



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 1302510 Jazz Ensemble 2

Course Title: Jazz Ensemble 2

Course Number: 1302510

Abbreviated Title: JAZZ ENS 2

Number of Credits: 1

Course Length: Year

Course Level: 2

Graduation Requirements: PF

PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description: Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. 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.
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.
A	P1	MU.912.S.2.2 Transfer expressive elements and performance techniques from one piece of music to another.
B, C	O1, O2	MU.912.S.1.4 Perform and notate, independently and accurately, melodies by ear.
C	O2	MU.912.S.2.2 Transfer expressive elements and performance techniques from one piece of music to another.
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

Best Assessed in the Classroom



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Prepared Performance I – Task A

COURSE	Jazz Ensemble 2
BENCHMARK #(S)	MU.912.O.3.2, MU.912.S.2.1, MU.912.S.3.1, and MU.912.S.2.2
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. MU.912.S.2.2 Transfer expressive elements and performance techniques from one piece of music to another.
BENCHMARK CLARIFICATION	Perform expressively and with technical accuracy, using a broad range of musical skills
ITEM TYPES	Prepared Performance
CONTENT LIMITS	Jazz Music as might be found in the <i>Standard of Excellence of Jazz book 1 or 1st Place for Jazz</i> . Jazz Music as might be found in the <i>Standard of Excellence of Jazz book 1 or 1st Place for Jazz</i> . Perform music in the genre or style of jazz method book exercises (state adopted texts), 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), and ability-level appropriate repertoire
CONTEXTS (Student’s Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Key of F, Bb, Eb, whole notes, half notes, quarter notes, and eight notes associated rests and combinations. Swing, Bossa Nova, or Jazz Rock Style
RESPONSE ATTRIBUTES	Audio
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

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

Trumpet

$\text{♩} = 138$

Driving rock

1 2 3 4 5 *simili*

6 7 8 9 10 *simili*

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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: 1302510 Jazz Ensemble 2

On-Demand Performance I - Task B

COURSE	Jazz Ensemble 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	Accurately reproduce melodies
ITEM TYPES	On demand
CONTENT LIMITS	Simple jazz melodies or phrases, beginning jazz method book exercises. Jazz Music as might be found in the <i>Standard of Excellence of Jazz book 1 or 1st Place for Jazz</i> . Perform music in the genre or style of jazz method book exercises (state adopted texts), 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), and ability-level appropriate repertoire.
CONTEXTS (Student’s Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Key of Bb, Eb, diatonic movement, or blues scale, whole notes, half notes, quarter notes, and associated rests and combinations. – Students provided starting pitch. This task requires students to accurately echo the sample patterns. They are NOT to improvise or vary the response from the original sample given.</p> <ol style="list-style-type: none"> 1. Provide printed notation to indicate key time signature, style (i.e. swing, Latin, rock) and pitch of the first note. 2. The example will be played with an 8 count “count off” (assuming duple meter). 3. The item will consist of 8 to 16 measures 4. The source audio will have a rhythm section playing throughout. 5. The solo/prompt instrument will play a two measure phrase and then the student will respond during the following two measures. This pattern will continue two or three times, each with a different phrase. <p>A human voice providing instructions, the number of the repetition, and an introductory count-off of at least one measure. The stem media should play. Pause for approximately 3 seconds. A human voice should say “Second time,” followed by an identical introductory count. The stem media should play a second time. Pause for approximately 3 seconds. A human voice should say “Final time,” followed by an identical introductory count. The stem media should play a third time. Pause for approximately 3 seconds.</p>
RESPONSE ATTRIBUTES	Audio recording
TIME ALLOTMENT	2-3 minutes
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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Item Specifications for Benchmarks in Course: 1302510 Jazz Ensemble 2

SAMPLE QUESTION: On Demand Performance I – Task B

Student Instructions: You will hear a musical example performed three times. There will be 3 seconds of silence after each of the first two performances. At the end of the third time you will play the melody you heard using correct notes, rhythms and style. The soloist on the recording will play a two measure phrase, and then you will echo back what you heard during the next two measures. You are NOT to improvise or vary your response from the original sample given. This pattern will continue until the example is finished.

Trumpet

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

POINTS	SCORING RUBRIC – (Echo Activity)
	Musical Technique (rhythm, pitch, style)
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: 1302510 Jazz Ensemble 2

On-Demand Performance II - Task C

COURSE	Jazz Ensemble 1
BENCHMARK #(S)	MU.912.S.2.2, MU.912.S.1.4
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.912.S.2.2 – Transfer expressive elements and performance techniques from one piece of music to another.
	MU.912.S.1.4 - Perform and notate, independently and accurately, melodies by ear
BENCHMARK CLARIFICATION	Notate a simple melody on a musical staff when presented aurally.
ITEM TYPES	On demand melodic dictation exercises
CONTENT LIMITS	<ul style="list-style-type: none"> · Melodies should be between 4-6 measures. · Meter and time signatures should be restricted to 4/4 and 3/4. Note values should be limited to quarter and half and whole notes only. · Only quarter rests should be used. · Intervals should be limited to: unisons, diatonic steps, M3 and m3 intervals. Any M3 or m3 interval should be immediately followed by a diatonic step or unison. Examples may not contain more than a total of 3 M3 or m3 intervals. · Melodic range should not exceed one octave. · The key should be limited to C, F, or G major. · Tempo should be limited to <i>moderato</i> or <i>andante</i>.
CONTEXTS (Student's Role)	Transcribe a melody presented aurally to standard notation on a musical staff.
DEPTH OF KNOWLEDGE	2

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STIMULUS ATTRIBUTES	<p>Student should be presented with the following visual cues:</p> <ul style="list-style-type: none"> · A single musical treble staff that displays the following: clef, key signature, time signature. · The staff should clearly show the correct number of bars or barlines for the melodic example. · The first note of the melody should be provided. · Verbal instructions. <p>Student should be presented with the following aural cues (in the following order):</p> <ul style="list-style-type: none"> · 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 meter should be clear. Ex: (“One-two-ready-begin” or “One-two-three rea-dy be-gin”) · The stem media should play. Pause for approximately 5 seconds. · A human voice should say “Second time,” followed by an identical introductory count. · The stem media should play a second time. Pause for approximately 5 seconds. · A human voice should say “Final time,” followed by an identical introductory count. · The stem media should play a third time. Pause for approximately 6-8 seconds.
RESPONSE ATTRIBUTES	Aural Recording
TIME ALLOTMENT	3-4 minutes
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: On-Demand Performance II - Task C

Student Instructions: You will hear a musical example performed three times. There will be 5 seconds of silence after each of the first two performances so that you can begin notating, on the provided staff, using correct notes and rhythms. At the end of the third time you will notate the melody you heard you will have 30 additional seconds to finish notating the example.



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

POINTS	Pitch and Rhythm Accuracy
4 points	-Accuracy in pitch and rhythm is consistently observed.
3 points	-Minor inaccuracies observed in pitch and rhythm accuracy but does not distract from overall quality.
2 points	-Flaws observed in pitch and rhythm accuracy that distracts from overall quality
1 point	-Pitch and rhythm accuracy is poor.

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