



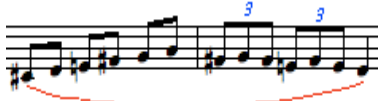
**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Performance Standard A: SINGING**  
**Instrumental/ 9-12<sup>th</sup> Grade Band**

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

<b>Standards</b> By the end of grade 12, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>A.9-12.1</b> demonstrate the ability to sing via call and response various melodic and/or rhythmic excerpts from classroom materials independently and in ensemble situations.	<ul style="list-style-type: none"> <li>• use numbers (diatonic scale degrees) to sing major scales, natural minor scales, patterns, and classroom material in a range of one octave (1-2-3-4-5-6-7-8).</li> <li>• Use neutral syllables to sing instrumental parts</li> </ul>	<p style="text-align: center;"><small>QuickTime™ and a None decompressor are needed to see this picture.</small></p> <p style="text-align: center;">dah, tah, duh, doo</p>
<b>A. 9-12.2</b> demonstrate the ability to sing notated rhythm or pitch, taken from classroom music materials independently and in ensemble situations.	<ul style="list-style-type: none"> <li>• use a numeric counting system for rhythm.</li> <li>• sing a tuning note to help facilitate instrumental intonation.</li> <li>• use neutral syllables to sing instrumental parts.</li> </ul>	<p style="text-align: center;">1+ 2+ 3+ 4+, 1e+a 2e+a 3e+a 4e+a</p> <p style="text-align: center;">concert Bb</p> <p style="text-align: center;">dah, tah, duh, doo</p>

**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Performance Standard B: INSTRUMENTAL**  
**Instrumental/ 9-12<sup>th</sup> Grade Band**

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

<p style="text-align: center;"><b>Standards</b></p> <p style="text-align: center;">By the end of grade 12, the students will:</p>	<p style="text-align: center;"><b>Skills and Concepts</b></p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;"><b>Examples</b></p>
<p><b>B.9-12.1</b> perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with an appropriate level of difficulty.</p>	<ul style="list-style-type: none"> <li>• perform while sitting up straight in their chair with feet firmly planted on the floor while holding their instrument in the proper playing position.</li> <li>• recognize and demonstrate proper fingerings, slide positions, or sticking.</li> </ul>	<div style="text-align: center;">  <p><b>Proper sticking</b></p> </div>
<p><b>B9-12.2</b> perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.</p>	<ul style="list-style-type: none"> <li>• 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>).</li> <li>• recognize and perform the following concert key signatures: G, C, F, Bb, Eb, Ab, Db, their relative natural minor scales, and in one key harmonic and melodic minor scales.</li> <li>• recognize and perform the following time signatures: 2/4, 3/4, 4/4, Alle Breve (2/2), 6/8, 3/8, 9/8, 12/8.</li> <li>• demonstrate the ability to shape 2-4 measure musical phrases.</li> </ul>	<div style="text-align: center;">  <p>QuickTime™ and a None decompressor are needed to see this picture.</p>  </div>

<p><b>B. 9-12.3</b> perform music representing diverse genres and cultures, with appropriate expression and style.</p>	<ul style="list-style-type: none"> <li>perform and discuss music from a wide variety of cultures using appropriate high school literature.</li> </ul>	<p>Holst – <i>Suite in Eb/Suite in F</i></p> <p>Chance – <i>Variations on a Korean Folk Song</i></p> <p>Grainger – <i>Irish Tune from the County Derry</i></p> <p>Tchaikovsky - <i>Scheherazade</i></p>
<p><b>B. 9-12.4</b> perform in small ensembles.</p>	<ul style="list-style-type: none"> <li>prepare a solo or chamber music piece for Wisconsin School Music Association (WSMA) Solo &amp; Ensemble Festival.</li> <li>participate in small ensemble performance opportunities.</li> </ul>	<p>Literature from the WMSA contest and festival list</p> <p>WSMA solo &amp; Ensemble district or State festival</p> <p>Local performances</p>
<p><b>B. 9-12.5</b> play by ear simple melodies on a band or orchestral instrument.</p>	<ul style="list-style-type: none"> <li>play melodies by rote in range of one octave as dictated by instructor and relate the melodies to the major and minor scale.</li> <li>demonstrate ability to play known melodies without using written notation in range of one octave and relate the melodies to the major scale and minor scale.</li> </ul>	<p><i>Somewhere Over the Rainbow</i></p> <p><i>Twinkle, Twinkle Little Star</i> - in Major and Minor</p>


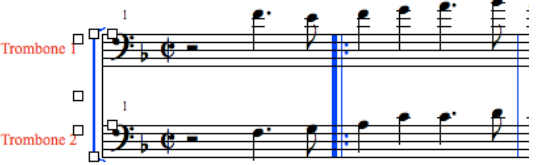
**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Music Creativity C: IMPROVISATION**  
**Instrumental/ 9-12<sup>th</sup> Grade Band**

Content Standard - Students in Fort Atkinson will improvise music

<p style="text-align: center;"><b>Standards</b></p> <p style="text-align: center;">By the end of grade 12, the students will:</p>	<p style="text-align: center;"><b>Skills and Concepts</b></p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;"><b>Examples</b></p>
<p><b>C.9-12.1</b> improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p style="text-align: center;">QuickTime™ and a None decompressor are needed to see this picture.</p> <p style="text-align: center;">QuickTime™ and a None decompressor are needed to see this picture.</p>
<p><b>C. 9-12.2</b> improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p>	<ul style="list-style-type: none"> <li>• demonstrate the ability to spontaneously create melodies using: 8-note major/minor diatonic scales, 5-note major/minor pentatonic scales, and blues scales.</li> </ul>	<p style="text-align: center;">QuickTime™ and a None decompressor are needed to see this picture.</p>

**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Music Creativity D: COMPOSITION**  
**Instrumental/ 9-12<sup>th</sup> Grade Band**

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

<p style="text-align: center;"><b>Standards</b></p> <p style="text-align: center;">By the end of grade 12, the students will:</p>	<p style="text-align: center;"><b>Skills and Concepts</b></p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;"><b>Examples</b></p>
<p><b>D.9-12.1</b> compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.</p>	<ul style="list-style-type: none"> <li>• <b>compose a melody using one of the 15 key signatures.</b></li> <li>• <b>utilize elements of rhythm, dynamics, form, harmony, melody.</b></li> </ul>	 <p>Musical notation for Piano in 2/4 time. The right hand plays a melody in G minor (one flat), and the left hand provides a bass line accompaniment. A blue bracket on the left labels the instrument as 'Piano'.</p>
<p><b>D. 9-12.2</b> arrange pieces for instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.</p>	<ul style="list-style-type: none"> <li>• <b>make musical decisions to enhance or modify an existing arrangement for performance.</b></li> </ul>	 <p>Musical notation for Trombone 1 and Trombone 2 in 2/4 time. Both parts play a rearranged melody in G minor. A red bracket on the left labels the instruments as 'Trombone 1' and 'Trombone 2'.</p>
<p><b>D. 9-12.3</b> compose and arrange music for instruments other than their own, demonstrating knowledge of the ranges and traditional uses of the sound sources.</p>	<ul style="list-style-type: none"> <li>• <b>make musical decisions to enhance or modify an existing arrangement for performance.</b></li> <li>• <b>create an original composition demonstrating understanding of ranges, timbres, and transpositions.</b></li> </ul>	<p>Rearrange <i>London Bridge</i> in a jazz style for trombones or a jazz combo</p>

<p><b>D. 9-12.4</b> compose music, demonstrating imagination and technical skill in applying the principles of composition.</p>	<ul style="list-style-type: none"> <li>• <b>follow predetermined guidelines and preset techniques to compose pieces of music.</b></li> </ul>	<p>Use of piano lab and computer to generate pieces of music or on individual instruments</p>
<p><b>D. 9-12.5</b> demonstrate proficiency in the use of computer technology—notation and sequencing programs—to compose and arrange music for instruments.</p>	<ul style="list-style-type: none"> <li>• <b>utilize finale to compose, edit, print, and perform music.</b></li> </ul>	<p>Perform music utilizing MIDI lab and software: Finale, Band-In-A-Box, Performer</p>

**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Music Literacy E: READING and NOTATING**  
**Instrumental/ 9-12<sup>th</sup> Grade Band**

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

<b>Standards</b> By the end of grade 12, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>E.9-12.1</b> read whole, half, quarter, eighth, sixteenth, and dotted notes and rests as well as ties in 2/4, 3/4, 4/4, 3/8, 6/8, 9/8, 12/8 and alla breve (2/2) meter signatures.	<ul style="list-style-type: none"> <li>• perform selections involving whole, half, dotted half, quarter, dotted quarter, 8<sup>th</sup> notes, dotted 8<sup>th</sup> notes, corresponding rests, and 16<sup>th</sup> notes, 8<sup>th</sup>/16<sup>th</sup> note combinations, 8<sup>th</sup> note triplets, quarter note triplets, 16<sup>th</sup> note triplets (percussion only), and ties.</li> </ul>	Selected concert and performance materials used in class or as extra curricular materials
<b>E.9-12.2</b> read notation and understand alternate time signatures such as 7/8, 5/8.	<ul style="list-style-type: none"> <li>• perform selections utilizing alternate time signatures.</li> </ul>	i.e: <i>Unsquare Dance, Blue Rondo ala Turk</i>
<b>E.9-12.3</b> sight-read accurately melodies in the treble and/or bass clefs.	<ul style="list-style-type: none"> <li>• sight read, with rhythmic and pitch accuracy, grade level appropriate material and discuss, before sight reading, the following: <ul style="list-style-type: none"> <li>○ Key signature</li> <li>○ Time signature</li> <li>○ Repeats, endings, codas, etc.</li> <li>○ Rhythmical figures</li> <li>○ Accidentals</li> <li>○ Articulations</li> <li>○ Expressive markings</li> <li>○ Other common notation/symbols</li> </ul> </li> </ul>	read with high accuracy grade C level material, fair accuracy Grade B material, and read Grade A material end to end with no major breakdowns

**E.9-12.4** 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 8<sup>th</sup> notes •and corresponding rests
- 16<sup>th</sup> notes • 8<sup>th</sup>/16<sup>th</sup> note combinations
- 8<sup>th</sup> note triplets •quarter note triplets, 16<sup>th</sup> note triplets (percussion only) •Ties •Fermata
- Largo •Allegretto •Andante •Moderato
- Allegro •Presto •Vivace •Accelerando
- Ritardando •Rallentando
- a tempo

**Dynamics**

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

**Articulation**

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

unison, half step, whole step, M2<sup>nd</sup>, m2<sup>nd</sup>, M3<sup>rd</sup>, m3<sup>rd</sup>, P4<sup>th</sup>, d4<sup>th</sup>, P5<sup>th</sup>, d5<sup>th</sup>, M6<sup>th</sup>, m6<sup>th</sup>, M7<sup>th</sup>, m7<sup>th</sup>, octave

*pp, p, mp, m, mf, f, ff, sfz*

doo, tah



**E.9-12.4 (cont)**  
 identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression.

**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
- 1<sup>st</sup> and 2<sup>nd</sup> endings •Pick-up note
- Long rest (multi-rest) •Poco •Molto
- Con brio •Dolce •Majestic
- Grand Pause (G.P) •D.C. al Fine
- D.C. al Fine/Coda •D.S. al Fine/Coda

**Percussion Rudimental Notation**

(percussion students only)

- 5 stroke roll •9 stroke roll •13 stroke roll
- 17 stroke roll •Single paradiddle
- Multiple bounce stroke •Drag (ruff) •Flam
- Flam tap •Flam accent •Flam paradiddle
- Concert roll •Flamacue •Ratamacue
- Single drag tap •Double drag tap



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 are needed to see this picture.

**E.9-12.5** use standard notation to record their musical ideas and the musical ideas of others.

- Notate music accurately when implementing Standard D (composition).

as per standard notation and percussion notation

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**Music Response F: ANALYSIS**  
**Instrumental/ 9-12<sup>th</sup> Grade Band**

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

<b>Standards</b> By the end of grade 12, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>F.9-12.1</b> demonstrate the ability to perceive and remember music events by describing significant events occurring in a given example.	<ul style="list-style-type: none"> <li>• <b>identify and or describe musical events and their function to the piece of music.</b></li> </ul>	dynamics, key changes, sections of form, transitions
<b>F.9-12.2</b> compare how musical materials are used in a given example relative to how they are used in other works of the same genre or style.	<ul style="list-style-type: none"> <li>• <b>demonstrate their understanding of musical materials by applying the concept to other pieces of music.</b></li> </ul>	blues progression in jazz vs. fusion. apply fusion jazz to standard well known melodies  apply a dominant7 key to change to different pieces of music
<b>F.9-12.3</b> analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.	<ul style="list-style-type: none"> <li>• <b>demonstrate knowledge of musical elements and concepts through verbal feedback.</b></li> </ul>	transitional materials are utilized to change style, key etc...



**SCHOOL DISTRICT OF FORT ATKINSON  
FORT ATKINSON, WISCONSIN  
Music Response G: EVALUATION  
Instrumental/ 9-12<sup>th</sup> Grade Band**

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

<b>Standards</b> By the end of grade 12, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>G.9-12.1</b> apply and refine specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their participation in music.	<ul style="list-style-type: none"> <li>utilize the WSMA performance evaluation form as a guideline, criteria for evaluating performance of self, others, and recordings.</li> <li>demonstrate, through discussion and written work as they develop criteria, an understanding of music.</li> </ul>	<small>QuickTime™ and a None decompressor are needed to see this picture.</small>
<b>G.9-12.2</b> evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.	<ul style="list-style-type: none"> <li>evaluate, through a comparison with exemplary models (recordings and/or instructor modeling), ensemble and individual performance using: written critique, class discussion, observation, modeling, and constructive criticism.</li> </ul>	<small>QuickTime™ and a None decompressor are needed to see this picture.</small>
<b>G.9-12.3</b> evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.	<ul style="list-style-type: none"> <li>provide constructive feedback for literature studied in large and small ensemble settings.</li> </ul>	utilize WSMA critique forms for concert, jazz, solo & ensemble as part of performance curriculum

**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Music Connections H: THE ARTS**  
**Instrumental/ 9-12<sup>th</sup> Grade Band**

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

<p style="text-align: center;"><b>Standards</b></p> <p style="text-align: center;">By the end of grade12, the students will:</p>	<p style="text-align: center;"><b>Skills and Concepts</b></p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;"><b>Examples</b></p>
<p><b>H.9-12.1</b> compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.</p>	<ul style="list-style-type: none"> <li>• <b>demonstrate knowledge and understanding of musical elements as they relate to the characteristics of a given historical time period.</b></li> </ul>	<div style="text-align: center;">  <p>Impressionism art and music            Debussy: <i>Prelude to an Afternoon of a Faun</i></p> </div>
<p><b>H.9-12.2</b> explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.</p>	<ul style="list-style-type: none"> <li>• <b>demonstrate understanding of various tasks involved in the producing a performance or an element of the production.</b></li> </ul>	<div style="text-align: center;">  <p>all aspects of producing a musical theatre performance from stage to pit orchestra to lighting</p> </div>

**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Music Connections I: HISTORY AND CULTURE**  
**Instrumental/ 9-12<sup>th</sup> Grade Band**

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

<p style="text-align: center;"><b>Standards</b></p> <p style="text-align: center;">By the end of grade 12, the students will:</p>	<p style="text-align: center;"><b>Skills and Concepts</b></p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;"><b>Examples</b></p>
<p><b>I.9-12.1</b> classify music by culture and historical period based on characteristic styles or genres and justify their classification.</p>	<ul style="list-style-type: none"> <li>• discuss, as performance literature dictates, style characteristics of specific cultures and periods.</li> <li>• demonstrate an understanding of the musical characteristics from historical periods.</li> </ul>	<p>identify and explain styles and periods such as classical, romantic, impressionism, pop, jazz and sub captions</p>
<p><b>I.9-12.2</b> identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them.</p>	<ul style="list-style-type: none"> <li>• <b>utilize knowledge of American composers and music genres to classify American music styles.</b></li> </ul>	<p>identify and utilize style of Gershwin, Schoenberg etc...</p>
<p><b>I.9-12.3</b> Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements</p>	<ul style="list-style-type: none"> <li>• <b>demonstrate knowledge of musicians and their roles through written and verbal feedback.</b></li> </ul>	<p>music as a vocation: performer, producer, technician, sales, technology etc...</p>