

Florida Performing Fine Arts Assessment Item Specifications

5013070_Music_Grade_One_Responding

FRONT MATTER - ELEMENTARY	
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 One

Course Number: 5013070
Abbreviated Title: Music- Grade One
Course Length: Year
Course Level: 2
Credit: 1.0
Graduation Requirements: Will meet Performing/Fine Arts (PF) requirement

Course Description: First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on, process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21st century.

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	<u>MU.1.C.1.3</u>	Classify instruments into pitched and unpitched percussion families.
R	<u>MU. 1.C.1.4</u>	Differentiate between music performed by one singer and music performed by a group of singers.
R	<u>MU. 1.C.2.1</u>	Identify the similarities and differences between two performances of a familiar song.
R	<u>MU. 1.S.3.4</u>	Match simple aural rhythm patterns in duple meter with written patterns.
R	<u>MU, 1.S.3.5</u>	Show visual representation of simple melodic patterns performed by the teacher or a peer.
R	<u>MU. 1.O.1.2</u>	Identify patterns of a simple, four-measure song or speech piece.
R	<u>MU. 1.H.1.2</u>	Explain the work of a composer.

R	MU. 1.H.3.1	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.
R	MU. 1.F.3.1	Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

BENCHMARK #:	MU.1.C.1.3
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
BENCHMARK:	Classify instruments into pitched and unpitched percussion families
CLARIFICATION:	Identify instruments as being pitched or unpitched by examining aural and/or visual examples
ITEM TYPES:	SR (Selected)
CONTENT LIMITS:	Focus primarily on instruments commonly found in classrooms. Limited to: rhythm sticks, woodblock, triangle, maracas, tambourine, finger cymbals, xylophone, metallophone, glockenspiel, piano
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Audio example of 5-10 seconds or Picture format with a word label
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Picture format with a word label for each choice

SAMPLE QUESTION:

Look at the pictures. Which one is a pitched instrument?

MEDIA: Graphic
DESCRIPTION: Graphic of drum, woodblock, and xylophone.

- A. Graphic of drum
- B. Graphic of woodblock
- C. Graphic of xylophone*

KEY: C

BENCHMARK #:	MU.1.C.1.4
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
BENCHMARK:	Differentiate between music performed by one singer and music performed by a group of singers
CLARIFICATION:	Listen to a musical excerpt and determine if they hear one singer or a group of singers
ITEM TYPES:	SR (Selected)
CONTENT LIMITS:	Must include solos and groups of singers
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Three recordings: Two being incorrect and one being correct. 10-20 second audio musical excerpt containing either one singer or a group of singers. The combination of the three examples should not exceed 45 seconds in length
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Listen to the musical examples. Which example has only one singer?

Example 1: <insert audio> Example 2: <insert audio> Example 3: <insert audio>

MEDIA: Three Audio Samples
DESCRIPTION: Audio of a children’s chorus singing “This Old Man.” Audio of an adult chorus singing “The Hallelujah Chorus.” Audio of one child singing “Twinkle, Twinkle Little Star.”

- A. Example 1
- B. Example 2
- C. Example 3*

KEY: C

BENCHMARK #:	MU.1.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:	Identify the similarities and differences between two performances of a familiar song
CLARIFICATION:	Listen to two different performances of the same work and compare/contrast them based on a particular musical element
ITEM TYPES:	SR (Selected)
CONTENT LIMITS:	Examples should be chosen from contrasting examples of faster/slower, louder/softer, higher/lower
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Two audio recordings of the same piece of music with one musical element changed. Examples must exhibit great contrast. Audio clips must be 10-30 seconds and the combination of the two examples should not exceed 45 seconds in length
RESPONSE ATTRIBUTES:	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. What is different in the second example? Example 1: <insert audio> Example 2: <insert audio>

MEDIA: Two Audio samples
 DESCRIPTION: Audio of "Twinkle, Twinkle Little Star" sung at a slow tempo. Audio of "Twinkle, Twinkle Little Star" sung at a fast tempo.

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

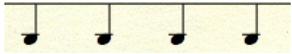
KEY: C

BENCHMARK #:	MU. 1.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:	Match simple aural rhythm patterns in duple meter with written patterns
CLARIFICATION:	Listen to simple aural rhythm patterns in duple meter and match them with written patterns
ITEM TYPES:	SR (Selected)
CONTENT LIMITS:	Rhythm patterns must be limited to combinations of quarter notes, quarter rests, and beamed eighth notes
DEPTH OF KNOWLEDGE:	Level One: Recall Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Audio example of 4 beat rhythm pattern in duple meter played on an unpitched classroom percussion instrument. <u>Examples may last less than 10 seconds in length. The example should be preceded by “one, two, ready start.”</u>
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Response choices must be four beat written patterns

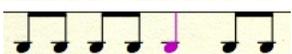
SAMPLE QUESTION:

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

MEDIA: Audio
DESCRIPTION: rhythmic pattern played on a woodblock.

A. 

B. 

C. 

KEY: B

BENCHMARK #:	MU. 1.S.3.5
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:	Show visual representation of simple melodic patterns performed by the teacher or a peer
CLARIFICATION:	Identify a visual representation of simple melodic patterns performed by someone else
ITEM TYPES:	SR (Selected)
CONTENT LIMITS:	Patterns must be four quarter notes, limited to sol, mi and/or la pitches
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Audio example. If sung, must be in a treble voice with pure tone (no vibrato) on the neutral syllable “Loo”
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Choices must be four beats long. Graphics may be traditional or non-traditional notation

SAMPLE QUESTION:

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

MEDIA: Audio
 DESCRIPTION: Audio example sol-mi-sol-mi, sung on “Loo.”

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

BENCHMARK #:	MU. 1.O.1.2
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:	Identify patterns of a simple, four-measure song or speech piece
CLARIFICATION:	Identify patterns within a four measure song or speech piece
ITEM TYPES:	SR (Selected)
CONTENT LIMITS:	Examples may be newly composed or existing. Rhythm patterns must be limited to quarter note, quarter rest, beamed eighth notes, and melodic range should be grade level appropriate
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Audio examples of 10-30 seconds. When appropriate, include five line staff (for melodies), traditional notation, and lyrics.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: If audio examples are used in the answer (distractor), it must be one measure with corresponding traditional notation graphic on a five line staff (if a melody). Rhythm may be presented with or without a staff.

SAMPLE QUESTION:

Listen to this phrase. <Audio example.> How many times do you hear it in this song ?

MEDIA: Audio of a pattern (either words, music, or rhythm)
 DESCRIPTION: A pattern from a call and response song which repeats a specific rhythm pattern which uses the same words.
 MEDIA: Audio of a four measure phrase of the call and response song.

- A 1 Time*
- B. 2 Times
- C. 3 Times

KEY: A

BENCHMARK #:	MU. 1.H.1.2
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Through study in the arts, we learn about and honor others and the world in which they live(d)
BENCHMARK:	Explain the work of a composer
CLARIFICATION:	Identify what a composer does
ITEM TYPES:	SR (Selected)
CONTENT LIMITS:	Content should focus on differentiating between the characteristics of a composer and other <u>musical or</u> creative jobs
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

What does a composer do?

- A. Write music*
- B. Write stories
- C. Write poems

KEY: A

BENCHMARK #:	MU. 1.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:	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants
CLARIFICATION:	Identify which classroom instrument would <u>best</u> represent a word or phrase in children's songs, choral readings of poems and stories, and/or chants
ITEM TYPES:	SR (Selected)
CONTENT LIMITS:	Examples of children's songs, choral readings of poems and stories, and/or chants should represent common grade level literature that could be enhanced with the use of voice or instrument
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Audio example of 20-30 seconds, performed with expression
RESPONSE ATTRIBUTES:	See Front Matter. In addition: List of classroom instruments with their sounds. Picture format with a word label

SAMPLE:

Listen to the recording of the poem. Which instrument **best fits** the words “the snake struck”?

<p>MEDIA: Audio DESCRIPTION: Audio recording of the poem “The Slithering Snake,” read with expression. MEDIA: Graphic and recording DESCRIPTION: Graphic of metallophone, maracas, triangle and the corresponding recording of the instrument</p>
--

- A. Metallophone
- B. Maracas*
- C. Triangle

KEY: B

BENCHMARK #:	MU. 1.F.3.1
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:	Demonstrate appropriate manners and teamwork necessary for success in a music classroom
CLARIFICATION:	Show understanding of student conduct (behavior) which contributes to a positive learning environment
ITEM TYPES:	SR (Selected)
CONTENT LIMITS:	Items should include, but are not limited to taking turns, sharing, being a good listener, being respectful, and displaying good manners
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Must include a classroom scenario. Include an appropriate behavior to be displayed during music class
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Distractors must be inappropriate classroom behaviors

SAMPLE:

If there are not enough instruments for all students, what should a student do?

- A. Take the instrument they want
- B. Raise their voice higher
- C. Wait for their turn*

KEY: C