


SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Creativity D: COMPOSITION
Music Theory: 9-12th Grade

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

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade 12, the students will:</p>	<p style="text-align: center;">Skills and Concepts</p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;">Examples</p>
<p>D.9-12.1 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect</p>	<ul style="list-style-type: none"> • compose a melody using one of the 15 key signatures. • utilize elements of rhythm, dynamics, form, harmony, melody. 	 <p>The image shows a short musical score for piano. It consists of two staves. The top staff is in the treble clef and the bottom staff is in the bass clef. The key signature has one flat (B-flat) and the time signature is common time (C). The melody in the treble clef starts on a G4, moves to A4, Bb4, C5, D5, E5, and then descends. The bass clef accompaniment consists of a simple harmonic line with notes like G3, Bb3, and C4.</p>
<p>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</p>	<ul style="list-style-type: none"> • make musical decisions to enhance or modify an existing arrangement for performance. 	<p>Utilize keyboard and software to make choices on instruments and ranges</p>
<p>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</p>	<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. 	<p>Rearrange <i>Twinkle Twinkle Little Star</i> for differing timbres, styles and instruments.</p>

<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 of piano lab and computer lab with Alfred's Music Theory to generate pieces of music or on individual instruments</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
FORT ATKINSON, WISCONSIN
Music Literacy E: READING and NOTATING
Music Theory: 9-12th Grade
Content Standard - Students in Fort Atkinson will read and notate music

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade 12, the students will:</p>	<p style="text-align: center;">Skills and Concepts</p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;">Examples</p>
<p>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</p>	<ul style="list-style-type: none"> • compose selections involving whole, half, dotted half, quarter, dotted quarter, 8th notes, corresponding rests, and 16th notes. 	<p>Apply note values to composed music to change rhythms.</p>

E.9-12.2 Read notation and understand alternate time signatures such as 7/8, 5/8

- recognize and perform the following terms and symbols

Pitch

- Treble Clef •Bass Clef •Ledger line
- Music Alphabet (A-G) •Flat (b) •Sharp (#)
- Natural •Intervals (unison, 2nd, 3rd, 4th, 5th, 6th, 7th, octave, half step, whole step)

Rhythm and Tempo

- Whole •half •quarter •eighth notes •and corresponding rests •16th notes •Ties •Fermata
- Largo •Allegretto
- Andante •Moderato •Allegro •Ritardando

Dynamics

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

Articulation

- Accent •Slur •Staccato •Legato

Other Standard Notation

- Measures •Bar Lines •Double bar line
- Section repeat sign •One measure and two measure repeat sign •1st and 2nd endings
- Pick-up note •Long rest (multi-measure rest)
- D.C. al Fine

Utilize all elements of music composition and demonstrate with compositions. Through MIDI performance and printed materials.

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 utilizing synthesizer and computer software.

Utilize Alfred's Music theory software to re-enforce and enhance learning.

SCHOOL DISTRICT OF FORT ATKINSON
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Music Response F: ANALYSIS
Music Theory: 9-12th Grade

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 and or describe musical events and their function to the piece of music. 	dynamics, key changes, sections of form, transitions
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"> demonstrate their understanding of musical materials by applying the concept to other pieces of music. 	Utilize standard chord progressions and enhance with compositional techniques.

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...

SCHOOL DISTRICT OF FORT ATKINSON
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Music Response G: EVALUATION
Music Theory: 9-12th Grade

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. 	Analyze and make musical decisions based upon compositional techniques.
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. 	<p style="text-align: center;"><small>QuickTime™ and a None decompressor are needed to see this picture.</small></p> <p style="text-align: center;">Perform and listen each other's compositions and critique.</p>

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 compositions.

Suggest changes to composer using techniques learned as a class.