

**SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN**

**Performance Standard A: SINGING
3rd – 5th Grade**

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

Standards By the end of 5 th grade, the students will:	Skills and Concepts The students will (most of the time):
A.3-5.1 Sing independently, on pitch and in rhythm with appropriate diction, posture, and tempo.	<ul style="list-style-type: none"> • Sing solfege syllables and classroom songs using the full scale. • Sing with correct vocal technique
A.3-5.2 Sing expressively with appropriate dynamics, phrasing, and interpretation.	<ul style="list-style-type: none"> • Recognize varied dynamic levels: pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo. • Recognizes phrasing
A.3-5.3 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.	<ul style="list-style-type: none"> • Concert songs from memory. • Sing different languages. • Recognize and perform varied styles and genres.
A.3-5.4 Sing ostinati, partner songs, and rounds.	<ul style="list-style-type: none"> • Maintains own part in a multi-part song.
A.3-5.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor	<ul style="list-style-type: none"> • Recognize and respond to conducting gestures • Participate in a school concert

Performance Standard B: INSTRUMENTAL
3rd – 5th Grade

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

Standards By the end of 5 th grade, the students will:	Skills and Concepts The students will:
B.3-5.1 Play on pitch in rhythm and maintain a steady tempo.	<ul style="list-style-type: none"> • Play a melody on a pitched instrument
B.3-5.2 Play and echo easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.	<ul style="list-style-type: none"> • Echoes a rhythmic and melodic patterns most of the time. • Perform and maintain a pattern in a group
B.3-5.3 Play expressively a varied repertoire of music representing diverse styles.	<ul style="list-style-type: none"> • Perform on instruments similar to the style of music.
B.3-5.5 Play in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.	<ul style="list-style-type: none"> • Play recorder with proper tone. • play instruments with piano, mezzo forte, and forte.
B.3-5.6 Play independent instrumental parts while other students sing or play contrasting parts.	<ul style="list-style-type: none"> • Maintain a steady beat in a group while other rhythms are performed with instruments. • Play a simple melody. • Play a simple rhythmic or melodic accompaniment.

Music Creativity C: IMPROVISATION
3rd – 5th Grade

Content Standard - Students in Fort Atkinson will improvise music

Standards By the end of 5 th grade, the students will:	Skills and Concepts The students will:
C.3-5.1 improvise in the same style answers to questions	<ul style="list-style-type: none"> • Use their voices to improvise lyrics using a given pitch pattern. • Use pitched instruments to improvise a melodic answer. (full scale) • Use rhythm instruments to improvise.
C.3-5.2 improvise simple rhythmic and melodic solos	<ul style="list-style-type: none"> • Embellish popular melodies by ear. • Perform a melody by ear. • Perform a rhythm by ear.

Music Creativity D: COMPOSITION
3rd – 5th Grade

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

Standards By the end of 5 th grade, the students will:	Skills and Concepts The students will:
D.3-5.2 create and arrange short songs and instrumental pieces within specified guidelines	<ul style="list-style-type: none"> • Compose in a group using correct pitch and rhythmic notation, time signatures, key signatures, dynamics and texture.
D.3-5.3 use a variety of sound sources when composing and arranging	<ul style="list-style-type: none"> • Use pitch and non-pitched instruments and objects.

Music Literacy E: READING and NOTATING
3rd – 5th Grade

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

Standards By the end of 5 th grade, the students will:	Skills and Concepts The students will:
E.5.1 read whole, half, quarter, eighth notes and rests, dotted notes as well as tied notes in 2/4, 3/4, 4/4 meter signatures.	<ul style="list-style-type: none"> • Most of the time identifies and uses items listed in standard <p style="text-align: center;">Kodaly Numbers for rhythm counting</p>
E.3-5.2 Use a letter system to read simple pitch notation in the treble clef.	<ul style="list-style-type: none"> • Sharps, flats, and natural signs • Letter names for treble clef staff (including C and D)
E.3-5.3 Identify symbols and traditional items referring to dynamics, tempo, and articulation and interpret them correctly when performing.	<ul style="list-style-type: none"> • dynamics <ul style="list-style-type: none"> ○ pp, p, mp, mf, f, ff ○ < , > • tempo <ul style="list-style-type: none"> ○ adagio, andante, allegro • articulation <ul style="list-style-type: none"> ○ tonguing ○ slurring

Music Response F: ANALYSIS
3rd – 5th Grade

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

Standards By the end of 5 th grade, the students will:	Skills and Concepts The students will:
F.3-5.1 Identify phrases and sections of music that are the same, similar, and/or different	<ul style="list-style-type: none"> • Through listening, will be able to identify the timbres
F.3-5.2 Identify simple music forms upon listening to a given example.	<ul style="list-style-type: none"> • Recognize and demonstrate knowledge of the following: <ul style="list-style-type: none"> <li style="text-align: center;">FORM ▪ AB ▪ ABA (Rondo) ▪ Theme and Variation ▪ Round
F.3-5.3 Demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.	<ul style="list-style-type: none"> • Identify and describe different styles of music through various musical examples.
F.3-5.4 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.	<ul style="list-style-type: none"> • Identifies elements of music • Identifies genres
F.3-5.5 Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices.	<ul style="list-style-type: none"> • Instrumental Families <ul style="list-style-type: none"> ○ Western ○ World • Human Vocal Registers
F.3-5.6 Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music.	<ul style="list-style-type: none"> • Move to music within guidelines.

Music Response G: EVALUATION 3rd – 5th Grade

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

Standards By the end of 5 th grade, the students will:	Skills and Concepts The students will:
G3-.5.2 Explain, using appropriate music terminology, personal preferences for specific musical works and styles.	<ul style="list-style-type: none"> Evaluate individual and group performance through class discussion and writing.
G3-.5.3 Evaluate the quality of their own and other performances and offer constructive suggestions for improvement.	<ul style="list-style-type: none"> Evaluate individual and group performance through: class discussion, observation, modeling, writing, or drawing.

Music Connections H: THE ARTS 3rd – 5th Grade

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

Standards By the end of 5 th grade, the students will:	Skills and Concepts The students will:
H.3-5.1 Identify similarities and differences in the meanings of common terms used in the various arts.	<ul style="list-style-type: none"> Identify, discuss and associate common elements between music and various arts.
H.3-5.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.	<ul style="list-style-type: none"> Identify, discuss, and associate the common elements of music and other disciplines.

Music Connections I: HISTORY AND CULTURE
3rd – 5th Grade

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

Standards By the end of 5 th grade, the students will:	Skills and Concepts The students will:
I.3-5.1 Demonstrate audience behavior appropriate for the context and style of music performed.	<ul style="list-style-type: none"> • Recognize different settings for performances and the appropriate audience behavior. • Show respect for performers and other audience member
I.3-5.2 Listen to and identify, by genre or style, examples of music from various historical periods and world cultures.	<ul style="list-style-type: none"> • Discuss music from historical periods
I3-.5.4 Identify various uses of music in their daily experiences.	<ul style="list-style-type: none"> • Describe musical experiences and situations outside of the music classroom.
I3-.5.5 Identify and describe roles of musicians in various music settings and world cultures.	<ul style="list-style-type: none"> • Discuss occupations and influence.