


**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Performance Standard A: SINGING**  
**Instrumental/ 6<sup>th</sup> Grade Orchestra**

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 6, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>A.6.1</b> Sing via call and response various melodic and/or rhythmic excerpts from classroom materials.	<ul style="list-style-type: none"> <li>• Sing simple classroom material in a range of one octave</li> <li>• Use numbers (diatonic scale degrees) to sing simple classroom material in a range of one octave (1-2-3-4-5-6-7-8).</li> </ul>	dah, tah, duh
<b>A.6.2</b> Sing notated rhythmic or pitch, taken from classroom music materials.	<ul style="list-style-type: none"> <li>• Use a numeric counting system for rhythm.</li> </ul>	1+2+3+4+

**SCHOOL DISTRICT OF FORT ATKINSON**  
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**Performance Standard B: INSTRUMENTAL**  
**Instrumental/ 6<sup>th</sup> Grade Orchestra**

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

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
<p><b>B.6.1</b> Perform on at least one instrument, alone, in small groups and large ensembles, with correct posture and playing position.</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 that is free of excess tension.</li> <li>• Recognize and demonstrate proper fingering.</li> </ul>	
<p><b>B.6.2</b> Perform a repertoire of instrumental literature with an appropriately challenging level of difficulty using dynamic control and demonstrating a basic understanding of key and time signatures.</p>	<ul style="list-style-type: none"> <li>• Recognize and perform the following dynamics: <i>piano, forte (pianissimo, mezzopiano, mezzoforte, fortissimo, crescendo, and decrescendo).</i></li> <li>• Students will recognize and perform varying concert key signatures:</li> <li>• Students will recognize and perform the following time signatures: 2/4, 3/4, 4/4.</li> </ul>	<p>The student will begin on the open D string and continue the scale on the open A string.</p> <p>Manipulation on the instrument to produce loud and soft sounds            Soft: 1. bow or fingerboard</p>

<p><b>B.6.3</b> Perform independently against contrasting parts.</p>	<ul style="list-style-type: none"> <li>• Recognize the following 2 part musical terminology: round and duet.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can perform varying melodies against contrasting parts</li> </ul>
<p><b>B.6.4</b> Demonstrate basic characteristic tone on their instrument.</p>	<ul style="list-style-type: none"> <li>• Recognize and demonstrate a proper left hand position.</li> <li>• Recognize and demonstrate proper right hand position.</li> <li>• Demonstrate a characteristic tone as modeled by instructor or recording.</li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingers produce pitch by applying suitable weight on string.</li> <li>• Left hand fingers are curved (joints not caved in) to produce a clear sound.</li> </ul> <ol style="list-style-type: none"> <li>1. Bow must be parallel to bridge</li> <li>2. Right hand moves to control weight of bow</li> <li>3. Right arm, shoulder, and elbow is relaxed to control bow speed</li> </ol> <ul style="list-style-type: none"> <li>• Elements of sound production: <ol style="list-style-type: none"> <li>1. Speed of bow</li> <li>2. weight or pressure on bow</li> <li>3. placement of bow on instrument</li> </ol> </li> </ul>

**SCHOOL DISTRICT OF FORT ATKINSON  
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Music Creativity C: IMPROVISATION  
Instrumental/ 6<sup>th</sup> Grade Orchestra**

Content Standard - Students in Fort Atkinson will improvise music

<b>Standards</b> By the end of grade 6, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>C.6.1</b> Echo simple rhythmic and melodic patterns of their own development.	<ul style="list-style-type: none"> <li>• Echo five-note melodic patterns (D-G or A-high D).</li> <li>• Echo rhythmic patterns using the following denominations: half, quarter, eighth notes, dotted quarter, eighth notes, 16<sup>th</sup> notes, and corresponding rests.</li> </ul>	
<b>C.6.2</b> Play and embellish simple melodies by ear.	<ul style="list-style-type: none"> <li>• Perform and embellish popular melodies (up to five notes) by ear.</li> <li>• Perform popular melodies either faster or slower.</li> <li>• Once a simple tune is learned, the student can transfer the same finger pattern on another string and play the same song in a new key. This will help build some memory learning as well as encouraging some experimentation on the instruments, a prelude to improvisation.</li> </ul>	<p>Mary Had a Little Lamb, Hot Cross Buns, Pierott's Door, etc...</p> <p>Identify slow, slower, fast, faster on a simple melody.</p> <p>Perform a simple tune and demonstrate 2 different tempi.</p> <p>TLW transfer the fingering of a simple tune played on one string to another string.</p>








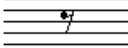

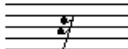







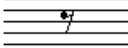

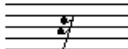







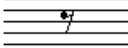

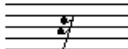
**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Music Creativity D: COMPOSITION**  
**Instrumental/ 6<sup>th</sup> Grade Orchestra**

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

<b>Standards</b> By the end of grade 6, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>D.6.1</b> Explore compositional devices.	<ul style="list-style-type: none"> <li>• Compose using call and response.</li> <li>• Compose using Theme and Variation</li> </ul>	Question and Answer
<b>D.6.2</b> Compose simple melodies and rhythms for their own instrument.	<ul style="list-style-type: none"> <li>• Compose 2-4 measure melodies using any notes learned.</li> <li>• Compose 2-4 rhythmic composition (non pitched) using half, quarter, eighth notes, <b>dotted quarter, dotted half, 16<sup>th</sup> notes</b>, and corresponding rests.</li> </ul>	Students create compositions

**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Music Literacy E: READING and NOTATING**  
**Instrumental/ 6<sup>th</sup> Grade Orchestra**

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

<b>Standards</b> By the end of grade 6, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>																		
<p><b>E.6.1</b> Read half, quarter, eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures.</p>	<p>Perform selections involving whole, half, quarter, 8th notes and corresponding rests.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>Name</b></th> <th style="text-align: center; padding: 5px;"><b>Note</b></th> <th style="text-align: center; padding: 5px;"><b>Rest</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Whole Note</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Half Note</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Quarter Note</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Eighth Note</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Sixteenth Note</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> </tbody> </table>	<b>Name</b>	<b>Note</b>	<b>Rest</b>	Whole Note			Half Note			Quarter Note			Eighth Note			Sixteenth Note		
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Half Note																				
Quarter Note																				
Eighth Note																				
Sixteenth Note																				

<p><b>E.6.2</b> Recognize standard musical symbols of pitch, rhythm, dynamics, and articulation.</p>	<ul style="list-style-type: none"> <li>Students will recognize and perform the following terms and symbols</li> </ul> <p style="text-align: center;"><b>Pitch</b></p> <ul style="list-style-type: none"> <li>Treble Clef • Bass Clef • Alto Clef • Ledger line</li> <li>Music Alphabet (A-G) • Sharp (#) and Major scale intervals.</li> </ul> <p style="text-align: center;"><b>Rhythm and Tempo</b></p> <ul style="list-style-type: none"> <li>Whole, Half, quarter, eighth notes and corresponding rests • Fermata, <b>Ties, Andante, Moderato, Allegro, Ritardando, Accelerando</b></li> </ul> <p style="text-align: center;"><b>Dynamics</b></p> <ul style="list-style-type: none"> <li><i>Pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, crescendo, decrescendo, sforzando</i></li> </ul> <p style="text-align: center;"><b>Articulation</b></p> <ul style="list-style-type: none"> <li>Right hand pizzicato • legato <ul style="list-style-type: none"> <li>Hooked bowing</li> <li>Staccato</li> <li>Accent</li> <li>Slur</li> <li>Marcato</li> </ul> </li> </ul> <p style="text-align: center;"><b>Other Standard Notation</b></p> <ul style="list-style-type: none"> <li>Measures, Bar lines, Double bar line, Final bar line, Phrase</li> <li>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)</li> <li>D.C. al Fine, D.C. al Coda, D.C. al Sign, Coda</li> <li>Bow lift, Down Bow, Up Bow</li> </ul>	<p>unison, 2<sup>nd</sup>, 3<sup>rd</sup>, octave, half step, whole step</p> <p>- Characteristics of legato bow</p> <ol style="list-style-type: none"> <li>long bow stroke</li> <li>bow stays on string</li> <li>use middle of bow for quarter notes</li> <li>continuous sound</li> </ol> <p>Down bow = bow move to the right, symbol</p> <p>- Up bow = bow moves to the left, symbol</p> <p>- Bow lift = lift up bow and begin with another down bow, symbol</p> <p>Characteristics of staccato</p> <ol style="list-style-type: none"> <li>short bow stroke (stop bow)</li> <li>bow stays on string</li> <li>use balance point of bow (between lower 1/3 and lower 1/2 of bow)</li> </ol>
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**SCHOOL DISTRICT OF FORT ATKINSON**  
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**Music Response F: ANALYSIS**  
**Instrumental/ 6<sup>th</sup> Grade Orchestra**

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

<b>Standards</b> By the end of grade 6, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>F.6.1</b> Identify sounds of various band and orchestra instruments.	<ul style="list-style-type: none"> <li>Through listening, will be able to identify the timbres of various band and orchestra instruments.</li> </ul>	<p>Recorded orchestral music</p> <p>Teacher demonstrations</p> <p>Field Trip Examples</p>
<b>F.6.2</b> Identify simple musical devices, such as form, contrast.	<ul style="list-style-type: none"> <li>recognize and demonstrate knowledge of the following:</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>AB, ABA (Rondo), Round, Contrast, Texture</li> <li>Suite, Symphony, Theme &amp; Variation</li> </ul> <p>TLW experiment on their instrument and analyze how to most efficiently produce a loud and soft sound.</p>	<p>Example of round: Frere Jacques</p>



**SCHOOL DISTRICT OF FORT ATKINSON**  
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**Music Response G: EVALUATION**  
**Instrumental/ 6<sup>th</sup> Grade Orchestra**

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

<b>Standards</b> By the end of grade 6, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>G.6.1</b> Evaluate the quality of own performance and the performance of others.	<ul style="list-style-type: none"> <li>• Evaluate individual performance through: class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor.</li> <li>• Critique another student's performance and identify needed improvements.</li> </ul>	Self & peer discussion in weekly lessons
<b>G.6.2</b> Contribute constructive suggestions for improvement.	<ul style="list-style-type: none"> <li>• Evaluate ensemble performance through: class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor.</li> </ul>	Class discussion in rehearsal. Recorded rehearsal

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**Music Connections H: THE ARTS**  
**Instrumental/ 6<sup>th</sup> Grade Orchestra**

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

<b>Standards</b> By the end of grade 6, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>H.6.1</b> Identify terms common in the arts, such as texture, color, form, and movement.	<ul style="list-style-type: none"> <li>• Discuss common elements between:               <ul style="list-style-type: none"> <li>○ Music and dance</li> <li>○ Music and visual arts</li> <li>○ Music and language arts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students understand how music can be used in theatre, dance and in visual arts – such as movies.</li> </ul>
<b>H.6.2</b> Recognize the relationship of music to principles in other disciplines.	<ul style="list-style-type: none"> <li>• Discuss common elements between:               <ul style="list-style-type: none"> <li>○ Music and math</li> <li>○ Music and science</li> <li>○ Music and social studies</li> <li>○ Music and language arts</li> <li>○ Music and technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students understand how music complements all other disciplines and how other academic subjects complement music.</li> </ul>

**SCHOOL DISTRICT OF FORT ATKINSON**  
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**Music Connections I: HISTORY AND CULTURE**  
**Instrumental/ 6<sup>th</sup> Grade Orchestra**

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

<b>Standards</b> By the end of grade 6, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>I.6.1</b> Perform and discuss a varied repertoire of music from other cultures.	<ul style="list-style-type: none"> <li>• perform and discuss music from the following countries/cultures:</li> <li>•Italy •France •Germany •Norway •England</li> <li>•Ireland •Wales •Russia •Australia •Mexico</li> <li>•Canada •United States of America •Japan</li> <li>•West Indies •Latin America •Czech Republic</li> <li>•China •Scotland •Israel •South Africa</li> </ul>	Student will study and perform music from other countries
<b>I.6.2</b> Perform and discuss music from various historical periods	<ul style="list-style-type: none"> <li>• Students will perform and discuss music from the following historical periods               <ul style="list-style-type: none"> <li>○ Classical, Folk Songs, Rock, Blues, Jazz</li> <li>○ Romantic, 20<sup>th</sup> Century</li> </ul> </li> </ul>	Classical: Mozart’s “Twinkle Twinkle Little Star”  20 <sup>th</sup> Century: Double String Blues