



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1302380 Orchestra 3

### Course Title: Orchestra 3

Course Number: 1302380

Abbreviated Title: ORCH 3

Number of Credits: 1

Course Length: Year

Course Level: 2

Graduation Requirements: PF

### PERFORMING Benchmarks

Task A/B/C/D	Item Type	<b>Course Description:</b> Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.)
A	P1	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.
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	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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## Item Specifications for Benchmarks in Course: 1302380 Orchestra 3

### Prepared Performance I – Task A

COURSE	Orchestra 3
BENCHMARK #(S)	MU.912.O.3.2, MU.912.S.2.1
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.
BENCHMARK CLARIFICATION	Perform a musical work using appropriate performance practices, expressive elements, and performance techniques from memory.
ITEM TYPES	Prepared
CONTENT LIMITS	Musical work or excerpt from larger piece with similar characteristics as pieces on the Florida Orchestra Association MPA Level D (or higher) music list, which aligns with state adopted materials. Perform musical work with expression (to include but not limited to: dynamic contrast, phrasing, articulation, style) and proper technique (to include but not limited to: tone quality, hand position, bowing, posture, intonation according to ability level), ability level appropriate repertoire.
CONTEXTS (Student’s Role)	Perform instrument part solo, accompaniment optional
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Student performs following a recorded two measure count off 16-24 measures Time signatures: 4/4, 3/4, 2/4 Range: 1st position fingering (except basses – limit to one octave) Key Signatures: D, G, C or F key signatures Rhythmic values – whole, dotted half, half, dotted quarter, quarter, dotted eighth, eighth, sixteenth notes and associated rests Dynamics – pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo Tempo: Moderate tempo (72-120 bpm) Articulations – arco, pizzicato, slurred staccato, hooked bowing, accents
RESPONSE ATTRIBUTES	Audio or Video
TIME ALLOTMENT	2-3 minutes
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	A secure quiet room with chair, music stand, and video camera (must face front of student to see body posture along with left and right hands and left and right arm positions). Students should be in sitting position (except bass – stand or sit).

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

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

Violin

♩. = 90

7

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

4-point sample answer:

POINTS	Tempo	Dynamics	Musical Technique (articulation, rhythmic accuracy, intonation)	Expression	Tone quality	Technique traits
4 points	Steady beat and Tempo markings are consistently observed	Dynamic markings are consistently observed	Correct musical technique is consistently present	Appropriate expressiveness is consistently observed.	Appropriate tone quality is consistently observed.	Appropriate technique is consistently observed.
3 points	Minor inaccuracies observing steady beat and tempo markings are present but do not distract from performance quality	Minor inaccuracies observing dynamic markings are present but do not distract from performance quality	Minor inaccuracies in correct musical technique are present but do not distract from performance quality	Minor inaccuracies observed in appropriate expressiveness but does not distract from performance quality.	Minor inaccuracies observed in appropriate tone quality but does not distract from performance quality.	Minor inaccuracies observed in technique but does not distract from performance quality.
2 points	Flaws observing steady beat and tempo markings distract from performance quality	Flaws observing dynamic markings distract from performance quality	Flaws in correct musical technique distract from performance quality	Flaws observed in appropriate expressiveness that distract from performance quality	Flaws observed in appropriate tone quality that distracts from performance quality	Flaws observed in technique that distracts from performance quality
1 point	Observance of steady beat and tempo markings is poor	Observance of dynamic markings is poor	Observance of correct musical technique is poor	Expressiveness is poor.	Tone quality is poor.	Technique is poor.

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## Item Specifications for Benchmarks in Course: 1302380 Orchestra 3

### On-Demand Performance I - Task B

COURSE	Orchestra 3
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	Echo a melody on instrument
ITEM TYPES	On-demand
CONTENT LIMITS	<ul style="list-style-type: none"> <li>• Melodies should be 2 measures.</li> <li>• Meter and time signatures should be restricted to 4/4. Note values should be limited to quarter, half and eighth notes.</li> <li>• Intervals should be mostly limited to: unisons, diatonic steps and 3rd's.</li> <li>• Melodic range should not exceed one octave.</li> <li>• The key should be limited to G or D</li> <li>• Tempo should be limited to <i>moderato</i> or <i>andante</i>.</li> </ul>
CONTEXTS (Student's Role)	Echo short melodic phrases on instrument
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<ul style="list-style-type: none"> <li>• Student is provided the first note of the stem.</li> <li>• A human voice providing instructions, the number of the repetition, and an introductory count of at least one measure. The final statement should be "ready-begin, not a number." The metricality should be clear. Ex: ("One-two-ready-begin" or "One-two-three ready be-gin")</li> <li>• The stem media should play. Pause for approximately 10 seconds.</li> <li>• A human voice should say "Second time," followed by an identical introductory count.</li> <li>• The stem media should play a second time. Pause for approximately 10 seconds.</li> <li>• A human voice should say "Final time," followed by an identical introductory count.</li> <li>• The stem media should play a third time. Pause for approximately 6-8 seconds.</li> </ul>

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RESPONSE ATTRIBUTES	Performance: Audio or Video
TIME ALLOTMENT	2-3 minutes
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	A secure quiet room with audio recording device, chair, and music stand. Students should be in sitting position (except bassist – stand or sit).in sitting position (except bass – stand or sit).

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

**Student Instructions:** You will hear a musical example performed three times. There will be 10 seconds of silence after each of the first two performances so that you may practice. At the end of the third time you will sing the melody you heard using correct notes and rhythms.

Violin



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

POINTS	Musical Technique (rhythm, pitch, tempo)
4 points	Correct musical technique is consistently present
3 points	Minor inaccuracies in correct musical technique are present but do not distract from performance quality
2 points	Flaws in correct musical technique distract from performance quality
1 point	Observance of correct musical technique is poor

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## Item Specifications for Benchmarks in Course: 1302380 Orchestra 3

### On-Demand Performance II - Task C

COURSE	Orchestra 3
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 unknown music piece with no preparation
ITEM TYPES	On-demand
CONTENT LIMITS	Musical work not in the classical style (i.e., Haydn, Mozart) that utilizes contrasting performance practices (i.e. jazz, world music, 20th century pieces, etc.) or excerpt from larger piece with similar characteristics as pieces on the Florida Orchestra Association MPA Level D (or higher) music list, which aligns with state adopted materials. Perform musical work with good pitch accuracy, rhythm accuracy, intonation, and tone quality. Ability level should be one level easier than appropriate repertoire level. Students are allowed 30 seconds to preview the music, during which they are allowed to touch their instruments but not allowed to produce a sound.
CONTEXTS (Student's Role)	Perform instrument part or solo
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Student will be provided recorded two-measure count off prior to the thirty-second preview time. Student performs following a recorded two-measure count off. Length: 8 measures Time signatures 4/4, 3/4, 2/4 Tempo: Moderate (72-120 bpm) Key Signature: D, G or C major Range: 1st position fingering (except basses – limit to one octave) Rhythmic values – whole, dotted half, half, quarter and eighth notes and rests Dynamic change from piano to forte Can include expression or articulation markings (i.e. staccato accent, crescendo, decrescendo)
RESPONSE ATTRIBUTES	Audio or Video
TIME ALLOTMENT	60-90 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	A secure quiet room with audio recording device, chair, and music stand. Students should be in sitting position (except bassist – stand or sit).

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## Item Specifications for Benchmarks in Course: 1302380 Orchestra 3

### SAMPLE QUESTION: On-Demand Performance II - Task C

**Student Instructions:** You will have 30 seconds to look at the musical score. Then after the recorded prompt, perform the piece using appropriate stylistic interpretation, technical accuracy, and expression.

Violin

$\text{♩} = 120$

The musical score is for a violin part. It is written in G major (one sharp) and 2/4 time. The tempo is marked as quarter note = 120. The first staff begins with a piano (*p*) dynamic and contains eight measures of music, ending with a fermata. The second staff begins with a forte (*f*) dynamic and contains five measures of music, ending with a double bar line.

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

POINTS	Tone quality	Musical Technique (rhythm, pitch, tempo)
<b>4 points</b>	Appropriate tone quality is consistently observed.	Appropriate technique is consistently observed.
<b>3 points</b>	Minor inaccuracies observed in appropriate tone quality but does not distract from performance quality.	Minor inaccuracies observed in technique but does not distract from performance quality.
<b>2 points</b>	Flaws observed in appropriate tone quality that distracts from performance quality	Flaws observed in technique that distracts from performance quality
<b>1 point</b>	Tone quality is poor.	Technique is poor.

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