



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 1305500 Music Techniques 1

Course Title: Music Techniques 1

Course Number: 1305500

Abbreviated Title: MUSIC TECNQS 1

Number of Credits: 1

Course Length: Year

Course Level: 2

Graduation Requirements: PF

PERFORMING Benchmarks

Task	Item Type	Course Description: Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. 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 class, 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.3.1 Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

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	Music Techniques I
BENCHMARK #(S)	MU.912.O.3.2 and 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.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 expressively, with correct instrumental and/or vocal 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 or an original composition and should be consistent with the music that is studied and/or performed in this course (e.g., state adopted texts).
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, recorded in one sitting. Selection could be an excerpt from a larger piece. 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. 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.

When Johnny Comes Marching Home Patrick Sarsfield Gilmore

Voice $\text{♩} = 100$

mp *f* *mp*

When John-ny comes march-ing home a - gain Hurr - ah! Hurr - ah! We'll

6 *f*

give him a hear - ty wel - come then Hurr - ah! Hurr - ah! The

10

men will cheer and the boys will shout The lad - ies they - will all turn out And we'll

14

all feel gay When John - ny comes march - ing home.

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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
4 points	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.
3 points	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.
2 points	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
1 point	Tone quality is poor	Pitch accuracy is poor.	Rhythmic accuracy is poor.	Expressiveness is poor.	Interpretation is poor.

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