

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard A: SINGING
Instrumental/ 7th Grade Band

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

Standards By the end of grade 7, the students will:	Skills and Concepts The students will:	Examples
A.7.1 sing via call and response various melodic and/or rhythmic excerpts from classroom materials.	<ul style="list-style-type: none"> • use numbers (diatonic scale degrees) to sing major scales, patterns, and simple classroom material in a range of one octave (1-2-3-4-5-6-7-8). • Use neutral syllables to sing instrumental parts. 	dah, tah, duh
A.7.2 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+
A.7.3 accurately match pitch where appropriate and relate to instrumental pitches.	<ul style="list-style-type: none"> • sing a tuning note to help facilitate instrumental intonation. 	

SCHOOL DISTRICT OF FORT ATKINSON
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Performance Standard B: INSTRUMENTAL
Instrumental/ 7th Grade Band

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

Standards By the end of grade 7, the students will:	Skills and Concepts The students will:	Examples
B.7.1 perform on at least one instrument accurately and independently, alone and in small/large ensembles, with good posture, good playing position, good breath, bow, or stick control.	<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. • recognize and demonstrate proper fingerings, slide positions, or sticking. • prepare a solo or chamber music piece for Wisconsin School Music Association (WSMA) Solo & Ensemble Festival. 	
B.7.2 perform, with expression and technical accuracy on a band or orchestral instrument, a repertoire of instrumental literature with appropriate level of difficulty.	<ul style="list-style-type: none"> • recognize and perform the following dynamics: <i>pianissimo</i>, <i>piano</i>, <i>mezzopiano</i>, <i>mezzoforte</i>, <i>forte</i>, <i>fortissimo</i>, <i>crescendo</i>, and <i>decrescendo</i>, <i>sforzando</i>. • recognize and perform the following concert key signatures: F, Bb, , and Eb, Ab, C, g natural minor, c natural minor. • recognize and perform the following time signatures: 2/4, 3/4, 4/4, Alla Breve (2/2), 6/8. • demonstrate the ability to shape 2-4 measure musical phrases. 	n/a (skill and concept list is complete and serves as its own example)

<p>B.7.3 perform music representing diverse genres and cultures, with appropriate expression and style.</p>	<ul style="list-style-type: none"> perform and discuss music from a wide variety of cultures using appropriate middle school literature. 	<p>“Greek Folk Song Trilogy” by Ann McGinty</p>
<p>B.7.4 play by ear simple melodies on a band or orchestral instrument.</p>	<ul style="list-style-type: none"> play by rote melodies in range of one octave as dictated by instructor and relate the melodies to the major scale (1-2-3-4-5-6-7-8). demonstrate ability to play known melodies without using written notation in range of one octave and relate the melodies to the major scale (1-2-3-4-5-6-7-8). 	<p>Teacher may dictate melodies on an instrument to be learned by ear.</p>

SCHOOL DISTRICT OF FORT ATKINSON
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Music Creativity C: IMPROVISATION
Instrumental/ 7th Grade Band

Content Standard - Students in Fort Atkinson will improvise music

Standards By the end of grade 7, the students will:	Skills and Concepts The students will:	Examples
C.7.1 improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic* melodies, blues melodies, and melodies in major and/or minor keys.	<ul style="list-style-type: none"> demonstrate the ability to provide both a rhythmic and melodic embellishment on a given melody using: 8-note major/minor diatonic scales, 5-note major/minor pentatonic scales, and blues scales. 	<p>Major Scale example: Twinkle, Twinkle, Little Star.</p> <p>Pentatonic example: Amazing Grace</p>
C.7.2 improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.	<ul style="list-style-type: none"> demonstrate the ability to spontaneously create melodies using: 8-note major/minor diatonic scales, 5-note major/minor pentatonic scales, and blues scales. 	C minor Pentatonic Scale: C, Eb, F, G, Bb

SCHOOL DISTRICT OF FORT ATKINSON
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Music Creativity D: COMPOSITION
Instrumental/ 7th Grade Band

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

Standards By the end of grade 7, the students will:	Skills and Concepts The students will:	Examples
D.7.1 compose short pieces within specific guidelines, demonstrating use of the elements of music.	<ul style="list-style-type: none"> • compose 4 measure (minimum) melody using one of the following key signatures (concert): Bb, Eb, Ab, F, C. • compose 4 measure rhythmic compositions (non pitched) using whole, half, dotted half, quarter, dotted quarter, 8th notes, dotted 8th notes, corresponding rests, and 16th notes, 8th/16th note combinations, 8th note triplets, and ties. 	A 7 th grade student composition will satisfy the broad requirements listed to the left, but will not necessarily exhibit advanced compositional devices.
D.7.2 arrange simple pieces for two or more instruments from a concert key, demonstrating spacing of voices and balance.	<ul style="list-style-type: none"> • arrange a simple given melody for two instruments and harmonize the melody primarily with the interval of a third. 	Ode to Joy Hot Cross Buns

SCHOOL DISTRICT OF FORT ATKINSON
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Music Literacy E: READING and NOTATING
Instrumental/ 7th Grade Band

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

Standards By the end of grade 7, the students will:	Skills and Concepts The students will:	Examples
E.7.1 read whole, half, quarter, eighth, sixteenth, and dotted notes and rests as well as ties in 2/4, 3/4, 4/4, and alla breve (2/2) meter signatures.	<ul style="list-style-type: none"> • perform selections involving whole, half, dotted half, quarter, dotted quarter, 8th notes, dotted 8th notes, corresponding rests, and 16th notes, 8th/16th note combinations, 8th note triplets, and ties. 	Most major publishers produce music that addressed these rhythms.
E.7.2 sight-read melodies in the treble and/or bass clefs.	<ul style="list-style-type: none"> • sight read, with rhythmic and pitch accuracy, grade level appropriate material and discuss, before sight reading, the following: <ul style="list-style-type: none"> ○ Key signature ○ Time signature ○ Repeats, endings, codas, etc. ○ Rhythmical figures ○ Accidentals ○ Articulations ○ Expressive markings 	“Concert Time for Developing Band” pub. FJH

E.7.3 identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression.

- recognize and perform the following terms and symbols

Pitch

- Treble Clef •Bass Clef •Ledger line
- Music Alphabet (A-G) •Flat (b) •Sharp (#)
- Natural •Intervals

Rhythm and Tempo

- Whole •half •quarter •eighth notes
- dotted 8th notes** •and corresponding rests
- 16th notes • **8th/16th note combinations**
- 8th note triplets** •Ties •Fermata •Largo
- Allegretto •Andante •Moderato •Allegro
- Presto** •**Accelerando** • Ritardando

Dynamics

- pianissimo* •*piano* •*mezzopiano* •*mezzoforte*
- forte* •*fortissimo* •*crescendo* •*decrescendo*
- sforzando*

Articulation

- Accent •Slur •Tonguing syllables •Staccato
- Legato •**Marcato**

Other Standard Notation

- Measures •Bar Lines •Double bar line
- Breath Mark (') •Phrase •**Tenuto**
- Tacit •Solo/Soli/Tutti •Divisi/Unison
- Section repeat sign
- One measure and two measure repeat sign
- 1st and 2nd endings •Pick-up note
- Long rest (multi-rest) •**Grand Pause (G.P)**
- D.C. al Fine/Coda •**D.S. al Fine/Coda**

unison, 2nd, 3rd, 4th, 5th, 6th, 7th, octave, half ste, whole step

doo, tah,

<p>E.7.3 (cont.) identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression.</p>	<p style="text-align: center;"><u>Percussion Rudimental Notation</u> (percussion students only)</p> <ul style="list-style-type: none"> •5 stroke roll •9 stroke roll •Single paradiddle •Multiple bounce stroke •Drag (ruff) •Flam •Concert roll 	
<p>E.7.4 use standard notation to record their musical ideas and the musical ideas of others.</p>	<ul style="list-style-type: none"> • notate music accurately when implementing Standard D (composition). 	

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Music Response F: ANALYSIS
Instrumental/ 7th Grade Band

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

Standards By the end of grade 7, the students will:	Skills and Concepts The students will:	Examples
F.7.1 listen to and describe specific music events in a given example, using appropriate terminology.	<ul style="list-style-type: none"> • listen to and describe specific music events in a given example, using appropriate terminology. 	Melody, Variation, meter changes, etc.
F.7.2 demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.	<ul style="list-style-type: none"> • recognize and demonstrate knowledge of the following: <ul style="list-style-type: none"> <li style="text-align: center;"><u>Form</u> ○ AB ○ ABA (Rondo) ○ Theme and Variation ○ Round ○ March ○ Blues <p style="text-align: center;"><u>Contrast</u></p> <p style="text-align: center;"><u>Texture</u></p>	<p>Theme and Variation: Twinkle, Twinkle, Little Star</p> <p>Round: Frere Jacques</p> <p>March: Bayview March By David Gorham</p>

SCHOOL DISTRICT OF FORT ATKINSON
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Music Response G: EVALUATION
Instrumental/ 7th Grade Band

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

Standards By the end of grade 7, the students will:	Skills and Concepts The students will:	Examples
G.7.1 develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their listening, composing, and performing.	<ul style="list-style-type: none"> • develop, with the WSMA performance evaluation form as a guideline, criteria for evaluating performance of self, others, and recordings. • demonstrate, through discussion and written work as they develop criteria, an understanding of music terminology as it relates to their evaluation of music. 	Use evaluation rubrics from “Powerful Tools for Performance Assessment”
G.7.2 evaluate the quality and effectiveness of their own and others’ performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.	<ul style="list-style-type: none"> • evaluate, using their own criteria, ensemble and individual performance through: written critique, class discussion, observation, modeling, and constructive criticism. 	Use evaluation rubrics from “Powerful Tools for Performance Assessment”

SCHOOL DISTRICT OF FORT ATKINSON
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Music Connections H: THE ARTS
Instrumental/ 7th Grade Band

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

Standards By the end of grade 7, the students will:	Skills and Concepts The students will:	Examples
H.7.1 compare how two or more discipline of arts can be used to transform similar events, scenes, emotions, or ideas into works of art.	<ul style="list-style-type: none"> • compare the art that resulted from emotions, ideas, or significant historic events in the following mediums: <ul style="list-style-type: none"> ○ Music ○ Visual Art ○ Dance ○ Language Arts 	<p>Music and dance: dances that have become music forms (gigue, gavotte, etc)/ pop music and dance</p> <p>Music and visual arts: Miles Davis’s use of color to describe music</p> <p>Music and Language arts: Aaron</p>
H.7.2 compare the terminology and contrasting definitions of various element in each of two or more arts.	<ul style="list-style-type: none"> • discuss common elements (and terminology) between: <ul style="list-style-type: none"> ○ Music and dance ○ Music and visual arts ○ Music and language arts 	Form, Style, Genre, Balance, Blend, etc.
H.7.3 describe ways in which the principles and subject matter of other school disciplines interrelate with those of music.	<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 	1960s revolution and Rock & Roll

SCHOOL DISTRICT OF FORT ATKINSON
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Music Connections I: HISTORY AND CULTURE
Instrumental/ 7th Grade Band

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

Standards By the end of grade 7, the students will:	Skills and Concepts The students will:	Examples
I.7.1 describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	<ul style="list-style-type: none"> • discuss, as performance literature dictates, style characteristics of specific cultures. 	African Folk Trilogy, by Ann McGinty
I.7.2 classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of high-quality and characteristic musical works and explain the characteristics that cause each work to be exemplary.	<ul style="list-style-type: none"> • cite at least one example (composer and work), and demonstrate an understanding of the musical characteristics from the following historical periods: <ul style="list-style-type: none"> ○ Medieval ○ Renaissance ○ Baroque ○ Classical ○ Romantic ○ 20th Century 	Medieval – Hildegard Von Bingen <ul style="list-style-type: none"> ○ Renaissance – Handel, Water Music ○ Baroque - Bach ○ Classical – Mozart, Ein Klein Nacht Musik ○ Romantic – Beethoven’s 5th Symphony ○ 20th Century – Aaropn Cooplant’s Appalachain Spring

L.7.3 compare, in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed.

- discuss the relationship between music and social history.

African American influence on Pop music in late 19th and early 20th centuries.