

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard A: SINGING
Instrumental/ 9-12th Jazz Techniques

Content Standard - Students in Fort Atkinson 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.9-12.1 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"> • 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). • Use jazz syllables to sing instrumental parts 	doo bah dit dat
A. 9-12.2 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"> • use a numeric counting system for rhythm. • sing a tuning note to help facilitate instrumental intonation. • use neutral syllables to sing instrumental parts. 	1+a 2+a 3+a 4+a, 1e+a 2e+a 3e+a 4e+a 1 – a 2 – a 3 – a 4 – a concert Bb and open 5ths utilizing circle of 5ths. doo bah dit dat

SCHOOL DISTRICT OF FORT ATKINSON
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Performance Standard B: INSTRUMENTAL
Instrumental/ 9-12th Jazz Techniques

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

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
B.9-12.1 Perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with an appropriate level of difficulty	<ul style="list-style-type: none"> • play 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. • Proper guitar, piano voicings associated with jazz repertoire 	Mantooth's Jazz Piano Voicings Building walking bass lines Hal Leonard Essential Elements for Jazz Book I & II
B9-12.2 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills	<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 in a circle of 5ths. Major scales, Dominant scales, Dorian minor scales, Major and minor blues. 	G Major, G dominant g dorian minor, G blues (major and minor) Performed in all styles

<p>B. 9-12.3 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 high school literature. • recognize and perform the following styles: swing, latin, funk, rock, fusion, ballads. • demonstrate the ability to shape 2-4 measure musical phrases in the appropriate style. 	<p>Literature of Duke Ellington, Count Basie, etc....</p>
<p>B. 9-12.4 Perform in small ensembles</p>	<ul style="list-style-type: none"> • Perform in a combo like setting within the parameters of the big band setting. 	<p>Performing solos as a part of the jazz ensemble performance.</p>
<p>B. 9-12.5 Play by ear simple melodies on a band or orchestral instrument</p>	<ul style="list-style-type: none"> • Learn standard jazz melodies and transpose them aurally to new keys. 	<p>Play “Now’s The Time” in the key of “F” and aurally with instrument transpose with instrument to Key of “Bb”.</p>

SCHOOL DISTRICT OF FORT ATKINSON
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Music Creativity C: IMPROVISATION
Instrumental/ 9-12th Jazz Techniques

Content Standard – Students in Fort Atkinson will improvise music

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
C.9-12.1 Improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys	<ul style="list-style-type: none"> Utilize Major, minor, dominant, dorian and blues scales as a creative improvisational vehicle. 	Create rhythmic and melodic variations of “Now’s the Time”.
C. 9-12.2 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	<ul style="list-style-type: none"> Utilize given key and scale, improvise in a stylistic manner with small and large group settings. 	Band creates their own blues riff and improvises over the top of it in an ensemble setting.

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Music Creativity D: COMPOSITION
Instrumental/ 9-12th Jazz Techniques

Content Standard - Students in Wisconsin will compose and arrange music

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
D.9-12.1 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect	<ul style="list-style-type: none"> • compose a melody using one of the 15 key signatures. • utilize elements of rhythm, dynamics, form, harmony, melody. • Utilize scales from the jazz idiom. 	Create new intro's, endings, backgrounds to music in current literature.
D. 9-12.2 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	<ul style="list-style-type: none"> • Re-arrange current instrumental voicing to communicate the desired styles using a wide variety of instrumentation. 	Arrange and perform new parts for "Sister Sadie". Miles Davis – "So What".
D. 9-12.3 Compose and arrange music for instruments other than their own, demonstrating knowledge of the ranges and traditional uses of the sound sources	<ul style="list-style-type: none"> • make musical decisions to enhance or modify an existing arrangement for performance. • create an original composition demonstrating understanding of ranges, timbres, and transpositions. 	Re-arrange and perform new parts for Horace Silver - "Sister Sadie". Miles Davis – "So What".

<p>D. 9-12.4 Compose music, demonstrating imagination and technical skill in applying the principles of composition</p>	<ul style="list-style-type: none"> • follow predetermined guidelines and preset techniques to compose pieces of music. 	<p>Use the jazz ensemble as a compositional vehicle to demonstrate and perform composed music.</p>
<p>D. 9-12.5 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"> • utilize finale to compose, edit, print, and perform music. 	<p>Perform music utilizing MIDI lab and software:</p> <p>Finale, Band-In-A-Box, Performer</p>

SCHOOL DISTRICT OF FORT ATKINSON
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Music Literacy E: READING and NOTATING
Instrumental/ 9-12th Jazz Techniques
Content Standard - Students in Fort Atkinson will read and notate music

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
E.9-12.1 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 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, quarter note triplets and ties. 	Selected concert and performance materials used in class or as extra curricular materials
E.9-12.2 Read notation and understand alternate time signatures such as 7/8, 5/8	<ul style="list-style-type: none"> perform selections utilizing alternate time signatures. 	i.e: <i>Unsquare Dance, Blue Rondo ala Turk</i>

E.9-12.3 Sight-read accurately melodies in the treble and/or bass clefs

- sight read, with rhythmic and pitch accuracy, grade level appropriate material and discuss, before sight reading, the following:
 - Key signature
 - Time signature
 - Repeats, endings, codas, etc.
 - Rhythmical figures
 - Accidentals
 - Articulations
 - Expressive markings
 - Other common notation/symbols

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 depending on the age level of the performing ensemble.

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 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

Dynamics

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

Articulation

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

unison, half step, whole step, M2nd, m2nd, M3rd, m3rd, P4th, d4th, P5th, d5th, M6th, m6th, M7th, m7th, octave

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

doo, bah, dit, dah

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

- 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, quarter note triplets and ties.

Selected concert and performance materials used in class or as extra curricular materials

SCHOOL DISTRICT OF FORT ATKINSON
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Music Response F: ANALYSIS
Instrumental/ 9-12th Jazz Techniques

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

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
F.9-12.1 Demonstrate the ability to perceive and remember music events by describing significant events occurring in a given example	<ul style="list-style-type: none"> • Identify style, form, tempos, tonality • Recognize and identify historically important jazz musicians. 	<p>Listen to a recording of the Duke Ellington band and indentify tunes, styles, players.</p> <p>Listen to small group settings and identify musicians and styles.</p>
F.9-12.2 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"> • Perform and listen sectional parts, identify the style and technique in material and compare to same idiom in other styles. 	<p>Perform sax section soli for “Sister Sadie” and compare to sax soli in “Hay Burner”.</p>

F.9-12.3 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

- demonstrate knowledge of musical elements and concepts through verbal feedback.

Transitional materials are utilized to change style, key etc...

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Music Response G: EVALUATION
Instrumental/ 9-12th Jazz Techniques

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

Standards By the end of grade 12, the students will:	Skills and Concepts The students will:	Examples
G.9-12.1 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"> • utilize 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. 	Listen to ensembles from other participating schools at UW-La Crosse Jazzfest or other similar events.
G.9-12.2 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models	<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. 	Listen and evaluate our performance of “Sister Sadie” vs the recored performance of the GRP All Star Big Band.

G.9-12.3 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

- provide constructive feedback for literature studied in large and small ensemble settings.

Utilize WSMA critique forms for concert, jazz, solo & ensemble as part of performance curriculum

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Music Connections H: THE ARTS
Instrumental/ 9-12th Jazz Techniques

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

Standards By the end of grade12, the students will:	Skills and Concepts The students will:	Examples
H.9-12.1 Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures	<ul style="list-style-type: none"> demonstrate knowledge and understanding of musical elements as they relate to the characteristics of a given historical time period. 	Compare the performance of a given tune in swing style vs be-bop or other styles characteristic of the medium.
H.9-12.2 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	<ul style="list-style-type: none"> demonstrate understanding of various tasks involved in the producing a performance or an element of the production. 	Demonstrate listening skills within the ensemble and individual setting required to properly perform a Count Basie piece.

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Music Connections I: HISTORY AND CULTURE
Instrumental/ 9-12th Jazz Techniques

Content Standard - Students in Fort Atkinson 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.9-12.1 Classify music by culture and historical period based on characteristic styles or genres and justify their classification	<ul style="list-style-type: none"> • discuss, as performance literature dictates, style characteristics of specific cultures and periods. • demonstrate an understanding of the musical characteristics from historical periods. 	Identify the style characteristics of swing era music, be-bop, cool jazz, hard bop, free jazz, fusion and utilize them in a performance medium.
I.9-12.2 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them	<ul style="list-style-type: none"> • utilize knowledge of American composers and music genres to classify American music styles. 	Identify the swing era music, be-bop, cool jazz, hard bop, free jazz, fusion
I.9-12.3 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements	<ul style="list-style-type: none"> • demonstrate knowledge of musicians and their roles through written and verbal feedback. 	Identify the influence of Charlie Parker, Miles Davis, John Coltrane and other Jazz greats.