

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard A: SINGING
9-12th Grade Choir

Content Standard

Students attending Fort Atkinson High School will sing alone and with others, a varied repertoire of music.

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
A.9-12.6 Sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of four on a scale of one to six,* including songs performed from memory.	<ul style="list-style-type: none"> • Recognize and perform proper vocal posture. • Develop breath support and an awareness of the diaphragm as it relates to vocal production. • Recognize musicality: diction, phrasing, dynamics, pitch, and articulation. • Further studies and performs rhythms of moderate difficulty. • Further study of solfege concepts. 	Students record individual or group rehearsal. The works may vary in a level of difficulty from three to five.
A.9-12.7 Sing music written in four or more part harmony.	<ul style="list-style-type: none"> • Recognize individual melody or harmony. • Sing dependant and independent music in four or more parts. • Understands intervallic relationships between notes using solfege. 	Students record unaccompanied individual melodic or harmonic line. Music difficulty from 3-5. Repeat with accompanied works.
A.9-12.8 Sing in small ensembles with four or less students per voice part.	<ul style="list-style-type: none"> • Study balance between voice parts. • Recognize individual melody or harmony. • Study blend of voices. • Sing dependant and independent music in four or more parts. 	Students participate in Wisconsin School Music Association's solo and/or ensemble festivals.

Performance Standard B: INSTRUMENTAL
9-12th Grade Choir

Content Standard

Students attending Fort Atkinson High School will play alone and/or with others a varied repertoire of music on instruments.

<p align="center">Standards</p> <p align="center">By the end of grade 12 students will:</p>	<p align="center">Skills and Concepts</p> <p align="center">The students will:</p>	<p align="center">Examples</p>
<p>B.9-12.4 Play accurately and independently on a classroom instrument alone in an vocal ensemble setting.</p>	<ul style="list-style-type: none"> • Be aware of proper technique when using instruments. • Recognize and perform dynamics. • Recognize and perform any time signatures. • Recognize and perform the correct style for the genre. 	<p>Using traditional African percussion instruments using appropriate rhythms to match the music being performed.</p>
<p>B.9-12.5 Play accompaniments on melodic, rhythmic, or harmonic instruments.</p>	<ul style="list-style-type: none"> • Recognize the melody while playing. • Recognize proper playing technique. • Recognize and perform the steady beat. • Utilizing students studying instrumental music. • Be aware of proper technique when using instruments. 	<p>Using a percussion instrument, students will play their melodic or harmonic musical phrase.</p>

Music Creativity C: IMPROVISATION
9-12th Grade Choir

Content Standard


Students attending Fort Atkinson High School will improvise music.

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
C.9-12.7 Improvise stylistically appropriate harmonizing parts in a variety of styles.	<ul style="list-style-type: none"> • Recognize and perform a steady beat within all time signatures. • Utilize aural recognition. • Recognize major/minor scales. 	The student is able to improvise an accompaniment using a steady beat.
C.9-12.8 Improvise original melodies in a variety of styles over given chord progressions in a consistent style, meter, and tonality.	<ul style="list-style-type: none"> • Recognize and perform a steady beat within all time signatures. • Utilize aural recognition. • Recognize major/minor scales. 	The student is able to complete a basic blues improvisation without stopping.

Music Creativity D: **COMPOSITION** 9-12th Grade Choir

Content Standard

Students attending Fort Atkinson High School will compose and arrange music.


Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
D.9-12.7 Compose music, demonstrating creativity in applying the principles of composition.	<ul style="list-style-type: none"> • Compose a melody using one of the 15 key signatures. • Utilize elements of rhythm, dynamics, form, harmony, and melody. • Follow predetermined guidelines and preset techniques to compose pieces of music. 	
D.9-12.8 Demonstrate proficiency in composition using technology.	<ul style="list-style-type: none"> • Utilize computer software to compose, edit, print, and perform music. 	<p>Perform music utilizing MIDI lab and software.</p> <p>Finale, Sibelius, Auralius, Band-in-a-box, Performer</p>
**Refer to the theory curriculum document for more detailed information.		

Music Literacy E: **READING** and **NOTATING**

9-12th Grade Choir

Content Standard

Students attending Fort Atkinson High School will read and notate music.

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
<p>E.9-12.4 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs</p> <p>E.9-12.7-Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs</p>	<ul style="list-style-type: none"> Perform selections involving any notation Understanding sound (timbre) harmony, melody, and growth (theory) Know circle of fifths 	<p>Students are given three scores of four or more parts. Describe form, function of the lines, rhythmic characteristics, and chord analysis.</p>
<p>E.9-12.5 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six</p> <p>E.9-12.6-Interpret nonstandard notation symbols used by some 20th century composers</p>	<ul style="list-style-type: none"> Proficient or advanced knowledge of the following: elements of music, notation (note values, dynamics, etc.), and solfege. Recognize and perform the following terms and symbols <p style="text-align: center;">Pitch</p> <ul style="list-style-type: none"> Treble Clef •Bass Clef •Ledger line Music Alphabet (A-G) •Flat (b) Sharp (#) Natural • Intervals <p style="text-align: center;">Rhythm and Tempo</p> <ul style="list-style-type: none"> Whole •half •quarter •eighth notes Dotted 8th notes •and corresponding rests •16th notes • 8th/16th note combinations 8th note triplets •quarter note triplets, 16th note triplets (percussion only) Ties •Fermata •Largo •Allegretto Andante •Moderato •Allegro •Presto Vivace •Accelerando •Ritardando Rallentando a tempo <p style="text-align: center;">Dynamics</p> <ul style="list-style-type: none"> pianissimo •piano •mezzopiano mezzoforte •forte •fortissimo crescendo •decrescendo sfzorzando <p style="text-align: center;">Articulation</p> <ul style="list-style-type: none"> Accent •Slur •Tonguing syllables Staccato •Legato •Marcato <p style="text-align: center;">Other Standard Notation</p> <ul style="list-style-type: none"> Measures •Bar Lines •Double bar line Breath Mark (˘) •Phrase •Tenuto Tacit •Solo/Soli/Tutti •Divisi/Unison Section repeat sign 	<p>Utilize a sight-reading manual that is aligned between middle school and high school i.e. Masterworks.</p> <p>Unison, half step, whole step, M2nd, m2nd, M3rd, m3rd, P4th, d4th, P5th, d5th, M6th, m6th, M7th, m7th, octave</p> <p><i>pp, p, mp, m, mf, f, ff, sfz</i></p> <div style="text-align: right; margin-right: 50px;"><i>D.C. al Coda</i></div> 

Music Response F: ANALYSIS
9-12th Grade Choir

Content Standard

Students attending Fort Atkinson High School will analyze and describe music.

<p align="center">Standards By the end of grade 12, the students will:</p>	<p align="center">Skills and Concepts The students will:</p>	<p align="center">Examples</p>
<p>F.9-12.8 Listen to and describe specific music events in a given example, using appropriate terminology.</p>	<ul style="list-style-type: none"> • Recognize elements within music of diverse genres and cultures. Including elements heard in folk, popular, and non-Western music. • Understand musical form. • Demonstrate knowledge of musical elements and concepts through verbal feedback. • Identify and/or describe musical events and their function to the 	<p>Analyze three contrasting choral examples. Student is asked to identify the characteristics of musical elements.</p>
<p>F.9-12.9 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.</p>	<ul style="list-style-type: none"> • Identify and or describe musical events and their function to the piece of music. • Understanding of musical genres and periods. 	<p>Students orally describe characteristics of selected music and compare them to the period or genre they belong.</p>
<p>F.9-12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of musical elements and concepts through verbal feedback. • Recognizes musical elements • Knowledge of technical vocabulary 	<p>Student is given three works and asked to identify form and specific musical materials that provide unity and variety:</p> <ul style="list-style-type: none"> • Achieving unity by repeating sections. • Music achieves tension by use of non-harmonic tones. • Understanding form

Music Response G: **EVALUATION**

9-12th Grade Choir

Content Standard

Students attending Fort Atkinson High School will evaluate music within a performance.

Standards	Skills and Concepts	Examples
<p>By the end of grade 12, the students will:</p> <p>G.9-12.4 Apply and refine specific criteria for making informed and critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their participation in music.</p>	<p>The students will:</p> <ul style="list-style-type: none"> Utilize the Wisconsin School Music Association's 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. Demonstrate constructive measures when evaluating performance of self, others, and recordings. 	<p>See next.</p>
<p>WSMA / 608-850-3566 / 1-800-589-9762 / FAX 608-850-3515 / www.wsmamusic.org <i>Choir Comment Form</i> For Student Use Only Student Name: _____ Performing Choir: _____ Selection Title or Number: _____</p> <hr/> <p>TONE <input type="checkbox"/> Good Support <input type="checkbox"/> Lack Support <input type="checkbox"/> Vibrato is Appropriate <input type="checkbox"/> Vibrato is Inappropriate <input type="checkbox"/> Voices Blend Well <input type="checkbox"/> Voices Do Not Blend <input type="checkbox"/> Free, Full, Rounded Tone <input type="checkbox"/> Thin or Breathy Tone Comments: _____</p> <hr/> <p>INTONATION In Tune Out of Tune In Tune Out of Tune Within Sections <input type="checkbox"/> Inner Parts <input type="checkbox"/> Melody <input type="checkbox"/> Chords <input type="checkbox"/> Comments: _____</p> <hr/> <p>BALANCE <input type="checkbox"/> All Parts Balanced <input type="checkbox"/> All Sections Heard <input type="checkbox"/> S <input type="checkbox"/> A <input type="checkbox"/> T <input type="checkbox"/> B Section Overpowers <input type="checkbox"/> S <input type="checkbox"/> A <input type="checkbox"/> T <input type="checkbox"/> B Section Not Heard Comments: _____</p> <hr/> <p>TECHNIQUE <input type="checkbox"/> Adequate Breath Support <input type="checkbox"/> Inadequate Breath Support <input type="checkbox"/> Good Precision <input type="checkbox"/> Poor Precision <input type="checkbox"/> Pitches Not Accurate <input type="checkbox"/> Pitches Were Right On <input type="checkbox"/> Good Posture <input type="checkbox"/> Poor Posture <input type="checkbox"/> Entrances & Releases Together <input type="checkbox"/> Entrances & Releases Not Together Comments: _____</p> <hr/> <p>INTERPRETATION <input type="checkbox"/> Mood was Effective <input type="checkbox"/> Mood was not Reflected in Singing or Body Language & <input type="checkbox"/> Dynamic Contrast Evident <input type="checkbox"/> Dynamic Contrast Not Evident MUSICAL EFFECT <input type="checkbox"/> Phrasing Well Done <input type="checkbox"/> Phrasing Not Appropriate to Text <input type="checkbox"/> Tempo Was Appropriate <input type="checkbox"/> Tempo Not Appropriate Comments: _____</p> <hr/> <p>DICTION <input type="checkbox"/> Open Mouths & Pure Vowel Sounds <input type="checkbox"/> Vowels Sound Pinched or Tight <input type="checkbox"/> Consonants Clear and Energetic <input type="checkbox"/> Consonants Need Emphasis Comments: _____</p> <hr/> <p>OTHER FACTORS Comment On: Stage Presence, Energy, Facial Expression, Following the Director, Music Selection. _____ _____ _____ Most impressive aspect of this performance: _____ Area that seems to need improvement: _____</p>		


<p>G.9-12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p>	<ul style="list-style-type: none"> • 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. 	<p>Create a rubric for student assessment</p>
<p>G.9-12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p>	<ul style="list-style-type: none"> • Make one or two meaningful comments on the aesthetic meaning of a work. • Comment accurately and meaningfully on the musical means by which the work conveys feeling, emotion, and aesthetic meaning. 	<p>Students respond orally or by written assessment on a given work.</p>

Music Connections H: **THE ARTS**

9-12th Grade Choir

Content Standard

Students attending Fort Atkinson High School will relate music to the other arts and disciplines outside the arts.

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
<p>H.9-12.8 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"> • Demonstrate knowledge of the arts discussed. • Use imagination and craftsmanship to discern the characteristics between playwright, choreographer, painter, or composer to create an image or emotion. 	 <p>Impressionism art and music Debussy: <i>Prelude to an Afternoon of a Faun</i></p>
<p>H.9-12.9 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"> • Reflect a good understanding of the artistic relationships. • Use technical vocabulary in their descriptions. 	<p>Students will write a report explaining how the principles and subject matter of music are interrelated with the principles and subject matter of two disciplines outside the fine and performing arts.</p>

Music Connections I: HISTORY AND CULTURE

9-12th Grade Choir

Content Standard

Students attending Fort Atkinson High School will relate music to history and culture.

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
I.9-12.7 Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical or cultural context.	<ul style="list-style-type: none">• Discern characteristics of the different musical periods related to western style characteristics.• Understand the elements as related to these style periods.	The student is given three representative but unfamiliar aural examples of music representing distinctive music traditions. The students task is to: <ul style="list-style-type: none">• Identify genre or style by historical period or culture• Explain musical characteristics that identify the work's particular historical or
I.9-12.8 Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.	<ul style="list-style-type: none">• Identify two or more musical traditions evident in the work and characteristics of genres and traditions.	The student will prepare a brief written response with questions based on characteristics of given musical works.