

NM Public Education Department

MUSIC 9-12

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Fine Arts: Music 9-12

The Music 9-12 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 9-12 or related courses.

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

- 1120 - General Band
- 1121 - Concert/Marching Band
- 1122- Concert Band
- 1123 - Marching Band
- 1124 - Orchestra
- 1125 - Contemporary Band
- 1126 - Instrumental Ensembles
- 1127 - Piano
- 1128 - Guitar
- 1129 - Instrumental Technique-Instrument
- 1130 - Chorus
- 1131 - Vocal Ensemble
- 1132 - Individual Technique Vocal Music
- 1133 - Intermediate Guitar
- 1141 - Music Theory
- 1142 - AP Music Theory
- 1146 - Music - Independent Study
- 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, student graduation requirements, 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:

April Pickrell, Eldorado Community School, 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>http://www.ped.state.nm.us/Humanities/Arts/index.html</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 standards is important to subsequent learning.</p> <p>It is important to note that the standards in the blueprint are only a subset 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>	<ul style="list-style-type: none"> • This portion of the blueprint identifies the specific skill and knowledge students will have to demonstrate during the exam. • Item specifications provide clarity on the assessments limits. • 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. • Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.
	<p>Item Types: The item types for this EOC exam are limited to: MC = multiple choice only with or without stimulus (e.g., image, chart, video)</p>
	<p>Sample Question(s):</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"> • An asterisk (*) denotes the correct answer • DOK = Depth of Knowledge • Some sample questions may be released items from prior EoC exams.

Blueprint Table Music 9-12

Based on NM Art Content Standards

Standard/Learning Outcome	Performance Standards with Test Specification:
<p> 9-12.MUSIC.1.1C.a 9-12.MUSIC.1.1C.b 9-12.MUSIC.1.1D.a 9-12.MUSIC.1.1D.b </p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</p> <p>Benchmark: 1C Acquire beat and rhythmic competency skills.</p> <p>Benchmark: 1D Identify basic musical notation and symbols.</p>	<p>(1.1C.a) Read and perform rhythms in simple meter (2/4, 3/4, 4/4) and compound meter (3/8, 6/8, 9/8), and asymmetric meter (5/4, 5/8, 7/8) in solo/ensemble situations.</p> <p>(1.1C.b) Identify simple, compound, and asymmetric meters (aurally, visually in notation and through conducting patterns).</p> <p>(1.1D.a) Read, identify, and perform musical notation and symbols used in appropriate grade-level literature (instrumental/choral.)</p> <p>(1.1D.b) Use the conventions of musical notation (i.e., key signature, time signature, clefs, repeat signs, etc.), and non-traditional symbols (i.e. aleatoric symbols, tablature, chord symbols, shaped notes, etc.)</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Strikeouts indicate portions of the standard that will not be tested • Band, Orchestra, Choir, Strings, Woodwinds, Brass, Percussion • Time Signature- 2/4, 3/4, 4/4 and 6/8 • Whole, Half, Quarter, Eighth, Sixteenth Notes and Rests • Identify the Treble Clef and Bass Clef • Identify Sharp, Flat and Natural signs • texture <p>Item Types:</p> <ul style="list-style-type: none"> • MC with or without stimulus <p>Sample Question: 9-12.MUSIC.1.1D.b</p> <p>How many sixteenth notes are in a half note?</p> <p>A. 8*</p> <p>B. 12</p> <p>C. 4</p> <p>D. 16</p>

<p>Standard/Learning Outcome</p>	<p>Performance Standards with Test Specification:</p>
<p>9-12.MUSIC.2.2A.b</p> <p>Standard: 2 Use dance, music, theatre/drama, and visual arts to express ideas.</p> <p>Benchmark: 2A Understand how music expresses ideas.</p>	<p>(b) Discuss how movie scores and other background music complements' and intensifies the action, emotion, or mood in a dramatic performance.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Strikeouts indicate portions of the standard that will not be tested • Dynamics: Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo and Pianissimo • Musical Symbols: Crescendo, Decrescendo, Fermata, Repeat Sign, Slurs, Ties, Accents and Divisi • Tempo Markings: Grave, Largo, Adagio, Andante, Moderato, Allegretto, Allegro, Vivace and Presto <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>Why might a composer make the dynamic level Fortissimo?</p> <ul style="list-style-type: none"> A. to make the music louder and more exciting* B. to make the music slow and accented C. to make the music staccato and accented D. to make the music soft and gentle <p>DOK 2</p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>9-12.MUSIC.5.5B.a</p> <p>Standard: 5 Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>Benchmark: 5B Use appropriate terminology to discuss responses and reactions to particular musical works.</p>	<p>(a) Describe and analyze the criteria used in the critical evaluation of one's own and other's performances, composition/arrangements, and improvisations.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Strikeouts indicate portions of the standard that will not be tested • Band, Orchestra, Choir, Strings, Woodwinds, Brass, Percussion • Dynamics: Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo and Pianissimo • Musical Symbols: Crescendo, Decrescendo, Fermata, Repeat Sign, Slurs, Ties, Accents and Divisi • Style: Slurs, Staccatos, Legato, Tenuto and Accents • Tempo Markings: Grave, Largo, Adagio, Andante, Moderato, Allegretto, Allegro, Vivace and Presto
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p> <p>Why might a composer write an accent?</p> <ul style="list-style-type: none"> A. to make a note softer B. to make the music faster C. to emphasize a certain note* D. to emphasize the lyrics <p>DOK 2</p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>9-12.MUSIC.8.8A.a 9-12.MUSIC.8.8A.b</p> <p>Standard: 8 Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</p> <p>Benchmark: 8A Model appropriate audience behavior at live concert performances.</p>	<p>(a) Model respectful behavior, understanding the dynamics of what it takes to be a performer, as well as the performance venue.</p> <p>(b) Understand the role of the audience and how they should react to a performer in various types of performance situations (i.e. clapping after a jazz solo, but not a classical solo.)</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Strikeouts indicate portions of the standard that will not be tested • Posture • Uniform • Concert Etiquette: <ul style="list-style-type: none"> • no cells phones • clap appropriately • do not talk and be polite • listen
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p> <p>What is the purpose of wearing a uniform when performing in an ensemble?</p> <ul style="list-style-type: none"> A. to make everyone look different B. to make everyone look the same* C. to allow students to express individuality D. to allow the audience to identify individual students <p>DOK 1</p>

Reporting Category	Standard	DOK (Item number by DOK)			Total
		1	2	3	
Rhythm/Vocabulary/Meter/Notation	9-12.MUSIC.1.1C.a		5	1	6
	9-12.MUSIC.1.1C.b	1	4	2	7
	9-12.MUSIC.1.1D.a	5	7		12
	9-12.MUSIC.1.1D.b	1	7	1	9
Expression	9-12.MUSIC.2.2A.b			1	1
Analyze/Critical Judgements using Musical Terms	9-12.MUSIC.5.5B.a			1	1
Etiquette	9-12.MUSIC.8.8A.a		1		1
	9-12.MUSIC.8.8A.b	3			3
	Grand Total	10	24	6	40