

Florida Performing Fine Arts Assessment Item Specifications

1302040_MJ_Orchestra_1_Responding

FRONT MATTER - SECONDARY	
Stimulus Attributes	Written questions should be at grade level readability. Written and aural musical excerpts should provide enough information for the student to answer the question keeping in mind the student might not be familiar with the work. Unless noted in a benchmark specification, aural musical excerpts should be a minimum of 30 to 45 seconds. Short answer or extended responses should specify limitations (e.g., length of the desired answer), clearly define the task, and include a clear and concise rubric for grading. Research and identify copyright information for each visual and aural example. Writers are encouraged to review public domain sources and/or compose/arrange musical examples based on the benchmarks.
Response Attributes	Selected response choices should be at grade level readability and approximately the same length. Selected response items must contain only one correct answer. All distractors must be plausible. If aural distractors are used, they should be 5-10 seconds in length.

NOTE: The contents of these item specifications documents were 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.



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 1302040 M/J Orchestra 1

Course Title: M/J Orchestra 1

Course Number: 1302040

Abbreviated Title: M/J ORCH 1

Course Length: Year

Course Level: 2

Course Description: Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. 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 may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

RESPONDING Benchmarks

R	MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
R	MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
R	MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
R	MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
R	MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
R	MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
R	MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

BENCHMARK #:	MU.68.C.2.1
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth
BENCHMARK:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers
CLARIFICATION:	Critique recorded examples of a solo excerpt(s) performed by the student (?). Examinee will listen to an excerpt(s) and follow the written score to identify errors in the performance
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide listening examples that focus on intonation, balance, blend, phrasing, or rhythm and the corresponding score
DEPTH OF KNOWLEDGE:	Level One: Recall Level Two: Skill/Concept Level Three: Strategic Thinking
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Aural example should be a high quality representative recording of a middle school student's performance
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Response should include terminology consistent with solo and ensemble adjudication forms and music performance assessments

SAMPLE QUESTION:

Compare the listening example to the score on your page. Which statement describes where the error in the recording is found?

MEDIA: Graphic:
 DESCRIPTION: <DW: provide a printed excerpt (score) of the audio recording. 8 measures for a solo violin >
 MEDIA: Audio DESCRIPTION:.<DW: Audio recording 10-30 seconds of a solo violin containing an error in the "dotted quarter note/eighth note" rhythm which appears twice in the exercise.>

- A. In the notes
- B. In the rhythms*
- C. In the phrasing
- D. In the articulations

KEY: B

BENCHMARK #:	MU.68.F.3.2
BIG IDEA:	Innovation, Technology, and the Future
ENDURING UNDERSTANDING:	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts
BENCHMARK:	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media
CLARIFICATION:	Describe the features of fair use as specified in the current copyright law focusing primarily on the legal acquisition of musical media
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	May include, but are not limited to such concepts as: intellectual property, copyright law, public domain, fair use doctrine, safe, legal and responsible acquisition and use of musical media
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Stimulus should include most recent legislation concerning copyright law in the United States. See http://www.copyright.gov/ or NAfME.org
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Your band director played a copyrighted recording for the class.

Which method would be a legal way to obtain a copy of the recording?

- A. Buy the CD or purchase online*
- B. Ask the band director to make a copy.
- C. Download (no cost) from a file sharing site.
- D. Borrow the CD and import it to your computer.

KEY: A

BENCHMARK #:	MU.68.H.2.3
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged
BENCHMARK:	Classify the literature being studied by genre, style, and/or time period
CLARIFICATION:	Classify the genre, style or time period of a musical excerpt
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Written and aural musical examples that evidence the primary characteristics of a specific time period, style/genre, including but not limited to, Baroque, Classical, Romantic, 20 th Century, contemporary, jazz, pop/rock, chant, spiritual, folk, opera, or world music. The examples must be the consistent with music that is studied in class
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Listen to the music example. What style does this music represent?

MEDIA: Audio
DESCRIPTION: < DW: Record 30-45 seconds of a standard march such as Semper Fidelis.>

- A. Chorale
- B. Folk
- C. March*
- D. Swing

KEY: C

BENCHMARK #:	MU.68.H.3.1
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields
BENCHMARK:	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration
CLARIFICATION:	Identify the relationships between music and other academic disciplines
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on connections between music other classes which may include but is not limited to: other music classes, social studies, dance, physical education, science, health, math, world languages, language arts
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Listen to the musical example. During which event in American history was this song first made popular?

MEDIA: Audio

DESCRIPTION: <DW: create a 30-45 sec. audio version of “When Johnny Comes Marching Home” played by a small instrumental ensemble in the fife and drum tradition.>

- A. American Revolution
- B. Civil War*
- C. War of 1812
- D. World War I

KEY: B

BENCHMARK #:	MU.68.O.1.1
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process
BENCHMARK:	Compare performances of a musical work to identify artistic choices made by performers
CLARIFICATION:	Compare two or more interpretations of the same musical work
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide aural/video recordings and, if appropriate, written examples. Elements to compare may include are but not limited to: tempo, expression elements, articulations, phrasing, harmonic structure, timbre, rhythm, orchestration/instrumentation, or lyrics
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Compare two performances of the same musical selections that are between 20-30 seconds each so the total time of both excerpts does not exceed 45 seconds
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Compare the two musical examples.

Which statement **best describes** the artistic choices made by the performers in each example?

MEDIA: Audio

DESCRIPTION: < DW: create two audio recordings (20-25 seconds each) of a level one orchestral selection played by two different ensembles where group 1 uses détaché bowing and the second uses legato bowing. >

- A. Example one uses détaché bowing; example two uses legato bowing.*
- B. Example one plays melody forte; example two plays melody piano.
- C. Example one uses crescendo; example two does not use crescendo.
- D. Example one plays arco, example two uses pizzicato.

KEY: A

BENCHMARK #:	MU.68.O.3.1
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world
BENCHMARK:	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image
CLARIFICATION:	Describe how combining instrumental techniques with the use of expressive elements in a piece of music can communicate a thought, idea, mood, and/or image
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on examples that clearly convey thought, idea, mood, and/or image through the use of instrumentation/voicing, tempo markings, expression markings, articulation markings, phrasing, scales, timbre, rhythm, orchestration, or lyrics
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Which combination of bowing technique and dynamic level would best create a soothing mood?

- A. Legato and piano*
- B. Marcato and forte
- C. Col legno and piano
- D. Spiccato and forte

KEY: A

BENCHMARK #:	MU.68.S.3.4
BIG IDEA:	Skills, Techniques, and Processes
ENDURING UNDERSTANDING:	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques
BENCHMARK:	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch
CLARIFICATION:	Identify which printed answer matches the aural example provided or identify which measure in the aural example is incorrect compared to the printed score
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples should focus on accuracy of pitch and rhythm
DEPTH OF KNOWLEDGE:	Level Three: Strategic Thinking
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Musical score should not exceed 16 beats in length. Musical score should use 4/4 time signature. The tempo should be established at the metronome marking (quarter note=72) by counting “1, 2, ready, start” before the example is played. The recorded example should be high aural quality with an authentic instrument rather than a synthesized sound
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Compare this four-measure phrase to the musical example.

Which measure contains an error in pitch?

MEDIA: Graphic and Audio

DESCRIPTION: <DW: Provide a graphic of the 4 measure score that the audio is based on. In addition, provide A 4 measure audio recording (16 beats maximum) played by a violin containing an error in pitch (a wrong note) in measure 2. Include “one, two, ready, start” at the beginning of the audio.>

- A. 1
- B. 2*
- C. 3
- D. 4

KEY: B