



# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1305410 Music Ensemble 2

### Course Title: Music Ensemble 2

Course Number: 1305410

Abbreviated Title: MUSIC ENS 2

Number of Credits: 1

Course Length: Year

Course Level: 2

Graduation Requirements: PF

### PERFORMING Benchmarks

Task	Item Type	Course Description: Students with previous vocal or instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. 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. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
A	P1	MU.912.O.3.2 Interpret and perform expressive elements indicated by the musical score and/or conductor.
	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.
	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	O1	MU.912.S.3.2 Sight-read music accurately and expressively to show synthesis of skills.
C	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.*

- Key:**
- Responding
  - Performing
  - Creating
  - Best Assessed in the Classroom



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## Item Specifications for Benchmarks in Course: 1305410 Music Ensemble 2

### Prepared Performance I – Task A

COURSE	Music Ensemble II
BENCHMARK #(S)	MU.912.O.3.2; MU.912.S.2.1; MU.912.S.3.1
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	<p>MU.912.O.3.2 Interpret and perform expressive elements indicated by the musical score and/or conductor.</p> <p>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.</p> <p>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.</p>
BENCHMARK CLARIFICATION	Perform expressively, with correct instrumental technique, age appropriate repertoire.
ITEM TYPES	Prepared Performance
CONTENT LIMITS	Elements to evaluate may include: tone quality (vocal or instrumental), intonation, articulation, attacks/releases, technique, posture, note and rhythmic accuracy, dynamics, tempo, style, sonority, precision, phrasing, shaping of line, expression. Works selected should come from the public domain and should be consistent with the music that is studied and/or performed in this course.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Musical score length should be appropriate for piece. Length should be no longer than 45 seconds. Solo performance. Selection could be an excerpt from a larger piece or an original composition. Key selection would depend on instrument and setting. Difficulty level should be appropriate for student experience level. Musical elements should include at least three of the following (or similar elements) to facilitate accurate scoring: tone quality (vocal or instrumental), intonation, articulation, attacks/releases, technique, posture, note and rhythmic accuracy, dynamics, tempo, style, sonority, precision, phrasing, shaping of line, expression.
RESPONSE ATTRIBUTES	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

Welcome to the prepared performance portion of the music test. You will have 10 seconds to get ready to sing your song. You will be given the starting pitch, a count off, then sing the piece. Ready: One, two, ready sing.

**Danny Boy** Irish

♩ = 100 *mp* *f* *mf*

Voice

Oh Dan-ny boy, the pipes, the pipes are ca - lling From glen to

6 *mp*

glen, and down the moun - tain side The sum - mer's

10 *f* *p*

gone, and all the flow'rs - are dy - ing 'Tis you, 'tis

14 *mf*

you must go and I must bide.

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## Item Specifications for Benchmarks in Course: 1305410 Music Ensemble 2

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

4-point sample answer:

POINTS	Tone Quality	Pitch Accuracy	Rhythmic Accuracy	Expressive Elements	Artistic Interpretation
<b>4 points</b>	Characteristic tone 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.
<b>3 points</b>	Minor inaccuracies observed in characteristic tone 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.
<b>2 points</b>	Flaws observed in tone quality 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
<b>1 point</b>	Tone quality is poor	Pitch accuracy is poor.	Rhythmic accuracy is poor.	Expressiveness is poor.	Interpretation is poor.

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# Florida Performing Fine Arts Assessment

## Item Specifications for Benchmarks in Course: 1305410 Music Ensemble 2

### On Demand Performance I – Task B

COURSE	Music Ensemble II
BENCHMARK #(S)	MU.912.S.2.2; 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	Sight-Read a musical example using appropriate notes and rhythms and following expressive markings.
ITEM TYPES	On demand
CONTENT LIMITS	Limited to American traditional folk or original compositions that reflect the material in class. Items to be assessed pitch and rhythmic accuracy and observation of expressive markings
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Four measure musical example (no more than 16 beats), Key and range appropriate for instrument, using whole notes, half notes, and quarter notes. 72-112 bpm. Primarily step-wise motion as appropriate for the instrument.
RESPONSE ATTRIBUTES	Student will perform piece with a steady tempo, accurate rhythms and correct tones.
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, and chair

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## Item Specifications for Benchmarks in Course: 1305410 Music Ensemble 2

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

Welcome to the sight-reading portion of the music test. You will have 20 seconds to study the musical score. You will be given the starting pitch, a count off, then sing the piece. Here is your starting pitch. One, two, ready sing.



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

4-point sample answer:

POINTS	Musical Expression (tempo, interpretation, dynamics)	Musical Technique (tone, articulation, rhythmic accuracy, intonation, etc.)
4 points	All expressive markings are clearly demonstrated.	All musical technique elements are clearly demonstrated.
3 points	Obvious attempt at all expressive markings and most are clearly demonstrated	Obvious attempt at all technique elements, and most are clearly demonstrated
2 points	Some expressive markings are attempted	Some musical technique elements are attempted
1 point	No expressive markings are evident in the performance	No musical technique elements are evident in the performance

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