

# Florida Performing Fine Arts Assessment Item Specifications

## 5013060\_Music\_Grade\_Kindergarten\_Responding

<b>FRONT MATTER - ELEMENTARY</b>	
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 20 to 30 seconds. Short answer 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. Responses should contain visual media for the lower grade levels (K-2) when appropriate. 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.*



**Course Title: Music- Grade Kindergarten**

**Course Number:** 5013060  
**Abbreviated Title:** Music- Grade Kindergarten  
**Course Length:** Year  
**Course Level:** 2  
**Credit:** 1.0  
**Graduation Requirements:** Will meet Performing/Fine Arts (PF) requirement

**Course Description:** Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one's self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.

**General Note:** All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

**RESPONDING Benchmarks**

R	<a href="#"><u>MU.K.C.1.2</u></a>	Identify various sounds in a piece of music.
R	<a href="#"><u>MU.K.C.1.3</u></a>	Identify, visually and aurally, pitched and unpitched classroom instruments.
R	<a href="#"><u>MU.K.C.1.4</u></a>	Identify singing, speaking, and whispering voices.
R	<a href="#"><u>MU.K.C.2.1</u></a>	Identify similarities and/or differences in a performance.
R	<a href="#"><u>MU.K.O.1.2</u></a>	Identify similarities and differences in melodic phrases and/or rhythm patterns.

<b>BENCHMARK #:</b>	<b>MU.K.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>	Identify various sounds in a piece of music
<b>CLARIFICATION:</b>	Identify the type of sound heard in a song
<b>ITEM TYPES:</b>	SR (Selected)
<b>CONTENT LIMITS:</b>	Focus primarily on sounds that most kindergarten children hear: voices, classroom instruments, environmental sounds
<b>DEPTH OF KNOWLEDGE:</b>	Level One: Recall
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: Audio example of 10-20 seconds which clearly focuses on one type of sound in a song
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter. In addition: Picture format with a word label

**SAMPLE QUESTION:**

Listen to the recording.

What is the main sound heard?

MEDIA: Audio  
 DESCRIPTION: Audio sample of a train in a song  
 MEDIA: Graphic  
 DESCRIPTION: Graphic of singer, Train, and a violin

- A. A singer
- B. A violin
- C. A train\*

**KEY: C**

<b>BENCHMARK #:</b>	<b>MU.K.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>	Identify, visually and aurally, pitched and unpitched classroom instruments
<b>CLARIFICATION:</b>	Identify pitched and unpitched instruments in listening examples and/or in pictures
<b>ITEM TYPES:</b>	SR (Selected)
<b>CONTENT LIMITS:</b>	Focus primarily on instruments commonly found in classrooms. May include but not be limited to: rhythm sticks, woodblock, triangle, maracas, tambourine, finger cymbals, xylophone, metallophone, glockenspiel, piano, keyboard
<b>DEPTH OF KNOWLEDGE:</b>	Level One: Recall
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: Audio example of 5-20 seconds
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter. In addition: Picture format with a word label

**SAMPLE QUESTION:**

Listen to the recording.

What instrument is heard?

MEDIA: Audio  
 DESCRIPTION: Audio sample of woodblock  
 MEDIA: Graphic  
 DESCRIPTION: Graphic of rhythm sticks, xylophone, woodblock

- A. Xylophone
- B. Woodblock \*
- C. Rhythm sticks

**KEY: B**

<b>BENCHMARK #:</b>	<b>MU.K.C.1.4</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>	Identify singing, speaking, and whispering voices
<b>CLARIFICATION:</b>	Listen to a recording and determine which vocal sound is demonstrated
<b>ITEM TYPES:</b>	SR (Selected)
<b>CONTENT LIMITS:</b>	Content is limited to recording examples of singing, speaking and whispering
<b>DEPTH OF KNOWLEDGE:</b>	Level One: Recall
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: Audio example of 5-20 seconds
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter. In addition: Must include singing, speaking, or whispering (with appropriate graphic representation)

**SAMPLE QUESTION:**

Listen to the recording.

What type of voice is heard?

<p>MEDIA: Audio DESCRIPTION: Audio sample of singing</p>
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- A. Singing\*
- B. Speaking
- C. Whispering

**KEY: A**

<b>BENCHMARK #:</b>	<b>MU.K.C.2.1</b>
<b>BIG IDEA:</b>	Critical Thinking and Reflection
<b>ENDURING UNDERSTANDING:</b>	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
<b>BENCHMARK:</b>	Identify similarities and/or differences in a performance
<b>CLARIFICATION:</b>	Listen to two different performances of the same work and compare them based on a particular musical element
<b>ITEM TYPES:</b>	SR (Selected)
<b>CONTENT LIMITS:</b>	Examples should be chosen from contrasting examples of voices/instruments, faster/slower, louder/softer, higher/lower
<b>DEPTH OF KNOWLEDGE:</b>	Level Three: Strategic Thinking
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: Two audio recordings of the same piece of music with one musical element changed. Examples must exhibit significant contrast. Audio clips must be 10-30 seconds. With the total of both examples not exceeding 45 seconds
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter. In addition: Must describe the difference heard in the second example. Must be selected from the content limits

**SAMPLE QUESTION:**

Listen to the musical examples. How is the second example different?

Example 1: < insert audio>      Example 2: < insert audio>

MEDIA: Two Audio samples  
DESCRIPTION: Audio of "Twinkle, Twinkle" played quickly;  
Audio of "Twinkle, Twinkle" played slowly.

- A. The second example is slower.\*
- B. The second example is louder.
- C. The second example is higher.



**KEY: A**

<b>BENCHMARK #:</b>	<b>MU.K.O.1.2</b>
<b>BIG IDEA:</b>	Critical Thinking and Reflection
<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>	Identify similarities and differences in melodic phrases and/or rhythm patterns
<b>CLARIFICATION:</b>	Aurally and/or visually identify similarities and differences in melodic phrases and/or rhythmic patterns
<b>ITEM TYPES:</b>	SR (Selected)
<b>CONTENT LIMITS:</b>	Examples should be rhythmic or melodic excerpts that are no longer than one measure in length and include quarter notes and quarter rest rhythms or sol-mi melodic patterns
<b>DEPTH OF KNOWLEDGE:</b>	Level Two: Skill/Concept
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: For melodic questions: Audio example in treble voice with pure tone (no vibrato) sung on the neutral syllable “Loo.” The pattern must be four quarter notes on sol-mi pitches. For rhythm questions: audio example of a 4-beat rhythm pattern limited to quarter notes and quarter rests, played on an unpitched percussion instrument. <u>Examples should be less than 10 seconds in length. They should be preceded by “one, two, ready, start.”</u> Stems do not have to have an aural stimulus and thus may just contain a visual pattern.
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter. In addition: For melodic questions: Shape icons limited to squares, circles, triangles, or stars. Each pattern should be presented within a box with arrows to indicate melodic direction. For rhythm questions: use quarter notes and quarter rests. Rhythm patterns must be four beats in length. If there is an aural stimulus in the stem, then <u>each response should include the audio to compare with the stimulus. They should be preceded by “one, two, ready, start”.</u>

**SAMPLE QUESTION:**

Listen to the musical example. Which pattern matches the example?

MEDIA: Audio  
 DESCRIPTION: A beat sung pattern on “Loo” using the pitches sol and mi.  
**Include the recordings of the pattern with each distractor.**

- A. 
- B.  \* Key: B
- C. 