

Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 5013080

Music – Grade Two



Course Title: Music – Grade Two

Course Number: 5013080

Abbreviated Title: Music – Grade Two

Course Length: Year

PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description: Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student’s working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21 st century.	
A	P1	MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
A	P1	MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
A	P1	MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.
B	P2	MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.
B	P2	MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.
C	O1	MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.
D	CO1	MU.2.S.1.1	Improvise short phrases in response to a given musical question.
E	CP1	MU.2.S.1.2	Create simple ostinati to accompany songs or poems.

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	Music – Grade Two, 5013080
BENCHMARK #(S)	MU.2.H.1.1, MU.2.S.2.1, MU.2.S.3.1
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.2.H.1.1 - Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures. MU.2.S.2.1 - Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory. MU.2.S.3.1 - Sing songs in an appropriate range, using head voice and maintaining pitch.
BENCHMARK CLARIFICATION	Sing a song from memory accurately using proper vocal technique.
ITEM TYPES	Prepared performance
CONTENT LIMITS	Authentic age-appropriate folk song from a culturally diverse repertoire; songs must be selected from the public domain
CONTEXTS (Student’s Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Vocal range – within the range of C to D; primarily conjunct melody, avoiding large melodic leaps. Length: four to eight phrases (i.e., one verse or verse with refrain) Provide a standardized pre-recorded audio accompaniment with an 8-beat introduction. The accompaniments will not double the vocal part. The prompt should include: “I am going to play a recording of the accompaniment for your prepared song. After the musical introduction, sing the song with the accompaniment.”
RESPONSE ATTRIBUTES	Audio recording
TIME ALLOTMENT	20 seconds-1 minute
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Recording device, audio playback device, student should stand. Assessment should occur in a quiet location. Microphone should be close to student performer.

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SAMPLE QUESTION: Prepared Performance I - Task A

Individual student sings “A Ram Sam Sam” accurately from memory, with a recorded accompaniment, using proper technique.

Prompt: “I am going to play a recording of the accompaniment for “A Ram Sam Sam.” After the musical introduction, sing ‘A Ram Sam Sam’ with the accompaniment.”

A Ram Sam Sam

Moroccan Folk Song

A ram sam sam, A ram sam sam, Gu li
gu li gu li gu li gu li ram sam sam. A
ra fi, a ra fi, Gu li
gu li gu li gu li gu li ram sam sam.

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

4-point sample answer:

POINTS	Intonation	Singing From Memory	Singing Voice
4 points	Performs all pitches accurately.	Performs all lyrics accurately.	Sings consistently in head voice.
3 points	Performs with minor pitch inaccuracies.	Performs lyrics with minor inaccuracies.	Sings predominately in head voice.
2 points	Performs with multiple pitch inaccuracies.	Performs lyrics with multiple inaccuracies.	Sings with some evidence of head voice.
1 point	Performs mostly inaccurate pitches.	Performs mostly inaccurate lyrics.	Performs with no evidence of head voice.

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Prepared Performance II - Task B

COURSE	Music – Grade Two, 5013080
BENCHMARK #(S)	MU.2.S.3.2
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.2.S.3.2 - Play simple melodies and/or accompaniments on classroom instruments.
BENCHMARK CLARIFICATION	Play a pattern on a pitched instrument (i.e. Orff instrument or electronic keyboard) with musical accompaniment. The item may include a visual representation of the pattern to be shown during the performance.
ITEM TYPES	Prepared performance
CONTENT LIMITS	Music must be age-appropriate and must be an original work or in the public domain. Music must have a major tonality.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	<p>Rhythmic patterns must be limited to quarter notes, quarter rests, and/or beamed eighth notes</p> <p>Melodic patterns must be limited to 3-5 pitches.</p> <p>Pitched accompaniments must be limited to 2 pitches.</p> <p>Length – Pattern must be one measure of 4/4 time; pattern must be repeated four times for the performance.</p> <p>Tonality -- Major</p> <p>A standardized pre-recorded audio example beginning with an 8 beat introduction followed by a 16 beat phrase must be provided. The accompaniment must not double the instrumental pattern.</p>
RESPONSE ATTRIBUTES	Audio recording
TIME ALLOTMENT	20 seconds-1 minute
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	<p>Individual student will perform in a secured room with a certified music teacher. Room includes:</p> <p>Pitched Instrument (i.e. barred instrument or electronic keyboard)</p> <p>Visual, if applicable for the item</p> <p>An audio playback device (CD player, computer, etc.)</p> <p>An audio recording device</p> <p>A microphone placed where it can clearly capture the sound of the instrument</p> <p>A microphone stand</p>

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SAMPLE QUESTION: Prepared Performance II - Task B

1: Pitched Accompaniment

Rhythmic Pattern: steady beat- broken bordun (Left, Right- alternating on the tonic and dominant pitches)

Audio Example: One phrase of “Bow Wow Wow” preceded by an 8 beat melodic introduction in the key of C major.

Instrument: Barred instrument with all bars left intact on the instrument.

Prompt: “I am going to play a recording of ‘Bow Wow Wow’. After the introduction, play the pattern you learned on notes C and G until the music stops.”

Item Specific Scorer’s Rubric: Prepared Performance II – Task B

POINTS	Tempo	Pitch Accuracy	Maintaining Part
4 points	Performs tempo accurately in all patterns.	Performs pitch accurately in all patterns.	Maintains part all of the time.
3 points	Performs with minor tempo inaccuracies.	Performs with minor pitch inaccuracies.	Maintains part most of the time.
1 point	Performs with multiple tempo inaccuracies.	Performs with multiple pitch inaccuracies.	Maintains part some of the time.
1 point	Performs with mostly inaccurate tempo.	Performs with mostly inaccurate pitch.	Rarely maintains part.

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On Demand Performance I – Task C

COURSE	Music – Grade Two, 5013080
BENCHMARK #(S)	MU.2.S.3.3
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.2.S.3.3 - Sing simple la-sol-mi-do patterns at sight.
BENCHMARK CLARIFICATION	Sight-sing a melodic pattern that includes the pitches la-sol-mi-do.
ITEM TYPES	On Demand
CONTENT LIMITS	At least one melodic pattern must include all of the pitches la-sol-mi-do.
CONTEXTS (Student’s Role)	Performer
DEPTH OF KNOWLEDGE	Level Three
STIMULUS ATTRIBUTES	<p>Key – D Major Range – D to B Melody uses note heads only. One melodic pattern must include all of the pitches la-sol-mi-do. Melody will include 4 OR 5 notes. Melody must not go below do. Melody must not start on la. Tempo must be slow: Quarter note = 50 Visual written on a five-line staff using note heads WITHOUT bar lines, time signature, key signature, or clef. Video of a five-line staff visual with 4 examples of LSMD note patterns (4 OR 5 notes in each pattern). The adult female voice on the video sings and points to pitches in example 1 using neutral syllable “loo”. The vocal model must have no vibrato. The adult sings “1, 2, ready, sing” on the starting pitch. Adult and student sing pattern 1 together. Adult sings and points to pitches in example 2, using the neutral syllable “Loo”. Adult sings “1, 2, ready sing” on the starting pitch. Adult and student sing pattern 2 together. Repeat same sequence for pattern 3. On 4th pattern, adult points to first pitch and sings “1, 2, ready sing” on the starting pitch. The adult points to the pitches as the student sings alone.</p>
RESPONSE ATTRIBUTES	<p>Audio recording Student sings on the neutral syllable ‘loo.’</p>
TIME ALLOTMENT	2 minutes-2 minutes and 30 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Video player shows the stimulus with a volume appropriate for being heard by a student. Audio recording equipment to capture response. Room should be quiet and free from interruptions.

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SAMPLE QUESTION: On Demand Performance I – Task C

Stem: The adult on the video says: “We will sing some patterns on the syllable “loo”. The first three we will sing together. The last one you will sing on your own.”

- Pattern 1: SMDD
- Pattern 2: SLSM
- Pattern 3: DMSLS
- Pattern 4: SLSMD

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

POINTS	Contour	Pitch
4 points	Performs all contours accurately.	Performs all pitches accurately.
3 points	Performs with minor contour inaccuracies.	Performs with minor pitch inaccuracies.
2 points	Performs with multiple contour inaccuracies.	Performs with multiple pitch inaccuracies.
1 point	Performs mostly inaccurate contours.	Performs mostly inaccurate pitches.

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