

Elementary Music – Responding Item Specifications

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Elementary Music – Responding Item Specifications

For the purposes of this document, the Stimulus Attributes and the Response Attributes explained below should be applied to each benchmark in these Item Specifications.

Stimulus Attributes	Written questions should be a grade level readability and/or understanding. (It is a consideration that the questions would be recorded for students to listen to in the early grades.) Aural examples of musical excerpts should be 20-30 seconds in length and played a minimum of two times. Writers should research and identify copyright information for any written or aural musical example. Writers are encouraged to review public domain sources and compose/arrange musical examples that relate to the benchmark. Care should be taken in selecting musical examples for students to read considering the appropriate length, range, types of notes used to by typical for the grade level.
Response Attributes	Response choices should be at grade level readability and of equal length, to the best possible extent. Written questions should be read to the students and responses should be in picture and coloring book format for the lower grade levels. Selected response responses must contain one correct answer and be written in a manner that measures not only knowledge of facts but may also be used to evaluate high order thinking that requires problem-solving or critical thinking as appropriate. All distracters must be plausible to someone who does not possess the skills being assessed. Short answer responses should specify limitation (e.g., length of the desired answer), clearly define the task, and include a clear and concise rubric for grading.

Elementary Music – Responding Item Specifications

Benchmark #	MU.K.C.1.2
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Identify various sounds in a piece of music.
Benchmark Clarification	Students will identify what sound they hear as being either an instrument, vocal or environment sound.
Item types	Selected response
Content Limits	Focus primarily on sounds that most kindergarten children hear :voices, classroom instruments, environmental sounds such as a train, car, airplane, etc...
Stimulus Attributes	Written questions should be read to the student See front page
Response Attributes	Written questions should be read to the student. Responses should be in picture or coloring book format..
Item Context	Listening to Music containing sounds from the real world.
Sample Question	What do you hear in this recording? A. A singer B. A drum C. A fire truck siren

Elementary Music – Responding Item Specifications

Benchmark #	MU.K.C.1.3
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Identify, visually and aurally, pitched and unpitched classroom instruments.
Benchmark Clarification	Students will identify pitched and unpitched instruments in listening examples and in pictures
Item types	Selected response
Content Limits	Focus primarily on instruments commonly found in classrooms. May include: rhythm sticks, woodblock, tambourine, finger cymbals, xylophone, metallophone, autoharp, recorder.
Stimulus Attributes	Written questions should be read to the student
Response Attributes	
Item Context	Listening to Music containing various instrumental sounds.
Sample Question	Circle the picture of the instrument you hear playing in this example. A. Rhythm sticks B. xylophone C. Woodblock

Benchmark #	MU.K.C.1.4
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Identify singing, speaking, and whispering voices.
Benchmark Clarification	Students will listen to a recording of a vocal selection and determine if they are hearing a singing, speaking or whispering voice.
Item types	Selected response
Content Limits	Content is limited to recorded examples of singing, speaking and whispering
Stimulus Attributes	Written questions should be read to the student
Response Attributes	
Item Context	Listening to Music containing various vocal sounds.
Sample Question	What type of voice is this child using? A. Singing B. Speaking C. Whisper

Benchmark #	MU.K.C.2.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
Benchmark	Identify similarities and/or differences in a Performance.
Benchmark Clarification	Students will listen to two different performances of the same work and compare them based on a particular musical element.
Item types	Selected response
Content Limits	Examples should be chosen from contrasting examples of: tempo, lyrics/no lyrics, style, voices or instrumentation.
Stimulus Attributes	Written questions should be read to the student
Response Attributes	
Item Context	Listening to Music.
Sample Question	Listen to these two examples. Choose what was different. A. words were different, B. voices were different, C. tempos were different

Benchmark #	MU.K.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 similarities and differences in melodic phrases and/or rhythm patterns.
Benchmark Clarification	Students will identify, aurally or visually, melodic or rhythmic patterns that are the same or different
Item types	Selected response
Content Limits	Examples should be rhythmic or melodic excerpts that are no longer than one measure in length and include grade appropriate rhythms and melodic ranges.
Stimulus Attributes	Written questions should be read to the student
Response Attributes	
Item Context	Music reading and listening
Sample Question	You will hear three musical examples. Two are the same. Which one is different? 1 2 3

Benchmark #	MU.1.C.1.3
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Classify instruments into pitched and unpitched percussion families.
Benchmark Clarification	Students will visually identify instruments as being pitched or unpitched.
Item types	Selected response
Content Limits	Focus primarily on instruments commonly found in classrooms. May include: rhythm sticks, woodblock, tambourine, finger cymbals, xylophone, metallophone, autoharp, recorder, etc.
Stimulus Attributes	Pictures of instruments could be real life or coloring book format.
Response Attributes	
Item Context	Listening to Music containing various instrumental sounds.
Sample Question	Which picture shows a pitched instrument? A. Drums B. Woodblock C. Xylophone

Benchmark #	MU.1.C.1.4
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Differentiate between music Performances by one singer and music Performances by a group of singers.
Benchmark Clarification	Students will listen to a musical excerpt and determine if they hear one singer or a group of singers.
Item types	Selected response
Content Limits	Focus on solos, a group of children's voices and a group of adult voices.
Stimulus Attributes	Musical excerpt should be 8 beats in length.
Response Attributes	
Item Context	Listening to Music containing various vocal sounds.
Sample Question	In this musical selection, who is singing? A. A group of students, B. One person, C. A group of adults.

Benchmark #	MU.1.C.2.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
Benchmark	Identify the similarities and differences between two Performances of a familiar song.
Benchmark Clarification	Students will listen to two different performances of the same work and compare them based on a particular musical element.
Item types	Short answer or Selected response.
Content Limits	Examples should be contrasting excerpts of: tempo, lyrics/no lyrics, style, voices or instrumentation. Songs chosen should focus on traditional folk melodies.
Stimulus Attributes	Listening items should be 20-30 seconds long and provide two clear examples of the same melody or rhythm performed with different tempo, style, dynamics, voicing(vocal, instrumental)
Response Attributes	
Item Context	Music, listening
Sample Question	What is one difference between these two performances of "Mary had a little Lamb"?

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.
Benchmark Clarification	This benchmark represents how student conduct (behavior) contributes to a positive learning environment affecting his/her learning experience and the experience of his/her peers.
Item types	Selected response or short answer
Content Limits	Items should describe taking turns, sharing, being a good listener, being respectful, and displaying good manners.
Stimulus Attributes	The item will include a list of appropriate behaviors to be displayed during music class activities such as instrument sharing and Performance etiquette. Desired behaviors - Listening, Following directions and Sharing
Response Attributes	
Item Context	Items can be associated with interpersonal interaction, e.g. making friends ...
Sample Question	In a room with a limited number of instruments, what a student should do? A. take the instrument they want, B. Wait his/her turn, C. Not play an instrument,

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 worlds in which they live.
Benchmark	Explain the work of a composer.
Benchmark Clarification	Understand what a composer does.
Item types	Selected response
Content Limits	Content should focus on differentiating between the characteristics of a composer and other musical jobs such as a teacher, performer, etc.
Stimulus Attributes	
Response Attributes	
Item Context	Music reviewer or critic, arranger, publisher.
Sample Question	A composer is a person who A. writes music B. writes stories C. writes poems

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.
Benchmark Clarification	The student will determine which classroom instrument would represent a word or phrase in children's songs, choral readings of poems and stories, and/or chants.
Item types	Selected response
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 instruments.
Stimulus Attributes	Recording of chant or short poem (read with expression)
Response Attributes	
Item Context	Connections to other relevant content areas, imagination.
Sample Question	Listen to the three recordings of the poem. When replacing the words "the snake struck" with an instrument, which version best fits the poem? Examples: A. with a drum B. with maracas C. With tambourine

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.
Benchmark Clarification	Students will see and hear a four measure piece of music or speech piece and identify the pattern.
Item types	Selected response
Content Limits	The material used must be chosen by the content of each measure or four separate lines in a speech piece. It is likely that the examples should be newly composed to fit the criteria. Care should be taken to limit the rhythm patterns (quarter note/rest, beamed eighth notes) and melodic range to be grade level appropriate.
Stimulus Attributes	Students will read and hear a four measure piece of music.
Response Attributes	
Item Context	Music reading and listening
Sample Question	<p>You will hear some music. The first musical selection is going to be called “A”. When you hear this, put your finger on the listening map at the beginning of the map; this picture stands for the “A” music you just heard. Now you’ll hear a longer musical piece. Some of the music in this piece will be the “A” music; some will not. Follow along (to the listening map) as you listen to the music. Which of these letter groups match the pattern of the music that you see and hear?</p> <p>A. ABA B. AAB C. ABB</p>

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.
Benchmark Clarification	Students will listen to simple aural rhythm patterns in duple meter and match them with written patterns.
Item types	Selected response
Content Limits	Rhythm patterns should be limited to combinations of quarter notes, quarter rests, beamed eighth notes
Stimulus Attributes	A recording of eight beats of a simple aural rhythm pattern in duple meter; quarter note/rest, beamed eighth notes. The recording should be played two times separated by a pause.
Response Attributes	Response choices should be four beats long
Item Context	Listening/music
Sample Question	Listen to the recording of a rhythm. Choose the rhythm pattern you hear. (response set is three rhythm patterns)

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.
Benchmark Clarification	The student will demonstrate recognition of visual representation of simple melodic patterns performed by someone else.
Item types	Selected response
Content Limits	The examples should be patterns of equal note value. The suggested focus is on the la-sol-mi pattern.
Stimulus Attributes	A recording of a four beat melodic pattern in which student would listen and choose the correct visual representation (graphics such as stars, etc.). The recording should be played two times separated by a pause.
Response Attributes	Response choices should be 4 beats long.
Item Context	Listening/music, recognizing pitches in regards to melodic patterns
Sample Question	Listen to the recording. Which melody do you hear? (response set is three sml patterns)

Benchmark #	MU.2.C.1.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Identify appropriate listening skills for learning about musical examples selected by the teacher.
Benchmark Clarification	Students will develop their ability to listen for specific elements that are necessary for the understanding and appreciation of a musical work, e.g. Form (AB, ABA, Rondo); Instrumental/Vocal Music, Tempo (fast, slow); Dynamics (forte, piano).
Item types	Selected response or short answer
Content Limits	Focus on the steps or the characteristics the student must listen for to determine form, instrumentation, dynamics, or tempo.
Stimulus Attributes	
Response Attributes	
Item Context	Music: folk songs, familiar songs, concert music.
Sample Question	What do we listen for when we are figuring out the form of a piece? A. If there are sections that repeat, B. If the instruments change, C. If the piece gets faster.

Benchmark #	MU.2.C.1.3
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
Benchmark Clarification	Students will visually identify and classify unpitched instruments into metals, membranes, shakers and woods.
Item types	Selected response
Content Limits	Focus primarily on instruments commonly found in classrooms. May include: rhythm sticks, woodblock, tambourine, finger cymbals, xylophone, metallophone, autoharp, recorder etc.
Stimulus Attributes	Pictures of instruments could be real life or coloring book format.
Response Attributes	Answer choices should be limited to the four categories of unpitched instruments.
Item Context	Music. Real World.
Sample Question	A cymbal belongs to which category of instruments? A. metals B. membranes C. shakers

Benchmark #	MU.2.C.1.4
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Identify child, adult male and adult female voices by timbre.
Benchmark Clarification	Students will listen to a musical excerpt and determine if they hear a child's voice, adult male voice or adult female voice.
Item types	Selected response
Content Limits	Examples should be excerpts of child, adult male and adult female voices.
Stimulus Attributes	Vocal example should be clearly understood as being male, female or child. Excerpt should be 4 measures in length.
Response Attributes	Responses should be in picture or coloring book format.
Item Context	Music. Real World.
Sample Question	What type of voice do you hear singing in this song? A. Child's Voice B. Adult Male C. Adult Female

Benchmark #	MU.2.F.2.1
Big Idea	Innovation, Technology, and the Future
Enduring Understanding	Careers in and related to the arts significantly and positively impact local and global economies.
Benchmark	Describe how people participate in music.
Benchmark Clarification	The student will use specific words such as, Performance, Playing Instruments, Singing, Dancing - Movement, and Listening to Music when describing how people participate in music.
Item types	Selected response or Short answer
Content Limits	Potential responses will include; singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials
Stimulus Attributes	
Response Attributes	Response choices can include activities such as participating in concert as performers (singing, playing instruments, dancers), playing instruments in classical music ensembles or conducting, working as a DJ, teaching music
Item Context	Related item context may include Music serving as a source of entertainment or social interaction.
Sample Question	What are two ways that people participate in music?

Benchmark #	MU.2.H.1.2
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live.
Benchmark	Identify the primary differences between composed and folk music.
Benchmark Clarification	The students will understand the main differences between folk music which tells a story and that has been passed down from generations and a newly composed song.
Item types	Selected response or Short answer
Content Limits	Musical examples should clearly demonstrate main differences between folk music -which tells a story and that has been passed down from generations- and a newly composed song.
Stimulus Attributes	
Response Attributes	
Item Context	Comparing music and identifying ways that music is passed down from one generation to another
Sample Question	In the two musical examples you just heard, what is one difference between the two? A. The first one- folk song has limited instruments and tells a story B. The second one- a composed work, has an orchestra and is a song of celebration.

Benchmark #	MU.2.H.2.1
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	Discuss how music is used for celebrations in American and other cultures.
Benchmark Clarification	Identify selected celebration songs associated with the United States
Item types	Selected response or short answer
Content Limits	Examples should be well-known songs used in celebrations of America and a variety of cultures
Stimulus Attributes	20-30 second excerpts from songs, games, dances, and simple instrumental accompaniments from a variety of cultures
Response Attributes	
Item Context	Identify music that reflects the cultural heritage of the community
Sample Question	Which celebration does this song best represent? (stimulus: America the Beautiful) A. Patriotic B. Valentine's Day C. President's Day

Benchmark #	MU.2.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	Identify basic elements of music in a song or instrumental excerpt.
Benchmark Clarification	Students will listen to music in order to identify basic elements in music.
Item types	Selected response or short answer
Content Limits	Examples should clearly represent melody, rhythm, pitch, or form.
Stimulus Attributes	20-30 second excerpts from familiar songs that are performed with one identifiable musical element changed – rhythm, melody, tempo, or pitch.
Response Attributes	
Item Context	Students will recognize and identify a musical element that is emphasized or that changes within a song or instrumental excerpt. Students will listen to a musical excerpt in which one of the musical elements is emphasized or changes. They will identify which musical element was emphasized (focused on) or changed.
Sample Question	You will hear 2 short selections of music. A musical element will be different between the two performances. Which musical element changes between the first and second performance? <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Form C. Melody D. Pitch A. Rhythm B. </div>

Benchmark #	MU.2.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 the form of a simple piece of music.
Benchmark Clarification	Students will hear a short piece of music and identify the form.
Item types	Selected response
Content Limits	Examples should clearly demonstrate AB, ABA, or call-and-response form.
Stimulus Attributes	The selection should be played twice.
Response Attributes	Response choices should be short and clearly indicate form
Item Context	Music listening
Sample Question	Listen to the following piece of music. What is its form? A. Call & Response B. AB C. ABA

Benchmark #	MU.2.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 changes in tempo and dynamics within a musical work.
Benchmark Clarification	Students will hear an excerpt of music and describe how the tempo and/or dynamics changed.
Item types	Selected response or short answer
Content Limits	Examples should exhibit clear changes in tempo (getting faster/slower) or changes in dynamics (getting louder/softer)
Stimulus Attributes	The selection should be played twice.
Response Attributes	
Item Context	Music listening
Sample Question	<p>Listen to the following piece of music and select the response that best describes what you hear.</p> <p>A. The music starts slow and gradually gets faster.</p> <p>B. The tempo stays the same.</p> <p>C. The music starts fast and gets slower</p>

Benchmark #	MU.2.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 aural melodic patterns with written patterns to determine whether they are the same or different.
Benchmark Clarification	Compare aural melodic patterns with written patterns to determine whether they are the same or different.
Item types	Selected response
Content Limits	Examples should be built with these specifications-patterns may include combinations of la-sol-mi-do; quarter note/rest, beamed eighth notes.
Stimulus Attributes	A recording of a four beat aural melodic pattern; la-sol-mi-do; quarter note/rest, beamed eighth notes. The recording should be played two times separated by a pause.
Response Attributes	Response choices are 4 beats in length
Item Context	Listening/music
Sample Question	Listen to the recording. Which written melody pattern matches the one you hear? (response set – 3 patterns)

Benchmark #	MU.2.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, gestural, and traditional representation of simple melodic patterns in performances by someone else.
Benchmark Clarification	Show visual, gestural, and traditional representation of simple melodic patterns in performances by someone else.
Item types	Selected response or short answer
Content Limits	Listening examples should be built on combinations of la-sol-mi with all the same note values. The staff used should be two lines and l, s, and m should be written at the start of the appropriate line. The first note of the pattern should be given.
Stimulus Attributes	
Response Attributes	
Item Context	Listening/music
Sample Question	Listen to the recording. Draw whole notes on the lines below to show the melody you hear.

Benchmark #	MU.3.C.1.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Describe listening skills and how they support appreciation of musical works.
Benchmark Clarification	Students will develop their ability to listen for specific musical elements that are necessary for the understanding and appreciation of a musical work, e.g. Form; Instrumentation; Tempo; Dynamics; and describe how they affect the music.
Item types	Selected response or short answer
Content Limits	Focus on: form, instrumentation, tempo, and dynamics. Listening maps or checklists may also be provided to aid in organization.
Stimulus Attributes	Musical excerpt should be 20-30 seconds. Question should focus on only one of the identified listening skills. The skill for which the students are listening for should be clearly evident in the excerpt.
Response Attributes	
Item Context	Music. Real World. Familiar Songs. Concert Music.
Sample Question	Which of the following is an example of a listening skill used to appreciate music? A. Understanding the form of the song. B. Understanding how to hold mallets. C. Understanding how to read notes on the staff. D. Knowing which instruments belong to the string family.

Benchmark #	MU.3.C.1.3
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Identify families of orchestral and band instruments.
Benchmark Clarification	Students will determine the family of instruments for which an instrument is a member.
Item types	Selected response or short answer
Content Limits	Provide high quality visual representations of instruments in: strings, woodwinds, brass, percussion, keyboard families
Stimulus Attributes	The names of several instruments from the same family should be used in the question.
Response Attributes	Answer choices should be limited to the four of the five families of instruments.
Item Context	Music. Real World.
Sample Question	Which instrumental family includes the trumpet and trombone? A. Strings B. Woodwinds C. Brass D. Percussion

Benchmark #	MU.3.C.1.4
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Discriminate between unison and two-part singing.
Benchmark Clarification	Students will listen to a musical excerpt and determine if the voices are singing in unison or two-part.
Item types	Selected Response or Short Answer
Content Limits	Provide examples that are clear representations of unison or two part singing. Children or adult voices may be used. It is suggested that this be a capella.
Stimulus Attributes	Listening excerpts should be 20-30 seconds long.
Response Attributes	
Item Context	Music. Real World.
Sample Question	How many different parts are the people in this musical selection singing?

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Benchmark #	MU.3.F.2.1
Big Idea	Innovation, Technology, and the Future
Enduring Understanding	Careers in and related to the arts significantly and positively impact local and global economies.
Benchmark	Identify musicians in the school, community, and media.
Benchmark Clarification	The student will identify individuals according to their job in the field of music. "Non Performance" careers such as composers, conductors and music teachers can be included.
Item types	Selected response or short answer
Content Limits	Focus primarily on musicians in the school, community and the media, such as : band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services, pop singer
Stimulus Attributes	
Response Attributes	
Item Context	Related item context may include musicians as social activist or benefactors
Sample Question	What kind of musicians do you find in media? A. Teachers B. Singers C. Ticket Salesperson D. Dancers

Benchmark #	MU.3.F.2.2
Big Idea	Innovation, Technology, and the Future
Enduring Understanding	Careers in and related to the arts significantly and positively impact local and global economies.
Benchmark	Describe opportunities for personal music-making.
Benchmark Clarification	This benchmark focuses on "Personal music making" not specifically referring to the trained musician, although it is implicit.
Item types	Selected response
Content Limits	Focus opportunities for students to make music such as: school or community performance ensembles, individual music lessons, community and church music groups, family, playground, computer-generated music
Stimulus Attributes	.
Response Attributes	
Item Context	This item can be associated with the opportunity for personal exploration
Sample Question	Which one of the following is an opportunity for personal music making? A. Attending a concert B. Playing Wii C. Joining a children's choir D. Listening to the iPod

Benchmark #	MU.3.H.1.1
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live.
Benchmark	Compare indigenous instruments of specified cultures.
Benchmark Clarification	Aurally identify instruments unique to different cultures and their uses.
Item types	Selected response
Content Limits	Focus primarily on instruments such as congas, dundun drums, maracas, dulcimer, darabukah, bagpipes, pan flute, didgeridoo, that are associated with a specific culture.
Stimulus Attributes	20-30 second excerpts that are clear examples of indigenous instruments.
Response Attributes	
Item Context	Items can be associated with multiculturalism
Sample Question	Listen to this excerpt... In what culture is this instrument found?: A. Aboriginal, B. Chinese, C. Latin D. Maori

Benchmark #	MU.3.H.1.2
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live.
Benchmark	Identify significant information about specified composers and one or more of their musical works.
Benchmark Clarification	Identify significant composers and their most famous works
Item types	Selected response
Content Limits	Examples might include music composed by (but not limited to): Mozart, Beethoven, Handel, Brahms
Stimulus Attributes	
Response Attributes	
Item Context	Identify one or more major works of a selected composer
Sample Question	Which composer used the melody that we sing to "Twinkle, twinkle, little star" to create a famous theme and variation? A. Mozart, B. Beethoven, C. Handel, D. Brahms

Benchmark #	MU.3.H.1.3
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live.
Benchmark	Identify timbre(s) in music from a variety of cultures.
Benchmark Clarification	Explore instruments and singing styles from a variety of cultures
Item types	Selected response or short answer
Content Limits	Examples should include a variety of timbres including metals, woods, shakers, strings, voice (adult and child) representing various cultures such as American (Jazz, blues, patriotic), Hispanic, Asian, European (Scottish, Irish), American Indian, etc.
Stimulus Attributes	20-30 second excerpts from authentic recordings of world musics that contain indigenous or culturally identifiable timbres.
Response Attributes	
Item Context	compare and contrast timbres of different cultures
Sample Question	Based on how the instruments sound in this song (listening example) which country is the music most likely from? A. China, B. Mexico, C. Africa, D. United States

Benchmark #	MU.3.H.2.1
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	Discuss how music in America was influenced by people and events in its history.
Benchmark Clarification	Discuss how American composers, such as Gershwin, Armstrong, and Guthrie, were influenced by people/historical events and experiences to write the type of music they composed.
Item types	Selected response or short answer
Content Limits	Provide examples of music that clearly connect to American history such as: Spirituals and slavery, folk songs with the westward expansion and railroad, protest songs with war, story songs and ballads.
Stimulus Attributes	20-30 second excerpts that are associated with an American historical period or event.
Response Attributes	
Item Context	identify ways that music reflects society
Sample Question	Which event does this song describe? A. Wagon trains B. Slavery C. Civil Rights D. War

Benchmark #	MU.3.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	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.
Benchmark Clarification	Identify correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.
Item types	Selected response or short response
Content Limits	Focus on items that allow the student to identify similarities in the use of patterns, line and form, steady beat (pulse) and their associated analogs in subjects such as visual art, dance, and language arts.
Stimulus Attributes	
Response Attributes	
Item Context	Connections to other relevant content areas
Sample Question	What word is common to both music and art and means that something is repeated over and over? A. form B. line C. pattern D. rhythm

Benchmark #	MU.3.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	Identify, using correct music vocabulary, the elements in a musical work.
Benchmark Clarification	Students will listen to a musical excerpt in which one of the musical elements is emphasized or changes. They will identify which musical element was enhanced (focused on) or changed.
Item types	Selected response, short answer
Content Limits	Focus primarily on musical elements of rhythm, pitch, timbre, form.
Stimulus Attributes	Two 20-30 second excerpts of the same piece performed with one identifiable musical element changed. Selection should be played twice.
Response Attributes	
Item Context	Music, listening
Sample Question	You will hear 2 short pieces of music. Which musical element changes between the first and second pieces? A. Rhythm B. Timbre C. Melody D. Pitch

Benchmark #	MU.3.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 and describe the musical form of a familiar song.
Benchmark Clarification	Students will hear a short piece of music and identify the form.
Item types	Selected response or short answer
Content Limits	Examples should focus on AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda
Stimulus Attributes	Short piece or excerpt that presents a clearly identifiable form.
Response Attributes	Response choices should clearly indicate a form
Item Context	Music listening, reading music
Sample Question	Listen to the following piece of music. What is its form? A. Call & Response B. Verse & Refrain C. Rondo D. ABA

Benchmark #	MU.3.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 tempo and dynamics can change the mood or emotion of a piece of music.
Benchmark Clarification	Students will hear an excerpt of music and select the best response(s) that describes how tempo or dynamics can change the mood or emotion of the music. Students may choose words from a word bank to help them describe the change in mood for a short response.
Item types	Selected response or short answer
Content Limits	Examples should focus on dynamics (f, mf, p, mp) and tempi (Largo, allegro).
Stimulus Attributes	Musical excerpt should be 25-35 seconds in length and provide a clear example of how tempo and dynamics can affect the mood or emotion of the music.
Response Attributes	
Item Context	Music, listening
Sample Question	Listen to these 2 recordings of the same song. 1) What tempo or dynamic change, if any, do you hear? 2) How did this change the mood of the piece?

Benchmark #	MU.3.S.2.1
Big Idea	Skills, Techniques, and Processes
Enduring Understanding	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
Benchmark	Identify patterns in songs to aid the development of sequencing and memorization skills.
Benchmark Clarification	Students will identify patterns in a piece of music.
Item types	Selected response or short answer
Content Limits	Examples should be used which contain patterns such as those found in a round, repeated phrases, etc. The patterns may contain words or be simple melodic or rhythmic phrases that students can identify. If rhythms patterns are used, they may contain, whole and half note/rest, quarter note/rest, and eighth note patterns consisting of 2 or 4 notes. Melodic patterns may contain do, re, mi, la, sol, do.
Stimulus Attributes	Aural: A recording of a melodic pattern (played two times) followed by no more than 30 seconds of a piece of music that is clearly identifiable (played two times). There should be a pause between the pattern and excerpt. Visual: Melodic line of the piece.
Response Attributes	
Item Context	Listening/music
Sample Question	Listen to this melodic pattern; it will be played two times (play pattern). In this musical excerpt, how many times do you hear this pattern? A. 1 B. 2 C. 3 D. 4

Benchmark #	MU.3.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 and triple meter with written patterns.
Benchmark Clarification	Match simple aural rhythm patterns in duple and triple meter with written patterns.
Item types	Selected response
Content Limits	Rhythms patterns may contain, whole and half note/rest, quarter note/rest, and eighth note patterns consisting of 2 or 4 notes. Meters that may be used are 2/4, 3/4, 4/4
Stimulus Attributes	Recordings of eight beats of simple aural rhythm patterns in 2/3, 3/4, 4/4; half note, quarter note/rest, beamed eighth notes. The recording should be played two times separated by a pause.
Response Attributes	Response choices should be equal in length.
Item Context	Listening/music
Sample Question	Listen to the recording. What rhythm pattern do you hear? (response set – 4 rhythm patterns)

Benchmark #	MU.3.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	Notate simple rhythmic and melodic patterns using traditional notation.
Benchmark Clarification	2/4, 3/4, 4/4
Item types	Short Answer
Content Limits	Examples may contain rhythmic patterns with : quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic patterns with: la-sol-mi-do Staves should be grade level appropriate.
Stimulus Attributes	Recordings of rhythmic and melodic patterns in duple and triple meter. 1) quarter notes, beamed eighth notes, half notes, quarter rests, half rests; 2) la-sol-mi-do. The recording should be played two times separated by a pause.
Response Attributes	
Item Context	Melodic/rhythmic dictation.
Sample Question	1) Listen to the recording. Write the melody you hear on the staff using quarter notes, beamed eighth notes, half notes, quarter rests, or half rests. 2) 1) Listen to the recording. Write the melody you hear on the staff using the pitches [la-sol-mi-do]

Benchmark #	MU.4.C.1.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Develop effective listening strategies and describe how they can support appreciation of musical works.
Benchmark Clarification	Students will develop their ability to listen for learned skills that are necessary for the understanding and appreciation of a musical work. Form (Round, AB, ABA, ABACA); Instrumentation (band and orchestral instruments); Tempo (Fast, Slow; Changes in tempo)
Item types	Selected response or short answer
Content Limits	Focus on: form, instrumentation, tempo, dynamics, melodic line, . Listening maps or checklists may also be used to have students chart what they hear.
Stimulus Attributes	A short musical work with a simple, clearly identifiable form
Response Attributes	
Item Context	Music. Real World. Familiar Songs. Concert Music.
Sample Question	Listen to this excerpt from "Big Rock Candy Mountain". What is the form? How do you know?

Benchmark #	MU.4.C.1.2
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Describe, using correct music vocabulary, what is heard in a specific musical work.
Benchmark Clarification	Students will recognize and be able to choose a description of what musical characteristics they hear in a piece of music, such as melody, tempo and patterns.
Item types	Selected response or short answer
Content Limits	Focus on examples that demonstrate movement of melodic line, tempo, form, dynamics or repeated and contrasting patterns.
Stimulus Attributes	Musical excerpts should be played twice with a pause between,
Response Attributes	
Item Context	Music. Real World. Familiar Songs. Concert Music.
Sample Question	What is the melodic direction of this musical excerpt? A. The melody moves by leaps B. The melody moves by steps C. The melody moves by repeats D. The melody moves by steps and leaps.

Benchmark #	MU.4.C.1.3
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
Benchmark Clarification	Students will determine the family of instruments of which a group of instruments are a member.
Item types	Selected response
Content Limits	Choose quality recordings or pictures of common orchestral and band instruments; Strings, woodwinds, brass, percussion, or keyboard
Stimulus Attributes	
Response Attributes	
Item Context	Music. Real World.
Sample Question	What instrumental family is illustrated in this picture? A. Strings B. Woodwinds C. Brass D. Percussion

Benchmark #	MU.4.C.1.4
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
Benchmark Clarification	Student will identify and/or describe voice parts: may be done by written description, aurally, or by reading a choral staff.
Item types	Selected response or short answer
Content Limits	Provide listening examples that clearly demonstrate soprano, alto, tenor, bass
Stimulus Attributes	Excerpts should be played twice with a pause between
Response Attributes	
Item Context	Listening to Music containing various vocal sounds.
Sample Question	Which voice part is sung by the highest sounding female voice? A. alto B. bass C. soprano D. tenor

Benchmark #	MU.4.C.2.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
Benchmark	Identify and describe basic music Performance techniques to provide a foundation for critiquing one's self and others.
Benchmark Clarification	Student will identify or describe basic Performance techniques such as posture, intonation, breath support, blend, timber, balance.
Item types	Selected response or short answer
Content Limits	Items should be focused on intonation, balance, blend, timbre, posture, breath support.
Stimulus Attributes	Photos of performers or 20-30 second video clips that show performers demonstrating a performance technique. The video should be played twice with a pause between
Response Attributes	
Item Context	Music
Sample Question	A performing group is said to have good intonation when they: A. Stand straight and tall, B. Sing their music on pitch, C. Keep their eyes on the director, D. Follow the director's beat.

Benchmark #	MU.4.F.2.1
Big Idea	Innovation, Technology, and the Future
Enduring Understanding	Careers in and related to the arts significantly and positively impact local and global economies.
Benchmark	Describe roles and careers of selected musicians.
Benchmark Clarification	This benchmark focus on "trained" musicians. Music related careers will not to be included. Roles must demonstrate high degree of musicianship, not general knowledge.
Item types	Short answer or selected response
Content Limits	Items should focus on the characteristics and the careers musicians. This might include real or fictitious musicians.
Stimulus Attributes	
Response Attributes	
Item Context	This item can be associated with Musicians as role models and how they are influential in society.
Sample Question	Which of the following describe what a conductor of a symphony does? A. Sells tickets to the concert, B. Records the music at a concert, C. Directs the musicians in the concert, D. Writes the music for the concert.

Benchmark #	MU.4.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	Discuss the safe, legal way to download songs and other media.
Benchmark Clarification	This benchmark focuses on the legal utilization of the internet resources while enhancing the multimedia experience. It underlines the need for technical knowledge in order to accomplish the benchmark.
Item types	Short answer, Selected Response
Content Limits	Items should focus on the steps to downloading songs and other media as it applies to copyright, identity safety etc.
Stimulus Attributes	Ways to properly download multimedia (MUSIC) resources in the internet.
Response Attributes	
Item Context	This item can be associated with personal ethic and moral, the difference between success and wealth.
Sample Question	Downloading music in the internet must be done legally. Why is this important?

Benchmark #	MU.4.H.1.1
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Benchmark	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
Benchmark Clarification	actively listen to a teacher-selected piece and identify elements unique to the culture, e.g., language, instruments
Item types	Short answer
Content Limits	Focus on traditions in cultures that express the tradition through music- celebrations/ holidays such as Kwanza, Hanukah, Quinceañera (not an exclusive list)
Stimulus Attributes	Use 20-30 second musical excerpts of music or songs identified with the tradition. Can use visual aids, culturally identified performers, or ethnic instruments
Response Attributes	
Item Context	compare and contrast cultural tradition from various countries
Sample Question	Describe two ways that this Kwanza song helps you to understand that celebration.

Benchmark #	MU.4.H.1.2
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Benchmark	Describe the influence of selected composers on the musical works and practices or traditions of their time.
Benchmark Clarification	Identify important composers who influenced various periods in music, i.e., Baroque, Classical, Romantic, 20th and 21st Century
Item types	Selected response or short answer
Content Limits	Items should explore how a composer influenced a specific time period or genre of music (Beethoven-symphony; Strauss-waltz, Sousa- March)
Stimulus Attributes	Can use 20-30 second musical examples of a composer's work to help students identify the composer and/or time period.
Response Attributes	
Item Context	Appreciation for composers and exemplary musical works.
Sample Question	What type of music did Strauss make famous? A. Mariachi B. Waltz C. Opera D. Sonata

Benchmark #	MU.4.H.1.3
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Benchmark	Identify pieces of music that originated from cultures other than one's own.
Benchmark Clarification	actively listen to music from other cultures
Item types	Selected response or Short Answer
Content Limits	Items may be examples from any world culture, including Hispanic/Latin, European, African, Aboriginal, Pacific Island, Caribbean, or Asian cultures
Stimulus Attributes	Use 20-30 second examples of world music that is easily identified with a country or culture (i.e., Bagpipes in <i>Scotland the Brave</i>)
Response Attributes	Limit responses to one or two specific identified characteristics or components.
Item Context	differentiate between music from one's own culture and another
Sample Question	Listen to this example. What culture or country did this song come from? Give at least one reason supporting your answer.

Benchmark #	MU.4.H.2.2
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	Identify ways in which individuals of varying ages and cultures experience music.
Benchmark Clarification	Identify a variety of venues where individuals experience music
Item types	Short Answer, Extended Response
Content Limits	Items should prompt the student to think about how people have enjoyed music over time. Examples may include: live concert, musical theatre, Internet, recordings.
Stimulus Attributes	Can address various media by which one can experience music (live concerts, radio, internet, concerts, CDs, mp3)
Response Attributes	Response should focus on one way to interact or experience music
Item Context	compare and contrast how different generations listen to music
Sample Question	How did people listen to music before there was electricity?

Benchmark #	MU.4.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 contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.
Benchmark Clarification	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary.
Item types	Selected response, short answer, extended response
Content Limits	Focus on items that allow the student to compare similarities in the use of line and form, steady beat (pulse), movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves with analogs in subjects such as visual art, dance, and language arts, math and science.
Stimulus Attributes	Should focus on one common element that has the same name in two different subjects but is a different phenomenon in each.
Response Attributes	Questions that ask for a direct description of the different phenomena that are described by the common terms
Item Context	Connections to other relevant content areas (I.e., math, science, language arts)
Sample Question	"How is rhythm similar in both visual arts and music?"

Benchmark #	MU.4.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 musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
Benchmark Clarification	Students will listen to two selections of music that clearly contrast in one of the music elements. They will compare the two selections and identify the musical element.
Item types	Selected response or short answer
Content Limits	Provide examples containing rules of rhythm, melody, timbre, form, tonality, harmony, meter; Music from Classical, Baroque or Romantic periods might be used.
Stimulus Attributes	Two 20-30 second musical excerpts from standard repertoire that clearly exhibit a different expression of an easily identifiable musical element.
Response Attributes	Limited to one word musical elements 0 rhythm, melody, harmony, timbre, and form.
Item Context	Music, listening
Sample Question	You will hear excerpts from two different music selections. Which of the following responses best describes the musical element that is different between excerpt one and excerpt two? A. Tonality B. Rhythm C. Harmony D. Meter

Benchmark #	MU.4.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	Identify how expressive elements and lyrics affect the mood or emotion of a song.
Benchmark Clarification	Students will hear an excerpt of music and give a short constructed response using words from a word bank or their own words to identify how the expressive elements or the lyrics affected the mood or the emotion of a song.
Item types	Selected response or Short answer
Content Limits	Focus on the elements of tempo, dynamics, phrasing, articulation and how these affect the mood or emotion of a song.
Stimulus Attributes	20-30 second excerpts from a musical work that is associated with a particular event or occasion in which a specific musical element is clearly used to invoke a mood or emotion (i.e., the rhythmic, two-note melody that used in the movie “Jaws” to invoke fear of the shark).
Response Attributes	Limit response to two sentences.
Item Context	Music, listening, writing
Sample Question	The 1812 Overture is sometimes performed on the 4th of July. You will hear an excerpt from this piece of music. In musical terms, what do you hear that makes this piece appropriate for such a celebration? Using words from the word bank or your own words, write two sentences to support your answer.

Benchmark #	MU.4.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	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
Benchmark Clarification	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
Item types	Short Answer
Content Limits	Limit examples to; rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; melodic: la-sol-mi-re-do. Examples should be limited to one to two measures.
Stimulus Attributes	Recordings of 8 beats of rhythmic and melodic patterns in duple and triple meter. 1) quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; 2) la-sol-mi-re-do. The recording should be played two times separated by a pause.
Response Attributes	Use full five-line staves with the treble clef.
Item Context	Listening/music
Sample Question	<p>1. Listen to the recording. Write what you hear on the staff using quarter notes, beamed eighth notes, half notes, quarter rests, or half rests.</p> <p>2. 1) Listen to the recording. Write what you hear on the staff using the following pitches [la-sol-mi-do].</p>

Benchmark #	MU.5.C.1.2
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
Benchmark Clarification	Students will examine a piece of music: title, lyrics, tempo markings, instrumentation, etc... or listen to a musical excerpt: instrumentation, dynamics, tempo, etc... in an effort to creating an hypothesis concerning the intent of the composer.
Item types	Selected response or short answer
Content Limits	Provide written examples (score) that include markings regarding title, historical notes, quality recordings, instrumentation, expressive elements
Stimulus Attributes	Include given information (such as title and lyrics)
Response Attributes	
Item Context	Music. Real World. Familiar Songs.
Sample Question	Which of the following is most likely he composer's main reason was for writing the song "Fifty Nifty United States"?A. To express a feeling of sadness B. To express a feeling of happiness C. To express a feeling of anger D. To express a feeling of national pride

Benchmark #	MU.5.C.1.3
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Identify, aurally, selected instruments of the band and orchestra.
Benchmark Clarification	Students will listen to a musical excerpt and determine the family for which the instruments are a member.
Item types	Selected response
Content Limits	Provide aural examples and pictures of the following violin,, harp, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord
Stimulus Attributes	Use actual photographs of the instruments.
Response Attributes	
Item Context	Music. Real World.
Sample Question	Which orchestral instrument is performing in this musical selection? A. Saxophone B. Trumpet C. Clarinet D. Violin

Benchmark #	MU.5.C.1.4
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and creating with artistic intent.
Benchmark	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
Benchmark Clarification	Student will identify voice parts by listening to solo voices.
Item types	Selected response
Content Limits	Provide aural examples of soprano, alto, tenor, bass, in a mixed choir
Stimulus Attributes	Listening items should be 20-45 seconds long and provide a clear example of the solo voice. Played twice with a pause between,
Response Attributes	Response set should be limited to the four voice ranges – soprano, alto, tenor, bass
Item Context	Music, listening
Sample Question	Listen to this example. What voice part is this group of singers performing? a. soprano b. alto c. tenor d. bass

Benchmark #	MU.5.C.2.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
Benchmark	Define criteria, using correct music vocabulary, to critique one's own and others' Performance.
Benchmark Clarification	Student can define criteria used in critiquing Performances.
Item types	Selected response
Content Limits	Focus on intonation, balance, blend, timbre, diction .
Stimulus Attributes	
Response Attributes	
Item Context	Music
Sample Question	Which of the following refers to how you sing words so that the listener can understand them? A. Diction, B. Intonation, C. Balance/blend, D. Dynamic variation

Benchmark #	MU.5.C.2.2
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
Benchmark	Describe changes, using correct music vocabulary, in one's own and/or others' Performance over time.
Benchmark Clarification	The student can describe improvements when comparing two performances.
Item types	Selected Response or Short Answer
Content Limits	Focus on intonation, balance, blend, timbre, diction, musicality, pitches and rhythm..
Stimulus Attributes	Two 20-30 second excerpts by the same artist or group separated by time, in which clear differences exist,
Response Attributes	Limit responses to no more than two differences
Item Context	Listening and evaluating a group's performance at two points in their development.
Sample Question	Compare these two performances of the same work, performed by the same group three weeks apart. In what two areas did you hear improvement?

Benchmark #	MU.5.C.3.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
Benchmark	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
Benchmark Clarification	In this instance "developing a criteria" refers to the understanding and use of specific musical concepts and/or music elements to be used the in the evaluation of a musical work .
Item types	Short answer
Content Limits	Focus on defining intonation, balance, blend, timbre, diction and the use of tempo, dynamics, phrasing, articulation or instrumentation common to specific periods or genres.
Stimulus Attributes	Musical excerpts that exhibit components such as: Instrumental mediums (Solo, Duet, Small Ensemble Orchestra), Compositional Form (Canon, Rondo Form) and Rhythmic interpretation of a given style (Swing or Straight) Syncopation
Response Attributes	
Item Context	Understanding the benchmark could parallel with the understanding of non musical artistic contributions according to historical eras.
Sample Question	Listen to this piece (Pachelbel Canon). What are two musical elements could be used as criteria to evaluate this performance?

Benchmark #	MU.5.F.2.1
Big Idea	Innovation, Technology, and the Future
Enduring Understanding	Careers in and related to the arts significantly and positively impact local and global economies.
Benchmark	Describe jobs associated with various types of concert venues and Performance arts centers.
Benchmark Clarification	This benchmark focuses on jobs or careers needed in live Performance venues, excluding the job as a musician him/herself.
Item types	Selected response or short answer
Content Limits	Focus on the duties of common jobs or careers such as (but not limited to) a music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant, or musician
Stimulus Attributes	Should present a description of a career or job duties associated with a career,
Response Attributes	The response set should include a set of careers.
Item Context	This item can be associated with jobs/career opportunities and Entrepreneurship.
Sample Question	Which of the following persons would most likely be performing in a live concert? A. Ticket agent B. Security guard C. Musician D. Food Merchant

Benchmark #	MU.5.F.2.2
Big Idea	Innovation, Technology, and the Future
Enduring Understanding	Careers in and related to the arts significantly and positively impact local and global economies.
Benchmark	Explain why live Performances are important to the career of the artist and the success of Performance venues.
Benchmark Clarification	This benchmark explains how live Performances in an artist's career help sustain performance venues and the individuals who depend on the venue for jobs, as well as the artists..
Item types	Selected response or short answer
Content Limits	Focus on how live Performances in an artist's career helps sustain the life of performing venue and the individuals who depend on the venue for jobs.
Stimulus Attributes	Refer to events that earn money or job advancement in music.
Response Attributes	Response set should be clear examples of exposure for the artist, ways to generate cash flow, create job opportunities for others, etc.
Item Context	This item can be associated with "Public Relations and Success" - which are interconnected Facts
Sample Question	Which of the following will most likely generate more money for an artist such as a singer? A. Music played in the radio, B. Appearing on a talk show, C. Attending a NBA finals game D. Having a concert at an arena.

Benchmark #	MU.5.H.1.1
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Benchmark	Identify the purposes for which music is used within various cultures.
Benchmark Clarification	describe the impact of regional traditions and historical events on generating various types of music
Item types	Selected response or Short Answer
Content Limits	Focus on traditions in cultures that express the tradition through music- celebrations/ holidays such as Kwanza, Hanukah, Quinceañera, new year, graduation, weddings, etc. (not an exclusive list)
Stimulus Attributes	20-30 second musical excerpts of music clearly identified with a holiday, event, or other significant celebration.
Response Attributes	Focus response on identifying the celebration, event, or holiday
Item Context	identify the role of music in day-to-day life, e.g. birthdays, holidays, celebrations, patriotic
Sample Question	Listen to this example. For what occasion would this song be appropriate? (selection: Auld Lang Syne)

Benchmark #	MU.5.H.1.2
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Benchmark	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
Benchmark Clarification	Identify compositional characteristics, e.g., form, instrumentation, chord structure
Item types	Selected response or Short Answer
Content Limits	Focus on items such as form, instrumentation, chord structure that two different composers use such as Handel and Mozart, writers of folk songs and writers of spirituals etc.
Stimulus Attributes	Can use a graphic organizer to display the characteristics.
Response Attributes	Limit responses to no more than 3 components or characteristics.
Item Context	Identify similarities and differences between styles and features of music produced by different composers
Sample Question	You will hear two excerpts from performances of the same piece. These performances are different. What are two differences that you hear?

Benchmark #	MU.5.H.1.3
Big Idea	Historical and Global Connections
Enduring Understanding	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
Benchmark	Compare stylistic and musical features in works originating from different cultures.
Benchmark Clarification	classify selected works from various cultures by genre, style, and composer
Item types	Selected response or Short Answer
Content Limits	Consider items focused on the use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns.
Stimulus Attributes	20-45 second musical excerpts that are clear examples of the use of an identifiable musical element that characterizes the work. (for example, the opening bars of Beethoven's <i>Symphony no. 5</i>)
Response Attributes	Can use a graphic organizer for students to enter their responses.
Item Context	explain how use of specific music elements (rhythm, melody, timbre, expressive devices texture) is characteristic of music from various world cultures
Sample Question	Compare these two musical works from two different countries. What are two musical characteristics that they have in common?

Benchmark #	MU.5.H.2.1
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	Examine the contributions of musicians and composers for a specific historical period.
Benchmark Clarification	Identify important composer, songwriters, and performers who generated or influenced various historical periods, and describe their contributions to a specific historical period.
Item types	Selected response or short answer
Content Limits	Composers and musicians may be chosen from the classical period, early American, 20 th century, 21 st century. May use a word bank.
Stimulus Attributes	20-45 second excerpts that are clear examples of a specific historical period. (i.e., Scarlatti's <i>Cat's Fugue</i> as an example of the Baroque period)
Response Attributes	Limit short answer responses to no more than two elements.
Item Context	recognize selected music for a specific historical period in U.S. or world history,.
Sample Question	What musical form is Johann Strauss best known for?

Benchmark #	MU.5.H.2.2
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	Describe how technology has changed the way audiences experience music.
Benchmark Clarification	Analyze multiple uses of music in the media (film scores, instructional media, commercials)
Item types	Short Answer
Content Limits	Focus primarily on media (film scores, instructional media, commercials, Internet iPods, game consoles)
Stimulus Attributes	Should focus on a specific medium or technology.
Response Attributes	Limit responses to no more than three characteristics or components.
Item Context	compare and contrast how access to media has changed the way listeners experience music
Sample Question	What are three ways that people listened to music before the internet was invented?

Benchmark #	MU.5.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	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
Benchmark Clarification	Students will listen to an excerpt of music that uses a specific musical element that is characteristic to that style or culture of music. They will analyze the music to determine which musical element characterized that particular style of music.
Item types	Selected response
Content Limits	Focus primarily on rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz as they can be applied to creating.
Stimulus Attributes	
Response Attributes	
Item Context	Music, listening
Sample Question	You will hear an excerpt of a piece of music that is typical of a certain style of music. Which of the following best describes the musical element that identifies the style of the listening example? (response set – 4 elements)

Benchmark #	MU.5.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	Notate rhythmic phrases and simple diatonic melodies using traditional notation.
Benchmark Clarification	Notate rhythmic phrases and simple diatonic melodies using traditional notation.
Item types	Short Answer
Content Limits	rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation. [do-re-mi-fa-so-la-ti-do].
Stimulus Attributes	Recordings of 8 beats of rhythmic and melodic patterns in duple and triple meter. 1) quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; dotted quarter note; sixteenth notes; syncopation; 2) do-re-mi-fa-so-la-ti-do. The recording should be played two times separated by a pause.
Response Attributes	Use standard rhythmic and treble staves.
Item Context	Listening/music
Sample Question	<p>1. Listen to the recording. Write what you hear on the staff using quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation.</p> <p>2. Listen to the recording. Write what you hear on the staff using the following pitches [do-re-mi-fa-so-la-ti-do].</p>

