



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 5013100

Music – Intermediate Elementary 2 (Grade 4)

Course Title: Intermediate Elementary 2 (Grade 4)

Course Number: 5013100

Abbreviated Title: Intermediate Elem. 2

Course Length: Year

PERFORMING Benchmarks

Task A/B/C/D	Item Type	Course Description:
		Course Description: Fourth-grade students in music class explore artistic intent by investigating the inventive development of ideas, applying musicianship skills and techniques while engaging in the creation and interpretation of the arts. They analyze the characteristics of musical structures from simple to complex to build understanding and respect for the creative process. As they examine the significant cultural contributions in the arts throughout history, particularly in Florida, they become increasingly able to identify the connections among music and other fields of study. Music students also develop knowledge of careers in, and related to, the arts as they explore the impact of music on the local and global economies of the 21st century and strengthen personal skills for success throughout school and beyond.
A	P1	MU.4.O.3.2 Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
A	P1	MU.4.S.3.1 Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
B	P2	MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
B	P2	MU.4.S.3.2 Play rounds, canons, or layered ostinati on classroom instruments.
C	O1	MU.4.S.3.4 Play simple ostinati, by ear, using classroom instruments.
D	C	MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
D	C	MU.4.O.2.1 Create variations for selected melodies.
D	C	MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form.
E	C	MU.4.S.1.1 Improvise phrases, using familiar songs.
F	C	MU.4.S.1.2 Create melodic patterns using a variety of sound sources.

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	Intermediate Elementary 2
BENCHMARK #(S)	MU.4.O.3.2 MU.4.S.3.1
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.4.O.3.2 - Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices. MU.4.S.3.1 - Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
BENCHMARK CLARIFICATION	Sing a round, canon, partner song, or ostinato using proper technique. Before singing, student will explain which of these expressive elements they plan to use in their performance, using proper vocabulary. (Dynamics, legato, staccato, phrasing)
ITEM TYPES	Prepared response
CONTENT LIMITS	Range of D4 to D5, or D under the treble staff, to 4 th line D.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Major Key, 4 measures, expressive elements include dynamics, phrasing, legato and staccato. Vocal range – within the range of D4 to D5 Length – four measures in 4/4 time (example: “Row Row Row Your Boat”) A standardized pre-recorded audio accompaniment with a musical introduction of 2 measures, with a pitched vocal prompt, must be provided. The vocal prompt should be sung on the starting pitch. The accompaniment must not double the vocal part. (“1, 2, ready, start”) Student will begin to sing after the prompt. A pre-recorded voice (female adult with no vibrato) will begin the round at the end of the student's first phrase.
RESPONSE ATTRIBUTES	Audio response
TIME ALLOTMENT	2 minutes-2 minutes and thirty seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Secure location with no distractions, audio recorder, microphone, music stand, computer with word processing capabilities, and a playback device.

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SAMPLE QUESTION: Prepared Performance I - Task A

Sing “Row, Row, Row Your Boat” with vocal expression in a round with the recording. Before you sing, please explain, using proper music vocabulary, how you will use one of these expressive musical elements: Dynamics, legato, staccato, or phrasing.

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

4-point sample answer:

POINTS	Tone Quality Student performs...	Tonality and Intonation Student performs with...	Rhythmic Accuracy
4 points	With a consistently supported, resonant tone.	A fixed tonal center and pitches that are consistently in tune.	Consistently performs rhythms accurately
3 points	With a predominantly clear tone, but with breathiness, nasality or stridency in one register.	A fixed tonal center and pitches that are predominantly in tune.	Performs rhythms with minor inaccuracies.
2 points	With some evidence of clear tone, but often affected by breathiness, nasality, or stridency.	A tonal center that shift less than a whole step and with some evidence of pitches in tune.	Performs rhythms with some inaccuracies.
1 point	With a tone quality that is breathy, nasal or strident throughout.	A tonal center that shifts a whole step or more and little evidence of pitches in tune.	Performs rhythms with multiple inaccuracies.

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Music – Intermediate Elementary 2 (Grade 4)

Prepared Performance II - Task B

COURSE	Intermediate Elementary 2
BENCHMARK #(S)	MU.4.S.2.1; MU.4.S.3.2
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.4.S.2.1 - Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance. MU.4.S.3.2 – Play rounds, canons, or layered ostinati on classroom instruments.
BENCHMARK CLARIFICATION	Use knowledge of form to help memorize and prepare a performance. Play ostinati, rounds or canons on an alto xylophone.
ITEM TYPES	Prepared Performance
CONTENT LIMITS	Simple songs. Range C4 to C5, 2-4 measures in 4/4 meter. The playing technique rubric should be used.
CONTEXTS (Student’s Role)	Performance
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Perform canon, round or layered ostinato. Range – within the range of C4 to C5 Length – 4 measures in 4/4 times, moving in stepwise motion, limited to quarter notes, beamed eighths and quarter rests. A standardized pre-recorded audio accompaniment of several musical layers, with a musical introduction of 2 measures and a vocal prompt, must be provided. (“1, 2, ready, start” in 4 meter.) Ostinati should be repeated 8 times and canons or rounds should be performed twice. In canons and rounds, the student will perform first after the prompt and the recording will add the second layer. If the item is using ostinati, the student will perform first after the prompt and the recording will add 3 additional layers. Additional layers should be added one at a time.
RESPONSE ATTRIBUTES	Video Response
TIME ALLOTMENT	90-120 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Secure location with no distractions, video recorder, microphone, music stand, speakers at the level the student can hear the parts loud enough that they can play in time with them.

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SAMPLE QUESTION: Prepared Performance II - Task B

Play “Lady Come” (traditional English) with proper mallet technique in a round with the recording. (Prerecorded, 2 measure introduction with vocal prompt “1-2-ready-start”. Accompaniment with clear steady beat continues throughout student performance. (DRM-MFS-SFMDMRD-)

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

POINTS	Maintaining Part	Note Accuracy	Rhythmic Accuracy
4 points	Part is consistently accuracy, maintaining their place in the structure of the round.	Pitches are consistently accurate.	Rhythms are consistently accurate.
3 points	Part is predominantly accurate, predominantly maintaining their place in the structure of the round. .	Pitches are predominantly accurate.	Rhythms are predominantly accurate.
2 points	With some evidence of maintaining part in the structure of the round, but often out of place.	Pitches are somewhat accurate.	Pitches are somewhat accurate.
1 point	With very little evidence of maintaining part in the structure of the round.	Pitches are mostly inaccurate.	Rhythms are mostly inaccurate.

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Music – Intermediate Elementary 2 (Grade 4)

On-Demand Performance I - Task C

COURSE	Intermediate Elementary 2
BENCHMARK #(S)	MU.4.S.3.4
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	MU.4.S.3.4 - Play simple ostinati, by ear, using classroom instruments.
BENCHMARK CLARIFICATION	Play melodic ostinati on classroom instruments by ear.
ITEM TYPES	On Demand
CONTENT LIMITS	Pentatonic melodies, borduns, ostinati, Range C4 to E5. Pitch, steady beat and rhythm accuracy should be assessed for melodic ostinati.
CONTEXTS (Student's Role)	Performer
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	2 measures (quarter notes, eighth notes, quarter rests)
RESPONSE ATTRIBUTES	Video response
TIME ALLOTMENT	90-120 seconds
PHYSICAL ENVIRONMENT /EQUIPMENT (e.g., Microphone, Stand):	Secure room with no distractions, Music Stand, microphone, audio recorder, classroom melodic instrument, camcorder.

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SAMPLE QUESTION: On Demand Performance I – Task C

Listen to the recording of this ostinato. You will hear the pattern 3 times. You will have 20 seconds to practice playing the ostinato by yourself on the alto xylophone. Your starting pitch will be “G”. (Student hears pattern three times) “Begin practicing now.” (20 seconds of silence while student practices.) Now you will hear an introduction and 1-2-ready-start. Play your ostinato 4 times with the recording. (Example: GGGFEDCz or GFEDCCCz)

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

POINTS	Note Accuracy	Rhythmic Accuracy
4 points	Pitches are consistently accurate.	Rhythms are consistently accurate.
3 points	Pitches are predominantly accurate.	Rhythms are predominantly accurate.
2 points	Pitches are somewhat accurate.	Rhythms are somewhat accurate.
1 point	Pitches are mostly inaccurate.	Rhythms are mostly inaccurate.

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