, but are not limited to rolls, flams, and/or paradiddles RESPONSE ATTRIBUTES Audio 120-150 seconds TIME ALLOTMENT An isolated room with significant sound proofing, free from visual and auditory distractors PHYSICAL ENVIRONMENT Equipment: Computer, microphone, music stand, chair, video recorder EQUIPMENT (e.g., Microphone, Stand):

On-Demand Performance III - Task D

Key: Responding

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Item Specifications for Benchmarks in Course: 1302330 Band 4

SAMPLE QUESTION: On-Demand Performance III - Task D

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: On-Demand Performance III - Task D

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	Expressive elements are consistently observed
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	Minor inaccuracies observed in expressive elements but does 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	Observance of expressive elements is poor.
1 point	Characteristic tone is not demonstrated	Pitch accuracy is poor	Rhythm accuracy is poor	Observance of expressive elements is poor.

Key: Responding

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