

# Florida Performing Fine Arts Assessment Item Specifications

## 1302370\_Orchestra\_2\_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: 1302370 Orchestra 2

### Course Title: Orchestra 2

**Course Number:** 1302370  
**Abbreviated Title:** ORCH 2  
**Number of Credits:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Graduation Requirements:** PF

**Course Description:** Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### RESPONDING Benchmarks

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| R | <a href="#"><u>MU.912.C.1.2</u></a> | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.   |
| R | <a href="#"><u>MU.912.C.1.3</u></a> | Analyze instruments of the world and classify them by common traits.  |
| R | <a href="#"><u>MU.912.C.2.2</u></a> | Evaluate performance quality in recorded and/or live performances.  |
| R | <a href="#"><u>MU.912.C.3.1</u></a> | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| R | <a href="#"><u>MU.912.F.3.2</u></a> | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.         |
| R | <a href="#"><u>MU.912.H.1.2</u></a> | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| R | <a href="#"><u>MU.912.H.1.3</u></a> | Compare two or more works of a composer across performance media.   |
| R | <a href="#"><u>MU.912.H.1.4</u></a> | Analyze how Western music has been influenced by historical and current world cultures.   |
| R | <a href="#"><u>MU.912.H.1.5</u></a> | Analyze music within cultures to gain understanding of authentic performance practices.   |

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| <b>R</b> | <a href="#"><u>MU.912.H.2.3</u></a> | Analyze the evolution of a music genre.  |
| <b>R</b> | <a href="#"><u>MU.912.O.1.1</u></a> | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| <b>R</b> | <a href="#"><u>MU.912.O.3.1</u></a> | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. |
| <b>R</b> | <a href="#"><u>MU.912.S.3.4</u></a> | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  |

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| <b>BENCHMARK #:</b>            | <b>MU.912.C.1.2</b>  |
| <b>BIG IDEA:</b>               | Critical Thinking and Reflection   |
| <b>ENDURING UNDERSTANDING:</b> | Cognition and reflection are required to appreciate, interpret, and create with artistic intent.   |
| <b>BENCHMARK:</b>              | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  |
| <b>CLARIFICATION:</b>          | Compare two different performances of the same excerpt and use the evidence provided (i.e., written music and background of the piece) to evaluate the aural/video performance as it relates to the written content.   |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | Works selected should come from the public domain and should be consistent with the music that is studied and/or performed in this course.   |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept   |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter. In addition: Provide two high quality recordings. Include as appropriate: written music, composer/program notes, instrumentation, and expressive markings. Musical excerpts should not exceed 32 measures in length and should not exceed 45 seconds in listening time for both examples. Follow guidelines for grade level appropriateness for this score reading and listening exercise. |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter. In addition: Response should focus on musical characteristics that may include but are not limited to the interpretation of: melody, harmony, timbre, texture, form and expression; that assist in creating a meaning for this composition.  |

**SAMPLE QUESTION:**

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| Sample Question<br><br>(Short Answer) | Listen to both musical examples while comparing what you hear to the written score.<br><br><Insert Image of Score Notation><br><br>Example 1 <Insert Audio Example 1><br><br>Example 2 <Insert Audio Example 2><br><br>How is the second performance different from the first? Give two examples using music vocabulary.  |
| Media                                 | <DW: Create Two audio examples and one printed score of an eight measure piece for clarinet quartet (three soprano and one bass). The second example should be performed as per the score. The first example would contain incorrect articulations (ignoring slurs) and instrumentation (for example a flute might play one of the more melodic parts).>  |
| Points                                | Scoring Rubric  |
| 2 points                              | The response identifies two differences between the two performances which may include but is not limited to <ul style="list-style-type: none"> <li>• Articulations in the first example are performed as written, but not in the second.</li> <li>• Instrumentation is correct in the first example, but example two uses a flute on one part.</li> <li>• Dynamics are performed correctly in the first example, but are ignored in the second.</li> </ul> |

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| 1 point       | The response provides one example.   |
| 0 points      | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know." |
| Sample Answer | The first example is performed with the correct articulation while the second example is not.  |

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| <b>BENCHMARK #:</b>            | <b>MU.912.C.1.3</b>  |
| <b>BIG IDEA:</b>               | Critical Thinking and Reflection   |
| <b>ENDURING UNDERSTANDING:</b> | Cognition and reflection are required to appreciate, interpret, and create with artistic intent.   |
| <b>BENCHMARK:</b>              | Analyze instruments of the world and classify them by common traits.   |
| <b>CLARIFICATION:</b>          | Classify instruments of the world into a family of instruments based on the traits of the instrument (what it is made of, how it is played, etc.), by sight and/or by listening to an excerpt of a solo or group of similar instruments. |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | Classify instruments into woodwinds, brass, string, percussion, keyboard, electronic. Examples should include instruments from around the world.   |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level One: Recall  |
| <b>STIMULUS ATTRIBUTES:</b>    | Aural example should be a high quality representative recording of these instruments. Visual example should be clear enough to distinguish the characteristics of the instrument.  |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter   |

**SAMPLE QUESTION:**

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| Sample Question<br><br>(Selected Response) | Listen to the musical example.<br><br><Insert Audio example of a brass quintet><br><br>Which instrument classification is represented in the excerpt?<br><br>A. Brass<br>B. String<br>C. Percussion<br>D. Woodwind |
| Media                                      | <DW: Create audio example of a brass quintet (2 trumpets, French horn, Trombone and Tuba) playing an eight measure phrase. All five instruments should be playing.>  |
| Correct Answer                             | A. Brass   |

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| <b>BENCHMARK #:</b>            | <b>MU.912.C.2.2</b>  |
| <b>BIG IDEA:</b>               | Critical Thinking and Reflection   |
| <b>ENDURING UNDERSTANDING:</b> | Cognition and reflection are required to appreciate, interpret, and create with artistic intent  |
| <b>BENCHMARK:</b>              | Evaluate performance quality in recorded and/or live performances  |
| <b>CLARIFICATION:</b>          | Listen to and evaluate a string solo or ensemble performance of a musical excerpt  |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | Elements to evaluate may include: tone quality, intonation, bowing/articulation, attacks/releases, technique, posture, note and rhythmic accuracy, dynamics, tempo, style, balance, blend, 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 |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Three: Strategic Thinking  |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter. In addition: Aural/video examples should be high quality representative recordings and should be no longer than 32 measures or 45 seconds in length  |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter   |

**SAMPLE QUESTION:**

Listen to the musical examples.

What are two ways the quality of the first example is better than the quality of the second example?

MEDIA- audio  
 DESCRIPTION: <DW: Provide two recordings of a solo violin performing a 30-45 second solo. The first excerpt should demonstrate a high quality performance. The second excerpt should be of a student solo with problems in the following areas: intonation, rhythmic and/or melodic precision, tone quality, and expressive markings.>

Sample Answer: In the first example, the violinist played wrong notes. The first performance has a better sound than the second example.

**RUBRIC:**

| Points   | Scoring Criteria  |
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| 2 points | The response includes two examples of differences between the two examples. |

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|          | <p>Examples might include, but will not be limited to:</p> <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Rhythmic / melodic precision</li> <li>• Tone quality</li> <li>• Difference in expressive elements / dynamics / articulation</li> </ul> |
| 1 point  | The response includes one example.   |
| 0 points | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written a different topic or written “I don’t know.”  |



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| <b>BENCHMARK #:</b>            | <b>MU.912.C.3.1</b>  |
| <b>BIG IDEA:</b>               | Critical Thinking and Reflection   |
| <b>ENDURING UNDERSTANDING:</b> | The processes of critiquing works of art lead to development of critical- thinking skills transferable to other contexts   |
| <b>BENCHMARK:</b>              | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music   |
| <b>CLARIFICATION:</b>          | Compare an exemplary model to another performance of the same musical excerpt and identify methods in the exemplary model that could be applied to improve the second performance  |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | Elements to evaluate may include: tone quality, intonation, bowing/articulation, attacks/releases, technique, posture, note and rhythmic accuracy, dynamics, tempo, style, balance, blend, 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                 |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept   |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter. In addition: Provide two high quality recordings. The first example must be at a consummate professional level. Musical excerpts should not exceed 32 measures in length and should not exceed 45 seconds in listening time for both examples. Follow guidelines for grade level appropriateness for this score reading and listening exercise |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter   |

**SAMPLE QUESTION:**

Compare the two musical examples.

Which statement describes the major problem in the second example and the technique needed to improve it?

MEDIA- audio

DESCRIPTION: <DW: Provide two recordings of a solo violin performing a 30-45 second solo. The first excerpt should demonstrate a professional quality performance. The second excerpt should be of a student solo with problems in the following areas: intonation, rhythmic and/or melodic precision, tone quality, and expressive markings.>

- A. The violin is sharp; move the finger placement closer to the scroll.
- B. The violin is flat; move the finger placement closer to the bridge.\*
- C. The violin is sharp; move the bow slower.
- D. The violin is flat; move the bow faster.

**KEY: B**

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| <b>BENCHMARK #:</b>            | <b>MU.912.F.3.2</b>   |
| <b>BIG IDEA:</b>               | Innovation, Technology, and the Future  |
| <b>ENDURING UNDERSTANDING:</b> | The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts   |
| <b>BENCHMARK:</b>              | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology  |
| <b>CLARIFICATION:</b>          | According to federal copyright laws, identify and/or summarize method(s) for responsible use of a creative work(s) with a patent, copyright, or trademark (printed, recorded, and online music)   |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)  |
| <b>CONTENT LIMITS:</b>         | Copyright as it applies to legal and responsible use of intellectual property and technology  |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept  |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter. In addition: Stimulus should include the most recent legislation concerning copyright law in the United States. See <a href="http://www.copyright.gov/">http://www.copyright.gov/</a> or <a href="http://nafme.org">nafme.org</a> |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter  |

**SAMPLE QUESTION:**

You are responsible for producing your high school’s morning news program. Which statement describes the correct method to obtain legal use of musical media for your show?

- A. Use a song you purchased
- B. Notify the composer you are using the song
- C. Use a recording of a song your friend gave you
- D. Secure permission from the owner of the copyright\*

**KEY: D**

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| <b>BENCHMARK #:</b>            | <b>MU.912.H.1.2</b>  |
| <b>BIG IDEA:</b>               | Historical and Global Connections  |
| <b>ENDURING UNDERSTANDING:</b> | Through study in the arts, we learn about and honor others and the worlds in which they live(d).   |
| <b>BENCHMARK:</b>              | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| <b>CLARIFICATION:</b>          | Compare the compositions, historical background, and/or compositional characteristics of two or more composers.  |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | Written and aural musical examples must include works that evidence the primary characteristics of an exemplary composer. Music may be selected from but is not limited to: Baroque, Classical, Romantic, contemporary, jazz, pop, chant, spiritual, folk, opera, or world music. Works selected should come from the public domain and should be consistent with the music that is studied and/or performed in this course. . |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept   |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter. In addition: Two aural/video examples should be high quality representative recordings and should be at least 16 measures each and no longer than 45 seconds in combined length for both recordings. Include written music as appropriate.   |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter   |

**SAMPLE QUESTION:**

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| Sample Question<br><br>(Selected Response) | Which style of music are Karl King and John Philip Sousa <b>best known</b> for composing?<br><br>A. March*<br>B. Overture<br>C. Ragtime<br>D. Swing |
| Media                                      | N/A   |
| Correct Answer                             | A. March*   |

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| <b>BENCHMARK #:</b>            | <b>MU.912.H.1.3</b>  |
| <b>BIG IDEA:</b>               | Historical and Global Connections  |
| <b>ENDURING UNDERSTANDING:</b> | Through study in the arts, we learn about and honor others and the worlds in which they live(d).   |
| <b>BENCHMARK:</b>              | Compare two or more works of a composer across performance media.  |
| <b>CLARIFICATION:</b>          | Compare musical excerpts from two different media (e.g., a work for orchestra and another for choir) written by the same composer. Use musical concepts to explain the similarities and differences between the compositions and/or identify common characteristics of the composer’s compositional techniques.  |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | Written and aural musical examples must include works that evidence the primary characteristics of an exemplary composer and/or style/genre. Examples should be of two contrasting media such as but not limited to: orchestra and choral, guitar and string quartet, piano solo and piano concerto. Works selected should come from the public domain and should be consistent with the music that is studied and/or performed in this course. Elements to evaluate may include but are not limited to: rhythm, melody, harmony, timbre, texture, dynamics, lyric to music relationships, form. |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept   |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter. In addition: Two aural/video examples should be high quality representative recordings and should be at least 16 measures each and no longer than 45 seconds in combined length for both recordings. Include written music as appropriate.   |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter   |

**SAMPLE QUESTION:**

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| Sample Question<br>(Extended Response) | <p>Listen to the musical excerpts. The first example is of a chorus, and the second example is a band arrangement of the same piece.</p> <p>Example 1 &lt;insert audio example 1&gt;</p> <p>Example 2 &lt;insert audio example 2&gt;</p> <p>What are two musical elements from the original chorale version that are transferred to the instrumental arrangement of this piece?</p> <p>Explain how each one is used effectively.</p> |
| Media                                  | <DW: Create two audio musical excerpts. The first one is from the first movement of Brahms Requiem measures 15 – 27. The second audio excerpt is from the concert band arrangement “Blessed Are They” from A German Requiem by Brahms/arranged by Buellhman also measures 15 – 27. >   |
| <b>POINTS</b>                          | <b>SCORING RUBRIC</b>  |
| 4 points                               | The response includes two musical elements and explains how each is used effectively. Responses may include but are not limited to:  |

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|               | <p>Elements:</p> <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Dynamics</li> <li>• Phrasing</li> <li>• Articulations</li> <li>• Scoring</li> <li>• Texture</li> <li>• Instrumentation</li> </ul> <p>Explanation:</p> <ul style="list-style-type: none"> <li>• They establish a lyrical / expressive quality.</li> <li>• They illustrate the complimentary effect of woodwind and brass instruments to the timbre of the human voice.</li> </ul> |
| 3 point       | The response includes two musical elements and one explanation.   |
| 2 points      | <p>The response includes one musical element and one explanation.</p> <p>OR</p> <p>The response includes two musical elements</p>   |
| 1 point       | The response includes one musical element.  |
| 0 points      | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic of written “I don’t know.”  |
| Sample Answer | The band arrangement assigns the SATB vocal <b>scoring</b> throughout the woodwind and brass choirs using comparable instrumental ranges and timbres. The <b>instrumentation</b> of the string parts is transferred throughout the entire ensemble but most-importantly utilizes the low brass and low woodwind sonorities to enhance the solemn nature of this monumental work.  |

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| <b>BENCHMARK #:</b>            | <b>MU.912.H.1.4</b>  |
| <b>BIG IDEA:</b>               | Historical and Global Connections  |
| <b>ENDURING UNDERSTANDING:</b> | Through study in the arts, we learn about and honor others and the worlds in which they live(d).   |
| <b>BENCHMARK:</b>              | Analyze how Western music has been influenced by historical and current world cultures.  |
| <b>CLARIFICATION:</b>          | Recognize the musical characteristics in Western music that was inspired by present and past world cultures.   |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | Styles may include Baroque, Classical, Romantic, contemporary, jazz, pop, chant, spiritual, folk, opera, or world music. Cultures may include Asian, Latin, European, South American, or African.  |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept   |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter. In addition: If applicable, aural/video examples should be high quality representative recordings and should be at least 16 measures each and no longer than 45 seconds in length. Include written music as appropriate. |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter   |

**SAMPLE QUESTION:**

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| Sample Question<br>(Selected Response) | With which historical event is this melody most closely associated?<br><br><Insert audio example ><br><br>A. American Revolution*<br>B. Great Depression<br>C. War of 1812<br>D. Civil War |
| Media                                  | <DW: Record a simple version of the melody from “Yankee Doodle” on a flute>  |
| Correct Answer                         | A. American Revolution*  |

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| <b>BENCHMARK #:</b>            | <b>MU.912.H.1.5</b>   |
| <b>BIG IDEA:</b>               | Historical and Global Connections   |
| <b>ENDURING UNDERSTANDING:</b> | Through study in the arts, we learn about and honor others and the worlds in which they live(d).  |
| <b>BENCHMARK:</b>              | Analyze music within cultures to gain understanding of authentic performance practices.   |
| <b>CLARIFICATION:</b>          | Identify specific performance practices that should be applied to a piece of music in order for the performance to be a genuine representation of the culture.  |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)  |
| <b>CONTENT LIMITS:</b>         | Cultures may include but are not limited to: North American, Asian, Latin, European, South American, and African.   |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level One: Recall   |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter. In addition: If applicable, aural/video examples should be high quality representative recordings and should be at least 16 measures each and no longer than 45 seconds in length. Include written music as appropriate |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter  |

**SAMPLE QUESTION:**

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| Sample Question<br><br>(Selected Response) | Which musical genre features improvisation as a common performance practice?<br><br>A. Chant<br>B. Jazz*<br>C. Opera<br>D. Spiritual |
| Media                                      | N/A  |
| Correct Answer                             | B. Jazz*   |

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| <b>BENCHMARK #:</b>            | <b>MU.912.H.2.3</b>   |
| <b>BIG IDEA:</b>               | Historical and Global Connections   |
| <b>ENDURING UNDERSTANDING:</b> | The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged |
| <b>BENCHMARK:</b>              | Analyze the evolution of a music genre  |
| <b>CLARIFICATION:</b>          | Identify important aspects or events in the development of a music genre/style  |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)  |
| <b>CONTENT LIMITS:</b>         | Styles or genres may include but are not limited to: symphony, marches, jazz styles, blues, rock, world music.                    |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept  |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter  |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter  |

**SAMPLE QUESTION:**

|  |   |
|--|---|
| Sample Question<br>(Selected Response) | Which musical style was influenced by call and response?<br><br>A. Blues*<br>B. Classical<br>C. Fanfare<br>D. March |
| Media                                  | N/A   |
| Correct Answer                         | A. Blues*   |



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| <b>BENCHMARK #:</b>            | <b>MU.912.O.1.1</b>  |
| <b>BIG IDEA:</b>               | Organizational Structure   |
| <b>ENDURING UNDERSTANDING:</b> | Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process  |
| <b>BENCHMARK:</b>              | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure  |
| <b>CLARIFICATION:</b>          | Use musical elements to critique the organizational principles and conventions of excerpts from the string repertoire  |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | Musical elements/attributes include, but are not limited to: melody, rhythm, timbre, form, tonality, harmony, and texture. Works selected should come from the public domain and should be consistent with the music that is studied and/or performed in this course |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept   |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter   |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter   |

**SAMPLE QUESTION:**

Listen to the musical example.

What effect does the opening rhythmic motif have on the structure of the piece?

**MEDIA:** Audio- 1 excerpt

**DESCRIPTION:** <DW: Create an excerpt of the opening theme from Beethoven's 5<sup>th</sup> symphony played by a violin, viola, cello and bass measures 1-5. >

- A. It serves as a unifying theme.\*
- B. It serves as a counter melody.
- C. It contributes to a legato style.
- D. It contributes to a syncopated style.

**KEY: A**

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| <b>BENCHMARK #:</b>            | <b>MU.912.O.3.1</b>  |
| <b>BIG IDEA:</b>               | Organizational Structure   |
| <b>ENDURING UNDERSTANDING:</b> | Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.  |
| <b>BENCHMARK:</b>              | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. |
| <b>CLARIFICATION:</b>          | Explain expressive elements employed by the composer and/or performer using context cues to understand the composer's intended meaning of the work.                                    |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | May include but not limited to: tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration, or lyrics.     |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept   |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter   |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter   |

**SAMPLE QUESTION:**

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| Sample Question<br>(Short Answer) | <p>Listen to the musical example.</p> <p>&lt;Insert audio example.&gt;</p> <p>What is one expressive element that demonstrates the meaning of the music?</p> <p>How does the element demonstrate the meaning of the music?</p>   |
| Media                             | <DW: Create audio clip of “Fanfare and Allegro” by Clifton Williams. Beginning :25 seconds then fade to silence><br>Recording available on “British and American Band Classics” by the Eastman Wind Ensemble. Mercury, 1990.   |
| <b>POINTS</b>                     | <b>SCORING RUBRIC</b>  |
| 2 points                          | <p>The response identifies one expressive element and explains how that element was used to support the implied meaning of the work. Musical elements may include but are not limited to:</p> <p>Elements:</p> <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Articulations</li> <li>• Scoring</li> <li>• Articulation</li> </ul> |

|               |   |
|---------------|---|
|               | <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Harmonic structures</li> <li>• Timbre</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Instrumentation.</li> </ul> <p>Explanations:</p> <ul style="list-style-type: none"> <li>• They establish a bold / powerful / stately / festive mood (that might accompany an occasion of great importance).</li> </ul> |
| 1 point       | The response identifies one expressive element..  |
| 0 points      | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."  |
| Sample Answer | The use of the powerful brass and percussion section creates a bold fanfare that seems to set the tone for an important occasion.   |

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| <b>BENCHMARK #:</b>            | <b>MU.912.S.3.4</b>  |
| <b>BIG IDEA:</b>               | Skills, Techniques, and Processes  |
| <b>ENDURING UNDERSTANDING:</b> | Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques   |
| <b>BENCHMARK:</b>              | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques   |
| <b>CLARIFICATION:</b>          | Identify and/or describe how rehearsal strategies have led to the refinement of skills and techniques by comparing two rehearsals or performances of the same piece over time  |
| <b>ITEM TYPES:</b>             | SR (Selected Response) / SA (Short Answer)   |
| <b>CONTENT LIMITS:</b>         | Focus on improvements in tone, correct pitch and rhythms, balance, blend, articulation/diction, or 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 |
| <b>DEPTH OF KNOWLEDGE:</b>     | Level Two: Skill/Concept   |
| <b>STIMULUS ATTRIBUTES:</b>    | See Front Matter. In addition: If applicable, aural/video examples should be high quality representative recordings and should be at least 16 measures each and no longer than 45 seconds in length. Include written music as appropriate                |
| <b>RESPONSE ATTRIBUTES:</b>    | See Front Matter   |

**SAMPLE QUESTION:**

Listen to the musical examples.

What are two ways the second example shows improvement?

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| <p><b>MEDIA:</b> Audio and graphic<br/> <b>DESCRIPTION:</b> &lt;DW: provide two examples of a solo orchestra instrument. The first example should be between 15-25 seconds and contain issues with accurate pitches, rhythms, dynamics, tone, articulation. The second example should be of the same 15-25 second excerpt with improves pitches, rhythms, dynamics, tone, articulation.&gt;&lt;Provide a written excerpt of the audio passage.&gt;</p> |
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Sample: The second example has no incorrect pitches and the rhythms are more accurate.

**RUBRIC:**

| POINTS   | SCORING CRITERIA  |
|----------|---|
| 2 points | <p>The response includes two ways the second example shows improvement. Examples may include, but will not be limited to:</p> <ul style="list-style-type: none"> <li>• Improved pitch accuracy</li> <li>• Improved rhythmic accuracy</li> </ul> |

|          |  |
|----------|--|
|          | <ul style="list-style-type: none"> <li>• Improved rhythmic precision</li> <li>• Better use of dynamics</li> <li>• Improved tone quality</li> <li>• Accurate articulation</li> <li>• Precise entrances / releases.</li> </ul> |
| 1 point  | The response includes one way.   |
| 0 points | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”   |

***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.*