

**NM** Public Education Department

# MUSIC 4-5

END-OF-COURSE EXAM | GRADE 4-5 | YEAR 17-18

ASSESSMENT BLUEPRINT

# Purpose Statement

## Fine Arts: Music 4-5

The Music 4-5 EoC exam is intended to measure student proficiency of the New Mexico Visual and Performing Arts Standards. This course-level exam is provided to all students who have completed Music 4-5 or related courses.

**This exam can be given for the following STARS course codes:**

- 1120 - General Band
- 1126 - Instrumental Ensembles
- 1130 - Chorus
- 1131 - Vocal Ensemble
- 1132 - Individual Technique Vocal Music
- 1147 - Elementary Music
- 1149 - Music

Intended as a final exam for the course, this is a summative exam covering a wide range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, and NMTeach summative reports.

***“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”***

During the 2016-17 school year, teachers were brought together in person and online to revise the blueprints. The NMPED extends our gratitude to those who contributed to this improvement process. Although we were unable to implement *every* suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.


NMPED wants to especially recognize the following person(s) who led the revision for this blueprint:


*Michele Clark, North Valley Academy, Blueprint Lead*

## Explanation of Blueprint & Test Specifications Table

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico Visual and Performing Arts Standards (2009):</p> <p><a href="http://www.ped.state.nm.us/Humanities/Arts/index.html">http://www.ped.state.nm.us/Humanities/Arts/index.html</a></p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam. Typically, the standard was identified to be measured because: 1) a great deal of curricular instructional time is spent on this standard and/or; 2) the standard is important to subsequent learning.</p> <p>It is important to note that the standards in the blueprint are only a <b>subset</b> of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</p>	<p><b>Performance Standards with Test Specification:</b></p> <ul style="list-style-type: none"> <li>• This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam.</li> <li>• Item specifications provide clarity on the assessments limits.</li> <li>• Although the standard may be broader, the item specifications may place constraint on portions of the standard in order to provide more transparency as to what specifically will be measured relative to the standard.</li> <li>• Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.</li> </ul>
	<p><b>Item Types:</b></p> <p><b>The item types for this EOC exam are limited to:</b></p> <p><b>MC = multiple choice only with or without stimulus</b> (e.g., image, chart, video)</p>
	<p><b>Sample Question(s):</b></p> <p>Sample questions have been provided to assist teachers to correlate the questions with the test item specifications.</p> <ul style="list-style-type: none"> <li>• An asterisk (*) denotes the correct answer.</li> <li>• DOK = Depth of Knowledge</li> <li>• Some sample questions may be released items from prior EoC exams.</li> </ul>

## Blueprint Table Music 4-5 Based on NM Art Content Standards

Standard/Learning Outcome	Performance Standards with Test Specification:
<p><b>4-5.MUSIC.1.1C.b</b> <b>4.5.MUSIC.1.1D.a</b></p> <p><b>Standard: 1</b> Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</p> <p><b>Benchmark: 1C</b> Acquire beat and rhythmic competency skills.</p> <p><b>Benchmark: 1D</b> Identify basic music notation and symbols.</p>	<p><b>Performance Standards with Test Specification:</b> (1.1C.b) Explore simple meter groupings (aurally, visually in notation and through conducting patterns).</p> <p>(1.1D.a) <del>Make music by</del> reading notation and musical symbols.</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>Identify standard rhythm notation values (i.e., whole, half, quarter, eighth notes and whole, half, and quarter rests).</li> <li>Strikeouts indicate the portion of the standard that will not be measured.</li> </ul> <p><b>Item Types:</b> MC with or without stimulus</p> <p><b>Sample Question:</b></p> <div style="text-align: center; margin: 10px 0;">  </div> <p>How many beats are in this rhythm pattern?</p> <p>A. 2 B. 3 C. 4* D. 6</p> <p><b>DOK 1</b></p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p data-bbox="291 175 533 204"><b>4-5.MUSIC.1.1A.d</b></p> <p data-bbox="291 253 449 282"><b>Standard: 1</b> Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</p> <p data-bbox="291 488 499 518"><b>Benchmark: 1A</b> Sing and play instruments with appropriate techniques while maintaining a steady beat.</p>	<p data-bbox="737 175 1724 204">(d) Develop sight reading skills using simple melodic and rhythmic patterns.</p> <p data-bbox="737 253 932 282"><b>Specifications:</b></p> <ul data-bbox="785 293 1818 399" style="list-style-type: none"> <li>Recognize both visually and aurally, that pitches move up, down, or stay the same on the music staff (i.e., distinguish melodic patterns, differentiate melodic direction, label melodic direction).</li> </ul> <p data-bbox="737 410 894 440"><b>Item Types:</b> MC with or without stimulus</p> <p data-bbox="737 488 974 518"><b>Sample Question:</b></p> <div data-bbox="743 529 1383 824" style="text-align: center;">  </div> <p data-bbox="737 833 1268 862">Which direction does this melody move?</p> <ul data-bbox="831 911 1077 1057" style="list-style-type: none"> <li>A. up*</li> <li>B. down</li> <li>C. stays the same</li> <li>D. up and down</li> </ul> <p data-bbox="831 1105 919 1135"><b>DOK 1</b></p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p><b>4-5.MUSIC.1.1B.a</b>  <b>4-5.MUSIC.5.5B.a</b>  <b>4-5.MUSIC.5.5B.b</b></p> <p><b>Standard: 1</b>  Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</p> <p><b>Benchmark: 1B</b>  Identify timbre (tone quality) of various families of instruments.</p> <p><b>Standard: 5</b>  Observe, discuss, analyze, and make critical judgements about artistic works.</p> <p><b>Benchmark: 5B</b>  Identify the sounds of more familiar instruments as well as treble and bass voices.</p>	<p><b>Performance Standards with Test Specification:</b>  (1.1B.a) Distinguish the sounds produced by woodwind, brass, percussion, string, and keyboard instruments.  (5.5B.a) Identify four orchestral families (strings, woodwinds, brass, percussion).  (5.5B.b) Identify at least two individual instruments from each orchestral family by sight and sound.</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Strikeouts indicate the portion of the standard that will not be measured.</li> <li>• Know that there are 4 main instrument families: strings, woodwinds, brass, and percussion.</li> <li>• Know characteristics of each instrument family (i.e., how an instrument produces its sound).</li> <li>• Know that each family has a different timbre.</li> <li>• Recognize and identify the sound of a specific instrument family.</li> <li>• Recognize and identify specific instruments within a family.</li> <li>• Categorize instruments into their families.</li> <li>• Identify specific instruments.</li> <li>• Categorize the instrument sounds they hear into the correct instrument family.</li> </ul>
	<p><b>Item Types:</b>  MC with or without stimulus</p>
	<p><b>Sample Question:</b></p>



<http://www.publicdomainpictures.net/view-image.php?image=115407&picture=boy-playing-violin>

This musician is playing an instrument that belongs to which instrument family?

- A. woodwinds
- B. strings\*
- C. bass
- D. percussion

**DOK 2**

Reporting Category	Standard	DOK (Item number by DOK)			Total
		1	2	3	
	4-5.MUSIC.1.1C.b			4	4
	4-5.MUSIC.1.1A.d		2	3	5
	4.5.MUSIC.1.1D.a		4		4
	4-5.MUSIC.1.1B.a 4-5.MUSIC.5.5B.a 4-5.MUSIC.5.5B.b	5	2		7
	<b>Grand Total</b>	<b>5</b>	<b>8</b>	<b>7</b>	<b>20</b>