

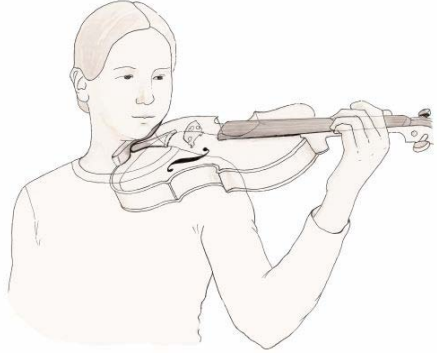
SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard A: SINGING
Instrumental/ 6th Grade Orchestra

Content Standard - Students in Fort Atkinson will sing, alone and with others, a varied repertoire of music

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
A.6.1 Sing via call and response various melodic and/or rhythmic excerpts from classroom materials.	<ul style="list-style-type: none"> • Sing simple classroom material in a range of one octave • Use numbers (diatonic scale degrees) to sing simple classroom material in a range of one octave (1-2-3-4-5-6-7-8). 	dah, tah, duh
A.6.2 Sing notated rhythmic or pitch, taken from classroom music materials.	<ul style="list-style-type: none"> • Use a numeric counting system for rhythm. 	1+2+3+4+

SCHOOL DISTRICT OF FORT ATKINSON
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Performance Standard B: INSTRUMENTAL
Instrumental/ 6th Grade Orchestra

Content Standard - Students in Fort Atkinson will play, alone and with others, a varied repertoire of music on instruments

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade 6, the students will:</p>	<p style="text-align: center;">Skills and Concepts</p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;">Examples</p>
<p>B.6.1 Perform on at least one instrument, alone, in small groups and large ensembles, with correct posture and playing position.</p>	<ul style="list-style-type: none"> • Perform while sitting up straight in their chair with feet firmly planted on the floor while holding their instrument in the proper playing position that is free of excess tension. • Recognize and demonstrate proper fingering. 	
<p>B.6.2 Perform a repertoire of instrumental literature with an appropriately challenging level of difficulty using dynamic control and demonstrating a basic understanding of key and time signatures.</p>	<ul style="list-style-type: none"> • Recognize and perform the following dynamics: <i>piano</i>, <i>forte</i> (<i>pianissimo</i>, <i>mezzopiano</i>, <i>mezzoforte</i>, <i>fortissimo</i>, <i>crescendo</i>, and <i>decrescendo</i>). • Students will recognize and perform varying concert key signatures: • Students will recognize and perform the following time signatures: 2/4, 3/4, 4/4. 	<p>The student will begin on the open D string and continue the scale on the open A string.</p> <p>Manipulation on the instrument to produce loud and soft sounds Soft: 1. bow or fingerboard</p>

<p>B.6.3 Perform independently against contrasting parts.</p>	<ul style="list-style-type: none"> • Recognize the following 2 part musical terminology: round and duet. 	<ul style="list-style-type: none"> • Students can perform varying melodies against contrasting parts
<p>B.6.4 Demonstrate basic characteristic tone on their instrument.</p>	<ul style="list-style-type: none"> • Recognize and demonstrate a proper left hand position. • Recognize and demonstrate proper right hand position. • Demonstrate a characteristic tone as modeled by instructor or recording. 	<ul style="list-style-type: none"> • Left hand fingers produce pitch by applying suitable weight on string. • Left hand fingers are curved (joints not caved in) to produce a clear sound. <ol style="list-style-type: none"> 1. Bow must be parallel to bridge 2. Right hand moves to control weight of bow 3. Right arm, shoulder, and elbow is relaxed to control bow speed <ul style="list-style-type: none"> • Elements of sound production: <ol style="list-style-type: none"> 1. Speed of bow 2. weight or pressure on bow 3. placement of bow on instrument

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Creativity C: IMPROVISATION
Instrumental/ 6th Grade Orchestra

Content Standard - Students in Fort Atkinson will improvise music

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
C.6.1 Echo simple rhythmic and melodic patterns of their own development.	<ul style="list-style-type: none"> • Echo five-note melodic patterns (D-G or A-high D). • Echo rhythmic patterns using the following denominations: half, quarter, eighth notes, dotted quarter, eighth notes, 16th notes, and corresponding rests. 	
C.6.2 Play and embellish simple melodies by ear.	<ul style="list-style-type: none"> • Perform and embellish popular melodies (up to five notes) by ear. • Perform popular melodies either faster or slower. • Once a simple tune is learned, the student can transfer the same finger pattern on another string and play the same song in a new key. This will help build some memory learning as well as encouraging some experimentation on the instruments, a prelude to improvisation. 	<p>Mary Had a Little Lamb, Hot Cross Buns, Pierott's Door, etc...</p> <p>Identify slow, slower, fast, faster on a simple melody.</p> <p>Perform a simple tune and demonstrate 2 different tempi.</p> <p>TLW transfer the fingering of a simple tune played on one string to another string.</p>




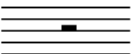



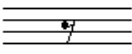

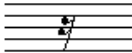



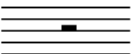



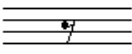

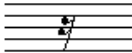



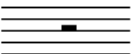



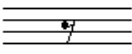

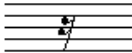
SCHOOL DISTRICT OF FORT ATKINSON
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Music Creativity D: COMPOSITION
Instrumental/ 6th Grade Orchestra

Content Standard - Students in Fort Atkinson will compose and arrange music

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
D.6.1 Explore compositional devices.	<ul style="list-style-type: none"> • Compose using call and response. • Compose using Theme and Variation 	Question and Answer
D.6.2 Compose simple melodies and rhythms for their own instrument.	<ul style="list-style-type: none"> • Compose 2-4 measure melodies using any notes learned. • Compose 2-4 rhythmic composition (non pitched) using half, quarter, eighth notes, dotted quarter, dotted half, 16th notes, and corresponding rests. 	Students create compositions

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Literacy E: READING and NOTATING
Instrumental/ 6th Grade Orchestra

Content Standard - Students in Fort Atkinson will read and notate music

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples																		
E.6.1 Read half, quarter, eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures.	Perform selections involving whole, half, quarter, 8th notes and corresponding rests.	<table border="0"> <thead> <tr> <th style="text-align: left;">Name</th> <th style="text-align: center;">Note</th> <th style="text-align: center;">Rest</th> </tr> </thead> <tbody> <tr> <td>Whole Note</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Half Note</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Quarter Note</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Eighth Note</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Sixteenth Note</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Name	Note	Rest	Whole Note			Half Note			Quarter Note			Eighth Note			Sixteenth Note		
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Half Note																				
Quarter Note																				
Eighth Note																				
Sixteenth Note																				

E.6.2 Recognize standard musical symbols of pitch, rhythm, dynamics, and articulation.

- Students will recognize and perform the following terms and symbols

Pitch

- Treble Clef •Bass Clef •Alto Clef•Ledger line
- Music Alphabet (A-G)•Sharp (#) and Major scale intervals.

Rhythm and Tempo

- Whole,Half, quarter, eighth notes and corresponding rests•Fermata ,**Ties, Andante, Moderato, Allegro, Ritardando, Accelerando**

Dynamics

- *Pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, crescendo, decrescendo, sforzando*

Articulation

- Right hand pizzicato •legato
 - **Hooked bowing**
 - **Staccato**
 - **Accent**
 - **Slur**
 - **Marcato**

Other Standard Notation

- Measures, Bar lines, Double bar line, Final bar line, Phrase
- Section repeat sign, One measure and two measure repeat sign ,1st and 2nd endings, Pick-up note, Long rest (multi-rest)
- D.C. al Fine, D.C. al Coda, D.C. al Sign, Coda
- Bow lift, Down Bow, Up Bow

unison, 2nd, 3rd, octave, half step, whole step

- Characteristics of legato bow

1. long bow stroke
2. bow stays on string
3. use middle of bow for quarter notes
4. continuous sound

Down bow = bow move to the right, symbol

- Up bow = bow moves to the left, symbol

- Bow lift = lift up bow and begin with another down bow, symbol

Characteristics of staccato

1. short bow stroke (stop bow)
2. bow stays on string
3. use balance point of bow (between lower 1/3 and lower 1/2 of bow)

SCHOOL DISTRICT OF FORT ATKINSON
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Music Response F: ANALYSIS
Instrumental/ 6th Grade Orchestra

Content Standard - Students in Fort Atkinson will analyze and describe music

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
F.6.1 Identify sounds of various band and orchestra instruments.	<ul style="list-style-type: none"> Through listening, will be able to identify the timbres of various band and orchestra instruments. 	<p>Recorded orchestral music</p> <p>Teacher demonstrations</p> <p>Field Trip Examples</p>
F.6.2 Identify simple musical devices, such as form, contrast.	<ul style="list-style-type: none"> recognize and demonstrate knowledge of the following: <p>Form</p> <ul style="list-style-type: none"> AB, ABA (Rondo), Round, Contrast, Texture Suite, Symphony, Theme & Variation <p>TLW experiment on their instrument and analyze how to most efficiently produce a loud and soft sound.</p>	<p>Example of round: Frere Jacques</p>

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Response G: EVALUATION
Instrumental/ 6th Grade Orchestra

Content Standard - Students in Fort Atkinson will evaluate music and music performances

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
G.6.1 Evaluate the quality of own performance and the performance of others.	<ul style="list-style-type: none"> • Evaluate individual performance through: class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor. • Critique another student's performance and identify needed improvements. 	Self & peer discussion in weekly lessons
G.6.2 Contribute constructive suggestions for improvement.	<ul style="list-style-type: none"> • Evaluate ensemble performance through: class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor. 	Class discussion in rehearsal. Recorded rehearsal

SCHOOL DISTRICT OF FORT ATKINSON
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Music Connections H: THE ARTS
Instrumental/ 6th Grade Orchestra

Content Standard - Students in Fort Atkinson will relate music to the other arts and disciplines outside the arts

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
H.6.1 Identify terms common in the arts, such as texture, color, form, and movement.	<ul style="list-style-type: none"> • Discuss common elements between: <ul style="list-style-type: none"> ○ Music and dance ○ Music and visual arts ○ Music and language arts 	<ul style="list-style-type: none"> • Students understand how music can be used in theatre, dance and in visual arts – such as movies.
H.6.2 Recognize the relationship of music to principles in other disciplines.	<ul style="list-style-type: none"> • Discuss common elements between: <ul style="list-style-type: none"> ○ Music and math ○ Music and science ○ Music and social studies ○ Music and language arts ○ Music and technology 	<ul style="list-style-type: none"> • Students understand how music complements all other disciplines and how other academic subjects complement music.

SCHOOL DISTRICT OF FORT ATKINSON
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Music Connections I: HISTORY AND CULTURE
Instrumental/ 6th Grade Orchestra

Content Standard - Students in Fort Atkinson will relate music to history and culture

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade 6, the students will:</p>	<p style="text-align: center;">Skills and Concepts</p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;">Examples</p>
<p>I.6.1 Perform and discuss a varied repertoire of music from other cultures.</p>	<ul style="list-style-type: none"> • perform and discuss music from the following countries/cultures: •Italy •France •Germany •Norway •England •Ireland •Wales •Russia •Australia •Mexico •Canada •United States of America •Japan •West Indies •Latin America •Czech Republic •China •Scotland •Israel •South Africa 	<p>Student will study and perform music from other countries</p>
<p>I.6.2 Perform and discuss music from various historical periods</p>	<ul style="list-style-type: none"> • Students will perform and discuss music from the following historical periods <ul style="list-style-type: none"> ○ Classical, Folk Songs, Rock, Blues, Jazz ○ Romantic, 20th Century 	<p>Classical: Mozart’s “Twinkle Twinkle Little Star”</p> <p>20th Century: Double String Blues</p>