



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 1303010 M/J Chorus 2

Course Title: M/J Chorus 2

Course Number: 1303010

Abbreviated Title: M/J CHORUS 2

Course Length: Year

Course Level: 2

PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description: Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. 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.
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.2.1 Perform music from memory to demonstrate knowledge of the musical structure.
A	P1	MU.68.S.3.1 Sing and/or play age-appropriate repertoire expressively.
A/B	P1, O1	MU.68.S.3.2 Demonstrate proper vocal or instrumental technique.
B	O1	MU.68.S.3.3 Sight-read standard exercises and simple repertoire.
C	CO1	MU.68.S.1.1 Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
D	CP1	MU.68.S.1.3 Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

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
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Prepared Performance I – Task A

COURSE	M/J Chorus 2
BENCHMARK #(S)	MU.68.O.3.2 , MU.68.S.2.1, 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.2.1 Perform music from memory to demonstrate knowledge of the musical structure. 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 from memory, with expression and employing proper vocal techniques.
ITEM TYPES	Prepared Performance
CONTENT LIMITS	Select from songs commonly found in grade 7 or MJ Chorus 2 class. Selection must contain expressive elements that are specific and authentic to the style of the music selection. Using as a reference a standard course text(s) that aligns with state adopted materials. Perform music in the genre or style of second course materials (e.g. folk songs, level one art song etc.) expressively (to include, but not limited to: dynamic contrast, phrasing, style), technique (to include, but not limited to: posture, breath support, tone quality), and ability-level appropriate repertoire.
CONTEXTS (Student’s Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Repertoire: Performance piece is either an original work or from public domain (similar to the music performed in this course) Length: 24 to 32 measures Vocal range: one octave Intervals: mostly step-wise melodic movement with tonic triads or do-so intervals of a perfect fifth. Style: Music should be from a style or genre common to the course, such as a simple folk song or a level one art song Dynamics: piano, mezzo piano, mezzo forte
RESPONSE ATTRIBUTES	Video or Audio recording
TIME ALLOTMENT	60-90 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Standard practice room with window. Reasonable degree of soundproofing. Equipment: Computer, microphone, music stand, chair

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SAMPLE QUESTION: Prepared Performance I - Task A

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

You're a Grand Old Flag

George M. Cohan

Voice

$\text{♩} = 100$ *f*

You're a grand old flag, You're a high fly - ing flag And for - e - ver in

7 *p* *f*

peace may you wave. You're the emb-lem of The land I love. The home of the

15

free and the brave. Ev-ry heart beats true 'neath the Red, White and Blue, Where there's

22 *p* *f*

ne-ver a boast or brag. Should auld ac-quain-tance be for - got, Keep your eye on the

31

grand old flag.

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

4-point sample answer:

POINTS	Vocal Technique		Technical Preparation		Musical Affect	
	Tone Quality	Enunciation	Pitch Accuracy	Rhythmic Accuracy	Expressive Elements	Artistic Interpretation
4 points	Characteristic tone is consistently observed	Stylistically appropriate use of vowels and consonants is consistently observed.	Accuracy in pitch is consistently observed.	Accuracy in rhythm is consistently observed.	Appropriate expressiveness is consistently observed.	Appropriate interpretation is consistently observed.
3 points	Minor inaccuracies observed in characteristic tone but does not distract from performance quality	Minor inaccuracies observed in appropriate use of vowels and consonants but does not distract from performance quality.	Minor inaccuracies observed in pitch accuracy but does not distract from performance quality.	Minor inaccuracies observed in rhythmic accuracy but does not distract from performance quality.	Minor inaccuracies observed in appropriate expressiveness but does not distract from performance quality.	Minor inaccuracies observed in appropriate interpretation but does not distract from performance quality.
2 points	Flaws observed in tone quality that distract from performance quality	Flaws observed in the appropriate use of vowels and consonants that distract from performance quality	Flaws observed in pitch accuracy that distract from performance quality	Flaws observed in rhythmic accuracy that distract from performance quality	Flaws observed in appropriate expressiveness that distract from performance quality	Flaws observed in appropriate interpretation that distract from performance quality
1 point	Tone quality is poor	Appropriate use of vowels and consonants is poor.	Pitch accuracy is poor.	Rhythmic accuracy is poor.	Expressiveness is poor.	Interpretation is poor.

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Item Specifications for Benchmarks in Course: 1303010 M/J Chorus 2

On-Demand Performance I - Task B (Rhythmic)

COURSE	M/J Chorus 2
BENCHMARK #(S)	MU.68.S.3.3
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	Sight-read standard exercises and simple repertoire.
BENCHMARK CLARIFICATION	Sight read two rhythmic exercises with accuracy in rhythm.
ITEM TYPES	On demand performance
CONTENT LIMITS	<ul style="list-style-type: none"> • Examples should be 4-8 measures each. • Meter and time signatures should be restricted to 4/4 or 3/4. Note values should be limited to half, quarter, eighth and sixteenth notes, including dotted quarter and half notes. • Only quarter rests should be used. Quarter rests may not occur consecutively. • Tempo should be limited to <i>moderato</i> or <i>andante</i>.
CONTEXTS (Student's Role)	Sing the sight reading exercises at sight
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<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, 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") • The stem media should play. Pause for approximately 10 seconds, then the count in
RESPONSE ATTRIBUTES	Audio recording. NOTE: Students may use any system of vocal sounds to read the exercises (ta, ti ti, counting for rhythm exercises or melodic syllables, pitch names or numbers, or neutral syllables like "loo" for the melodic exercises), but responses must accurately reflect the correct pitch and rhythm notated in the exercises.
TIME ALLOTMENT	3 minutes
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Standard practice room with window. Reasonable degree of soundproofing. Equipment: Computer, microphone, music stand, chair

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SAMPLE QUESTION: On Demand Performance I – Task B (Rhythmic)

Student Instructions: You will hear a rhythmic example performed one time. There will be 10 seconds of silence after the example so that you may practice. You will then hear a recorded count-off, after which you will perform the rhythmic example.

♩ = 60

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

POINTS	Rhythmic Accuracy
4 points	-Accuracy in rhythm is consistently observed.
3 points	-Minor inaccuracies observed in rhythmic accuracy but does not distract from performance quality.
2 points	-Flaws observed in rhythmic accuracy that distract from performance quality
1 point	-Rhythmic accuracy is poor.

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Item Specifications for Benchmarks in Course: 1303010 M/J Chorus 2

On-Demand Performance II - Task B (Melodic)

COURSE	M/J Chorus 1
BENCHMARK #(S)	MU.68.S.3.3
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	Sight-read standard exercises and simple repertoire.
BENCHMARK CLARIFICATION	Sight read one melodic sight-singing exercises with accuracy in pitch and rhythm.
ITEM TYPES	On demand performance
CONTENT LIMITS	<ul style="list-style-type: none"> • Melodies should be between 4-8 measures. • Meter and time signatures should be restricted to 4/4 and 3/4. Note values should be limited to quarter and half notes only. • Only quarter rests should be used. No more than 3 rests may be used per example. Quarter rests may not occur consecutively. • 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)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Student should be presented with the following aural cues (in the following order):</p> <ul style="list-style-type: none"> • A tonic chord played using a piano sound, clearly establishing the tonality of the example. • The stem media should play. Pause for approximately 10 seconds. • A human voice providing introductory count of at least one measure. (ex. 1, 2 ready-begin) The metricality should be clear.
RESPONSE ATTRIBUTES	Audio recording. NOTE: Students may use any system of vocal sounds to read the exercises (ta, ti ti, counting for rhythm exercises or melodic syllables, pitch names or numbers, or neutral syllables like "loo" for the melodic exercises), but responses must accurately reflect the correct pitch and rhythm notated in the exercises.

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TIME ALLOTMENT	3 minutes – 3 minutes and 30 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Standard practice room with window. Reasonable degree of soundproofing. Equipment: Computer, microphone, music stand, chair

SAMPLE QUESTION: On Demand Performance II – Task B (Melodic)

Student Instructions: You will hear a musical example performed one time. There will be 10 seconds of silence after the example so that you may practice. You will then hear a recorded count-off, after which you will perform the musical example.



Item Specific Scorer's Rubric: On Demand Performance II – Task B (Melodic)

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

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