

Secondary Music – Responding Item Specifications

NOTE: The contents of this item specifications document 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.

Secondary 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 at grade level readability. Written and aural musical excerpts should provide enough information for the student to answer the question. Aural musical excerpts should be a minimum of 30 to 45 seconds and played at least two times. Research and identify any copyright information for any written or aural example. Writers are encouraged to review public domain sources and/or compose/arrange musical examples based on the benchmarks.
Response Attributes	Response choices should be at grade level readability and of equal length, to the best possible extent. Multiple-choice responses must contain one correct answer and be written in a manner that measures not only knowledge of facts, but also used to evaluate high order thinking that requires problem-solving or critical thinking. All distractors must be plausible to someone who does not possess the skills being assessed (to reduce guessing).

Benchmarks that require identification through listening examples:

1.) A musical example should exemplify what is in the benchmark, be of sufficient but not excessive length, and be as musical as possible.

Benchmarks that require the students to identify a particular composer and/or musical work:

2.) If a student is to recognize a particular musical work or composer, the chosen excerpt must reflect the test constructor's desired recognition level. Is there a particular "great moment of music" or well-known theme? Is the excerpt in the instrumentation in which the music is customarily performed? In the interest of musicality, the excerpt should stop and start at a musically logical place; a gradual fade in and/or fade out is desirable to avoid an abrupt beginning and/or end when there are no appropriate silent spaces in the music.

Benchmarks that require specific vocal and/or instrument identification:

3.) A test of instrument identification should include the target instruments in varied solo and exposed ensemble settings. A musical excerpt should be chosen to be representative but musically realistic and stimulating.

Benchmarks that require identification of a specific time period:

4.) A test of classification according to different periods in music history should use instrumental and choral music.

**Note:* This is already noted in some of the content limit

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.C.1.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
Benchmark	Develop strategies for listening to unfamiliar musical works.
Benchmark Clarification	Students will identify musical elements that may be used to categorize or describe an unfamiliar musical excerpt.
Item types	Selected response or Short answer
Content Limits	Musical elements as applicable to the benchmark. Written and aural musical examples should include works that evidence the primary characteristics of a specific composer and/or style/genre.
Stimulus Attributes	Musical example should include the primary characteristics of a musical style/genre.
Response Attributes	Responses must include specific listening strategies based primarily on the elements of music.
Item Context	Music listening- Student listens to a musical selection and uses elements of music to categorize or classify a work.
Sample Question	Using this listening excerpt of a musical work, describe what to listen for in order to understand the form of the work.

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.C.1.2
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
Benchmark	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Benchmark Clarification	Students will compare listening examples to a score and identify elements represented in the score that are not heard in the performance that affect the enjoyment by the listener.
Item types	Selected response or extended response.
Content Limits	Provide quality recordings of peer group and individual performances, composer notes, instrumentation, expressive elements, and score in order to compare them to performances. If it is helpful for a student to know background about a composer, this information must be made available in the context of the question.
Stimulus Attributes	Musical score must include the following: clear indications of elements, should not exceed 24 measures in length, and grade level appropriateness for this score reading and listening exercise.
Response Attributes	
Item Context	Music listening.
Sample Question	Compare the listening example to the score on your page. Which of the following can you determine from the comparison? A. Incorrect dynamics, B. Incorrect form, C. Incorrect diction or articulation D. Incorrect tempo.

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
Benchmark Clarification	Students will listen to an instrumental musical excerpt and label it according to its style or its performance ensemble.
Item types	Selected response or Short answer
Content Limits	May include Baroque, Classical, Romantic, 20 th century, contemporary, jazz, pop/rock, country, solo, duet, trio, quartets, or small ensembles.
Stimulus Attributes	
Response Attributes	
Item Context	Music listening and identifying.
Sample Question	Play excerpt. Which of the following style periods is represented in the provided excerpt? A. Baroque, B. Jazz, C. Classical, D. Pop

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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	Identify, aurally, a variety of vocal styles and ensembles.
Benchmark Clarification	Students will identify styles and/or ensemble configurations such as: chant, spiritual, folk, opera, world music, jazz, pop, solo, duet, trio, quartet, small ensembles, or choirs.
Item types	Selected response or short answer
Content Limits	Focus on chant, spiritual, folk, opera, world music, jazz, pop, solo, duet, trio, quartet, small ensembles, or choirs.
Stimulus Attributes	The musical excerpt should be a high quality recording that clearly evidences the primary characteristics of a specific style/genre.
Response Attributes	
Item Context	Music listening.
Sample Question	Play excerpt. Which of the following style periods is represented in the provided excerpt? A. Folk song, B. Chant, C. Spiritual, D. Jazz

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
Benchmark Clarification	Students will compare listening examples to a score and identify elements represented in the score that are not heard in the performance. Focus on individual performances that may be typical in the MS performing class rather than ensembles.
Item types	Selected response or Short answer.
Content Limits	Provide listening examples that focus on intonation, balance, blend, phrasing, or rhythm and the corresponding score.
Stimulus Attributes	Aural example should be a high quality representative recording of a middle school student’s performance.
Response Attributes	Responses should include terminology consistent with solo and ensemble adjudication forms and music performance assessments.
Item Context	Music listening - Student listens to a musical selection and makes a choice as to what they do NOT hear. Real world situation: you are critiquing a solo in your choral class. Compared to the score, there are errors. Please identify the area of improvement needed.
Sample Question	Compare the listening example to the score on your page. Which of the following can you determine from the comparison? A. Incorrect balance, B. Incorrect blend, C. Incorrect phrasing D. Incorrect rhythm.

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.
Benchmark Clarification	Students will listen to two samples of the same selection to identify improvements in the second performance in the areas of blend, balance, diction, tone quality, expression (dynamics, articulation).
Item types	Selected response, or Extended response.
Content Limits	Provide examples that focus on blend, balance, ensemble playing, sonority, technique, tone quality, diction, or expression (dynamics, articulation).
Stimulus Attributes	Aural examples should be high quality recordings of middle school students’ performances with apparent differences between the recordings.
Response Attributes	Responses should include terminology consistent with solo and ensemble adjudication forms and music performance assessments.
Item Context	Adjudicator - Student listens to a musical selection and describes improvements in a short answer. Real world situation: You are critiquing two solo performances in your class. Compared to the score, describe areas that improved from the first recording to the second.
Sample Question	Compare the two recordings. Identify the improvement made in the second performance that is the result of practice. A. Steady beat is improved, B. Intonation is improved, C. Phrasing is improved, D. Tone is improved.

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
Benchmark Clarification	Students will choose which aspects of a given musical style/genre is the most defining characteristic of that style/genre.
Item types	Short answer or Selected response
Content Limits	Written and aural musical examples must include works that evidence the primary characteristics of a specific composer and/or style/genre. Styles may include Baroque, Classical, Romantic, 20 th century, contemporary, jazz, pop/rock, chant, spiritual, folk, opera, or world music. Composers chosen should be widely considered as exemplars.
Stimulus Attributes	Aural example should be a high quality recording that includes the primary characteristics of a specific style or genre.
Response Attributes	Responses should include the primary characteristics of each musical style/genre.
Item Context	Music listening and evaluating.
Sample Question	What elements in this listening example make it a good model of music from the Baroque era?

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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 several routes a composition or performance could travel from creator to consumer.
Benchmark Clarification	Students will describe various legal ways that the consumer can acquire a composition or a performance.
Item types	Extended response, or Selected response
Content Limits	Items should focus on how compositions or performances currently move from creator to consumer and might use MIDI and other technology for production, sharing on the Internet, home studios, professional recording studios, sales, concerts etc.
Stimulus Attributes	Stimulus might provide a chart with specific options for the student to evaluate this process in the music industry.
Response Attributes	Selected response items should provide clear and concise options of the process from composition to publication and/or recording generally employed by the American music industry.
Item Context	Music Composer. Real world situation: You are a composer and you want to sell your work. What are the steps you take to get your composition published?
Sample Question	You have recorded a song that you have written. Describe the steps you would need to take to sell your recording.

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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 how concert attendance can financially impact a community.
Benchmark Clarification	Students will identify how the arts can financially profit a community and stimulate the economy.
Item types	Selected-response or Extended response
Content Limits	Focus on businesses that are impacted by live concerts such as restaurants, hotels, and travel agencies; venue maintenance, parking attendants, stage manager, ticket agents, program printing etc.
Stimulus Attributes	The stimulus should provide information on the style of music performed in a particular concert (e.g., rock concert, folk music festival, or a summer classics concert).
Response Attributes	
Item Context	Music Promoter. Real world situation: a popular recording artist is visiting your community from out of state. They are expecting 10,000 people to attend the concert. How will this financially impact your community?
Sample Question	How do the live concerts enhance the community and develop the local economy?

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.F.3.2
Big Idea	Innovation, Technology, and the Future
Enduring Understanding	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
Benchmark	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Benchmark Clarification	Consider the following:– What is intellectual property? Where do you go to research copyright law? And how do you safely acquire use of someone else's intellectual property.
Item types	Selected response or short answer
Content Limits	Focus on concepts such as What is intellectual property, copyright law, safe, legal, and responsible acquisition and use of musical media.
Stimulus Attributes	Stimulus should include the most recent legislation concerning copyright law in the United States. See http://www.copyright.gov/
Response Attributes	
Item Context	Proper use of copyright material
Sample Question	You are responsible for producing your Middle School's Morning New programs. Which of the following provides the most accurate method to review the copyright law and obtain legal use of musical media for your show? (response set – 4 methods)

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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	Describe the functions of music from various cultures and time periods.
Benchmark Clarification	The student will be able to identify the ways music is used in and enhances different cultures and how traditions have evolved through time.
Item types	Selected response or Short answer.
Content Limits	Styles may include Baroque, Classical, Romantic, 20 th century, contemporary, jazz, pop/rock, chant, spiritual, folk, opera, or world music. Cultures may include Asian, Latin, European, South American, or African. Functions may include celebrations, religion, work, advertisement, pleasure, etc.
Stimulus Attributes	Aural example should be a high quality recording that evidences the primary characteristics of the music from a particular culture or tradition.
Response Attributes	
Item Context	Explore music from various cultures as performer and consumer.
Sample Question	In this listening excerpt, describe the tradition that this song would best support.

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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	Identify the works of representative composers within a specific style or time period.
Benchmark Clarification	Students will listen to examples of music from prominent composers from different style periods and select the appropriate style period from which the music comes.
Item types	Selected response or Short answer.
Content Limits	Well-known composers and their most significant works should be chosen from Baroque, Classical, Romantic, 20 th century.
Stimulus Attributes	Aural example should be a high quality representative recording that clearly demonstrates the primary characteristics of the composer's style.
Response Attributes	
Item Context	Music Listening. Students are associating music with style/time periods through identifying characteristic instruments and stylistic elements, which are associated with the style/time period. An excerpt of a performance of a composition by J.S. Bach that includes strings with harpsichord is identified as belonging to the Baroque period.
Sample Question	Play excerpt. This musical excerpt from the Baroque period is by which composer? A. Bach, B. Handel, C. Purcell, D. Vivaldi

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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	Describe how American music has been influenced by other cultures.
Benchmark Clarification	The student will identify and describe what characteristics of American music have been influenced through/by other cultures.
Item types	Selected response or Short Answer
Content Limits	Focus on musical characteristics of various cultures, which may include Asian, Latin, European, South American, or African.
Stimulus Attributes	Aural example should be a high quality recording that clearly demonstrates the characteristics implemented in American music.
Response Attributes	
Item Context	Music listening. Identify musical characteristics by culture.
Sample Question	Listen to this selection from Mexico, what characteristics have been utilized in American music?

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.H.1.4
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	Classify authentic stylistic features in music originating from various cultures.
Benchmark Clarification	The student will identify distinct, authentic musical characteristics that originated in cultures frequently studied through choral and instrumental literature in middle school.
Item types	Selected response or Short answer
Content Limits	Characteristics of rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns from various cultures which may include Asian, Latin, European, South American, or African
Stimulus Attributes	
Response Attributes	
Item Context	Music listening. Identify musical characteristics by culture.
Sample Question	Listen and compare the two recordings. The first contains an element from Africa that has been used in the second American composition. Which of the following characteristics from Africa has been used in the American composition? A. Rhythm pattern, B. Speech pattern, C. Form, D. Instrumentation.

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.H.1.5
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	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
Benchmark Clarification	The student will classify common choral and instrumental compositional traits to a time period or genre.
Item types	Selected response or Short answer
Content Limits	Written and aural musical examples must include works that evidence the primary characteristics of a specific composer and/or style/genre. Styles may include Baroque, Classical, Romantic, contemporary, jazz, pop, chant, spiritual, folk, opera, or world music. Composers chosen should be widely considered as exemplars.
Stimulus Attributes	
Response Attributes	
Item Context	Music listening. Identify musical characteristics by time period.
Sample Question	Music from the Baroque period often contains: A. extensive ornamentation, B. sonata allegro form, C. brass accompaniment, D. scat singing.

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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	Describe the influence of historical events and periods on music composition and performance.
Benchmark Clarification	The student will be able to describe how historical events or time periods affect musical composition.
Item types	Selected response or Extended response.
Content Limits	Focus on historical events or time periods which have inspired musical composition, such as the advent of spirituals/work songs during the time of slavery, sea chanteys during the exploration of the "new world", folk songs with the westward expansion, patriotic and protest songs with war/conflict, commercial jingles with the advent of TV, etc.
Stimulus Attributes	
Response Attributes	
Item Context	Music listening. Students will listen to a song and connect historical events to the song. Provide a historical event or situation - give four listening examples that best represent the event.
Sample Question	What factors influenced the creation of work songs before the 1900's?

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.H.2.3
Big Idea	Historical and Global Connections
Enduring Understanding	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
Benchmark	Classify the literature being studied by genre, style, and/or time period.
Benchmark Clarification	The students will be able to classify musical examples.
Item types	Selected response or short answer
Content Limits	Written and aural musical examples must include works that evidence the primary characteristics of a specific time period, style/genre. Examples may be chosen from Baroque, Classical, Romantic, 20th century, contemporary, jazz, pop/rock, chant, spiritual, folk, opera, or world music.
Stimulus Attributes	
Response Attributes	
Item Context	Music Listening. Application of knowledge of musical characteristics
Sample Question	Listen to the excerpt. Which style does this music represent? A. spiritual, B. vocal jazz, D. liturgical, D. pop

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.H.3.1
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	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
Benchmark Clarification	The student will be able to describe the relationships between music and other academic disciplines.
Item types	Selected response, or extended response
Content Limits	Focus on connections between music and school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication.
Stimulus Attributes	
Response Attributes	
Item Context	Connecting music with other disciplines by finding logical relationships.
Sample Question	Describe how the following examples of folk songs and artwork depict the events of the Civil War.

Secondary Music – Responding Item Specifications

Benchmark #	MU68.O.1.1
Big Idea	Organizational Structure
Enduring Understanding	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
Benchmark	Compare performances of a musical work to identify artistic choices made by performers.
Benchmark Clarification	The student will be able to compare and contrast two or more interpretations of a musical work.
Item types	Selected response or short answer
Content Limits	Provide aural and written examples to compare focusing on: rhythm, melody, timbre, form, tonality, harmony, expressive elements; and choral, orchestral, band, ensemble, instrumentation.
Stimulus Attributes	
Response Attributes	
Item Context	Music Critic.
Sample Question	Listen to the following excerpts of "Take Five" performed by the Dave Brubeck Quartet and Al Jarreau. Which of the following statements best describes the artistic choices made by the performers in each example?

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.O.3.1
Big Idea	Organizational Structure
Enduring Understanding	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
Benchmark	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
Benchmark Clarification	The student will describe how the music depicts a thought, idea, mood, and/or image
Item types	Selected response or Short Answer
Content Limits	Focus on examples that clearly convey thought, idea, mood, and/or image through the use of tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration or lyrics.
Stimulus Attributes	
Response Attributes	
Item Context	Critical Music Listening.
Sample Question	In this listening excerpt of the 1812 Overture, the sounds of the bass drum and cymbals best depict – A. cannon shots, B. soldiers marching, C. surprise, D. defeat

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.S.3.4
Big Idea	Skills, Techniques, and Processes
Enduring Understanding	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
Benchmark	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
Benchmark Clarification	Depending on the course level, the student's skills should allow for being able to identify which printed answer matches the aural example provided (beginning levels) to identifying which measure in the aural example is incorrect compared to the printed score.
Item types	Selected response or Short Answer
Content Limits	Examples should focus on accuracy of rhythm and pitch.
Stimulus Attributes	Musical score should not exceed 16 beats in length. The aural example should be preceded by one measure of clicks as a tempo reference.
Response Attributes	
Item Context	Music listening with error detection
Sample Question	Compare this four-measure phrase to what is being played. Which measure contains an error in pitch? A. 1, B. 2, C. 3, D. 4

Secondary Music – Responding Item Specifications

Benchmark #	MU.68.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/or melodies, in varying simple meters, performed by someone else.
Benchmark Clarification	The student will be able to take rhythmic and/or melodic and rhythmic dictation.
Item types	Selected response or Short Answer
Content Limits	Phrases should utilize basic notation and may include dotted rhythms and 16 th note patterns. Melodies should be within an octave range, but may include the 5 th below or the second above. Melodic patterns should be mainly stepwise. Skips should outline a chord (such as do-mi-sol).
Stimulus Attributes	Musical score should not exceed 16 beats in length. The aural example should be preceded by one measure of clicks as a tempo reference. If the student is required to transcribe the aural stimulus into written musical notation, the first note of the exercise should be provided for the student.
Response Attributes	
Item Context	Transcription. Your chorus teacher has asked that you transcribe four measures (which is less than 10% and within copyright law) of a recorded song to use as a sight-reading exercise for your ensemble.
Sample Question	Listen to the example. Write the correct rhythm. You will hear the example 3 times.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.C.1.1
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
Benchmark	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Benchmark Clarification	Students will identify specific musical elements heard in an unfamiliar musical excerpt.
Item types	Selected response or Extended response.
Content Limits	Musical elements (melody, rhythm, harmony, timbre, texture, and form) as applicable to the benchmark. Written and aural musical examples must include works that evidence the primary characteristics of a specific composer and/or style/genre.
Stimulus Attributes	
Response Attributes	
Item Context	Music listening.
Sample Question	Describe the listening excerpt of a musical work and use one of the elements of music (form, melody, instrumentation) to describe the work.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.C.1.2
Big Idea	Critical Thinking and Reflection
Enduring Understanding	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
Benchmark	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.
Benchmark Clarification	Students will compare listening examples to a score and identify elements represented in the score that are not heard in the performance and compare it to their own hypothesis.
Item types	Selected response or Extended response
Content Limits	Provide high quality recordings that may include individual or peer-group performances. Include composer notes, instrumentation, and expressive elements. Focus on musical elements (melody, rhythm, harmony, timbre, texture, and form) as applicable to the benchmark. Written and aural musical examples must include works that evidence the primary characteristics of a specific composer and/or style/genre.
Stimulus Attributes	Musical score should not exceed 32 measures in length and follow guidelines for grade level appropriateness for this score reading and listening exercise.
Response Attributes	
Item Context	Listening and evaluating.
Sample Question	Compare the listening example to the score on your page. Which of the following can you determine from the comparison? A. Incorrect dynamics, B. Incorrect form, C. Incorrect diction or articulation, D. Incorrect tempo

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Analyze instruments of the world and classify them by common traits.
Benchmark Clarification	Students will listen to an instrument excerpt and label it according to its classification.
Item types	Selected response or short answer
Content Limits	Classify instruments into woods, brass, string, membranes, winds, metals, or electronic.
Stimulus Attributes	Aural example should be a high quality representative recording of these instruments.
Response Attributes	
Item Context	Music listening. Recorded excerpt should provide a clear example of the instrument classification represented.
Sample Question	Play excerpt. Which of the following instrument classifications is represented in the provided excerpt? A. wood, B. brass, C. wind, D. string

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Compare and perform a variety of vocal styles and ensembles.
Benchmark Clarification	Students will listen to two or more excerpts of contrasting vocal or different sized ensembles, and select the answer that best describes the difference.
Item types	Selected response or short answer
Content Limits	Focus on classical, jazz, pop, chant, spiritual, folk, opera, or world music; and solo, duet, trio, quartet, small ensemble, or choir.
Stimulus Attributes	Aural examples should be approximately 20 seconds in length with a 10 second pause between performances.
Response Attributes	
Item Context	Music listening. Recorded excerpt should provide a clear example of the instrumental or vocal classification represented.
Sample Question	Play 2 excerpts of the same piece. Which of the following answer provides the best comparison of the two excerpts? A. The first ensemble is a trio; the second is a choir. B. The first ensemble is a solo; the second is a quartet. C. The first ensemble is a choir; the second is a small ensemble. D. The first ensemble is a choir; the second is a duet.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Evaluate performance quality in recorded and/or live performances.
Benchmark Clarification	Students will listen to evaluate what they hear. It might be appropriate to compare two performances of the same musical excerpt.
Item types	Selected response or Extended response.
Content Limits	Focus on musical elements such as tone, intonation, diction, articulation, balance, blend, or expression.
Stimulus Attributes	
Response Attributes	
Item Context	Music evaluation.
Sample Question	Play 2 excerpts. Compare the two recordings and use correct music terminology to evaluate the quality of the two performances.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
Benchmark Clarification	Students will listen to and compare two or more performances of the same musical excerpt.
Item types	Selected response or Short Answer
Content Limits	Focus on musical elements, such as: tone, intonation, diction, articulation, balance, blend, or expression.
Stimulus Attributes	
Response Attributes	
Item Context	Music evaluation.
Sample Question	Play 2 excerpts. Compare the two recordings (one of a professional group and the other of a school ensemble) and use correct music terminology to evaluate the quality of the second performance.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.F.1.1
Big Idea	Innovation, Technology, and the Future
Enduring Understanding	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
Benchmark	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Benchmark Clarification	Students will apply the knowledge of technological advancements in music through time.
Item types	Selected response, or extended response.
Content Limits	Consider the advancements made with the invention of the piano from the harpsichord, the invention of the saxophone, the effect electronics have on music etc.
Stimulus Attributes	
Response Attributes	
Item Context	The evolution of music, which includes advances in technology and the evolution of instruments.
Sample Question	With the innovation of the pianoforte, what forms of music became popular?

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
Benchmark Clarification	The student will identify significant achievements, how best to document these achievements and analyze them for their relationship to other music settings and also non-musical settings.
Item types	Selected response or Extended response
Content Limits	The answers should include repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills.
Stimulus Attributes	The length of the sample resume should not exceed 250 words.
Response Attributes	
Item Context	21 st century skills.
Sample Question	Jane Doe is preparing a resume for an Ivy League college. Which resume below best highlights the broad skills and knowledge Jane has gained through her musical training? Briefly explain why.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
Benchmark Clarification	The student will be able to describe the effects of the arts and entertainment industry on a community.
Item types	Selected response or extended response
Content Limits	Focus on community revitalization, industry choosing new locations, cultural and social enrichment.
Stimulus Attributes	
Response Attributes	
Item Context	Global view of the arts including cause and effect on a community.
Sample Question	The local fine arts concert hall is closing down due to lack of patronage. Describe the impact this closing will have on businesses associated with the concert hall.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.F.2.3
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	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
Benchmark Clarification	Students will identify basic similarities and differences between professional music organizations, including the roles of leadership, labor, management, or customer requirements as they relate to a business.
Item types	Selected response, or extended response.
Content Limits	Types of organizational items should include: roles of leadership, financial needs and structure, marketing, personnel matters, management/labor, travel, or consumer needs.
Stimulus Attributes	
Response Attributes	
Item Context	Music management.
Sample Question	What similarities are there between the organization of a law office and a symphonic orchestra?

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Benchmark Clarification	The students will know how to be responsible and ethical citizens when it comes to intellectual property.
Item types	Selected response or short answer
Content Limits	Focus on copyright as it applies to legal and responsible use of intellectual property and technology.
Stimulus Attributes	Stimulus should include the most recent legislation concerning copyright law in the United States. See http://www.copyright.gov/
Response Attributes	
Item Context	Ethical and legal responsibilities as a citizen.
Sample Question	Which of the following illustrates clear adherence to current copyright laws?

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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 the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
Benchmark Clarification	The students will compare the music of, the background of (to consider how they were influenced) or the compositional characteristics of two or more composers.
Item types	Selected response, or extended response
Content Limits	Written and aural musical examples must include works that evidence the primary characteristics of a specific composer and/or style/genre. Styles may include Baroque, Classical, Romantic, contemporary, jazz, pop, chant, spiritual, folk, opera, or world music. Composers chosen should be widely considered as exemplars.
Stimulus Attributes	
Response Attributes	
Item Context	Music study, classifying music
Sample Question	Compare these two recordings of Ave Maria: one by Mozart and the other by Verdi. Identify and describe specific characteristics unique to each composer.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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 two or more works of a composer across performance media.
Benchmark Clarification	The student will compare works by a composer in two different media such as instrumental with choral.
Item types	Short Answer.
Content Limits	Written and aural musical examples must include works that evidence the primary characteristics of a specific composer and/or style/genre. Styles may include Baroque, Classical, Romantic, contemporary, jazz, pop/rock, chant, spiritual, folk, opera, or world music. Composers chosen should be widely considered as exemplars. Examples should be of two contrasting media such as orchestral and choral; guitar and string quartet; piano solo and piano concerto.
Stimulus Attributes	
Response Attributes	
Item Context	Music Critic.
Sample Question	Listen to these two recordings by Mozart. One is choral and the other instrumental. Describe similarities.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.H.1.4
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	Analyze how Western music has been influenced by historical and current world cultures.
Benchmark Clarification	The student will be able to examine a piece of music written as a direct result of an event in history or that is important to a specific culture and describe how characteristics in the music reflect the event, i.e. music written for funerals/memorials.
Item types	Selected response or extended response
Content Limits	Styles may include Baroque, Classical, Romantic, 20th century, contemporary, jazz, chant, spiritual, folk, opera, or world music. Cultures may include Asian, Latin, European, South American, or African.
Stimulus Attributes	Aural and/or written musical excerpt(s) must provide clear and concise references to a historical event and/or current world culture. Musical score should not exceed 32 measures in length.
Response Attributes	
Item Context	Music History.
Sample Question	Listen to this piece of music composed as a part of the musical “West Side Story”. In what ways did world affairs influence this song?

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.H.1.5
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	Analyze music within cultures to gain understanding of authentic performance practices.
Benchmark Clarification	The student will be able to describe specific performance practices that should be applied to a piece of music in order for the performance to be authentic.
Item types	Short Answer or Selected response
Content Limits	Styles may include Baroque, Classical, Romantic, contemporary, jazz, chant, spiritual, folk, opera, or world music. Cultures may include Asian, Latin, European, South American, or African.
Stimulus Attributes	
Response Attributes	
Item Context	Music listening with the intent to analyze.
Sample Question	Describe standard playing practices associated with Mariachi music.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
Benchmark Clarification	Student will have to have knowledge of current musical trends such as the demand for choral/vocal music- in media such as television or radio, church music, or ceremonial music. They will also need to understand what current audiences desire and how most people are exposed to music.
Item types	Selected response or Short Answer
Content Limits	Focus on current musical trends - but avoid the mention of specific television shows or internet sites - rather focus on generalizations.
Stimulus Attributes	
Response Attributes	
Item Context	Music listening. Application of knowledge of historical/cultural events
Sample Question	How has the renewed interest in a cappella music been influenced by television or the internet?

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.H.2.3
Big Idea	Historical and Global Connections
Enduring Understanding	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
Benchmark	Analyze the evolution of a music genre.
Benchmark Clarification	The students will be able to describe how a form of music has evolved.
Item types	Selected response, or extended response.
Content Limits	Styles or genres may include music from different eras (i.e. Renaissance, Classical, Romantic, etc.) and different styles (i.e. jazz, madrigal, blues, rock, world music, etc.).
Stimulus Attributes	
Response Attributes	
Item Context	Music listening. Application of knowledge of historical/cultural events.
Sample Question	Describe the influences that Jazz had on early Rock and Roll.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.H.2.4
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 effects of developing technology on composition, performance, and acquisition of music.
Benchmark Clarification	The student will be able to describe how technology has changed the way composers work, changed performance practices, and has changed how music is acquired.
Item types	Selected response or Short Answer
Content Limits	Focus on how technology has changed the way composers work, changed performance practices, and changed how we acquire music.
Stimulus Attributes	
Response Attributes	
Item Context	Technological innovation in relationship to music.
Sample Question	Describe differences in keyboard performance practices comparing modern techniques with those of the classical era.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
Benchmark Clarification	The student will be able to describe through their acquired knowledge in math, science and music different acoustical principles that affect a musical performance.
Item types	Selected response, or extended response.
Content Limits	Focus on using math, science and music, to explain how differences in venue acoustics affect a musical performance.
Stimulus Attributes	
Response Attributes	
Item Context	Application of the concept of sound.
Sample Question	Your performing group is on a typical school stage. Explain how the acoustics differ from performing outside. What adjustments would you have to make?

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Benchmark Clarification	The student will describe how elements such as rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble effect the structure of the piece.
Item types	Selected response, or extended response.
Content Limits	Focus on rhythm, melody, timbre, form, tonality, harmony, and texture for solo, chamber ensemble, or large ensemble.
Stimulus Attributes	
Response Attributes	
Item Context	Application of the theory of composition.
Sample Question	Analyze the form of Mendelssohn’s “Songs Without Words”, op. 30, no. 3., including the phrase relationships, formal outline (form), key schemes, harmonic structure, and cadence types.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
Benchmark Clarification	The student will be able to describe the expressive elements employed by the composer and/or performer for the listener to understand the implied meaning of the work.
Item types	Selected response or extended response
Content Limits	Focus on examples that clearly convey thought, idea, mood, and/or image through the use of tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration, or lyrics.
Stimulus Attributes	
Response Attributes	
Item Context	Music listening/analysis.
Sample Question	Read an excerpt from the program notes for a music composition. Listen to the musical example and describe the composer's use of expressive musical elements.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.S.3.3
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	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
Benchmark Clarification	The student will be able to transcribe an aural example into written notation on a five-line staff.
Item types	Selected response or short answer,
Content Limits	Phrases should utilize basic notation and may include dotted rhythms and 16 th note patterns. Melodies should be within a two-octave range. Melodic patterns should include, steps, leap (of common intervals) and repeats.
Stimulus Attributes	Musical score should not exceed 64 beats in length. The aural example should be preceded by one full measure of clicks as a tempo reference. If the student is required to transcribe the aural stimulus into written musical notation, the first note (pitch and rhythm) of the exercise should be provided on the score.
Response Attributes	
Item Context	Music transcription / dictation.
Sample Question	Listen to this musical excerpt. Write out (transcribe) the four-phrase melody.

Secondary Music – Responding Item Specifications

Benchmark #	MU.912.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	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
Benchmark Clarification	The student will be able to listen to a rehearsal or performance and identify which skills and techniques are or are not being implemented properly.
Item types	Selected response or Short Answer
Content Limits	Focus on tone, correct pitch and rhythms, balance, blend, articulation/diction, or expression.
Stimulus Attributes	Aural examples should be a high quality representative recording of high school students' performances with apparent differences between performances.
Response Attributes	Responses should include terminology consistent with high school solo and ensemble adjudication forms and music performance assessments.
Item Context	Music evaluation.
Sample Question	Listen to the two recordings. One was recorded without rehearsal time. The second was after 2 weeks of practice. Identify the areas that have shown improvement.