

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard A: SINGING
Instrumental/ 8th Grade Orchestra

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

Standards By the end of grade 4, the students will:	Skills and Concepts The students will:	Examples
A.8.1 Sing via call and response various melodic and/or rhythmic excerpts from classroom materials.	<ul style="list-style-type: none"> • Use solfege syllables to sing simple classroom material in a range of one octave (Do-Re-Mi-Fa-Sol-La-Ti-Do). • Use numbers (diatonic scale degrees) to sing simple classroom material in a range of one octave (1-2-3-4-5-6-7-8). 	
<p>A.8.2 sing notated rhythmic or pitch, taken from classroom music materials.</p> <p>A.8.3 accurately match pitch where appropriate & relate to instrumental pitches</p>	<ul style="list-style-type: none"> • Use a numeric counting system for rhythm. <p>Sing a tuning note to help facilitate instrumental intonation</p>	1+2+3+4+

**SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard B: INSTRUMENTAL
Instrumental/ 8th Grade Orchestra**

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

Standards	Skills and Concepts	Examples
<p>By the end of grade 8, the students will:</p> <p>B.8.1 perform on at least one instrument, alone, in small groups and large ensembles, with correct posture and playing position.</p>	<p>The students will:</p> <ul style="list-style-type: none"> • Perform while holding their instrument in the proper playing position that is free of excess tension.. • Recognize and demonstrate proper fingering & bowing. • Shifting & extensions • Student will be aware of bow placement, speed, & weight. • Prepare a solo or chamber piece for WSMA Solo & Ensemble Festival 	<p>Violinists will use the high third fingers</p> <p>Cellos will use the extension position (1x24) where the first and second fingers are spaced to a whole step</p>

B.8.2 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.

B.8.3 Perform independently against contrasting parts.

- Recognize and perform the following dynamics: *piano*, *forte* (*pianissimo*, *mezzopiano*, *mezzoforte*, *fortissimo*, *crescendo*, and *decrescendo*).
- Students will recognize and perform the following concert key signatures: D, G, C, A, B Flat & F Major. Natural minor scales e & g.
- Students will recognize and perform the following time signatures: 2/4, 3/4, 4/4
- Alla Breve (2/2/), 6/8
- Demonstrate the ability to shape 2-4 measure musical phrases.

- Recognize the following 2 part musical terminology: round, chorale, divisi, and duet.
- Perform & discuss music from a wide variety of cultures using appropriate Middle School musical literature

The student will begin on the open D string and continue the scale on the open A string.

Manipulation on the instrument to produce loud and soft sounds

Soft:

1. bow or fingerboard
2. bow weight light (feather bow)
3. bow speed slow, use little bow

Loud:

1. bow closer to bridge
2. bow weight heavy or sticky (glue bow)
3. bow speed fast, use more bow

B.8.4 Demonstrate basic characteristic tone on their instrument.

- Recognize and demonstrate a proper left hand position.
- Recognize and demonstrate proper right hand position.
- Recognize appropriate bow speed, placement, & weight.
- Demonstrate a characteristic tone as modeled by instructor or recording.
- Play melodies by rote in range of 1 octave as dictated by instructor and relate the melodies to the major scale.
- Demonstrate ability to play known melodies without using written notation in range of 1 octave and relate the melodies to the major scale

Left hand fingers produce pitch by applying suitable weight on string.

Left hand fingers are curved (joints not caved in) to produce a clear sound.

1. Bow must be parallel to bridge
2. Right hand pronates to control weight of bow
3. Right arm, shoulder, and elbow is relaxed to control bow speed

- Elements of sound production:

1. Speed of bow
2. weight or pressure on bow
3. placement of bow on instrument

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Creativity C: IMPROVISATION
Instrumental/ 8th Grade Orchestra
Content Standard - Students in Fort Atkinson will improvise music

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade 8, 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>C.8.1 Echo simple rhythmic and melodic patterns of their own development.</p>	<ul style="list-style-type: none"> • Echo melodic patterns (D-G or A-high D), & major scale patterns • Echo rhythmic patterns using the following denominations: half, quarter, eighth notes, dotted quarter, eighth notes, 16th notes, and corresponding rests. • Perform question and answer improvisations with 4 notes. • Demonstrate the ability to provide both a rhythmic and melodic embellishment on a given melody using 8 note major/minor diatonic scales, 5 note major minor pentatonic scales, and blues scales. 	

C.8.2 Play and embellish simple melodies by ear.

- Perform popular melodies (up to five notes) by ear.
- Embellish popular melodies (up to five notes) by ear.
- Demonstrate the ability to spontaneously create melodies using 8 note major/ minor diatonic scales, 5 note major/minor pentatonic scales, and blues scales

Mary Had a Little Lamb, Hot Cross Buns, Pierott's Door, etc...

Identify slow, slower, fast, faster on a simple melody.

Perform popular melodies either faster or slower. The right hand and left hand will make adjustments with a faster speed: less bow, forearm (not upper arm), middle bow, LH fingers near string

Perform a simple tune and demonstrate 2 different tempi.

Transfer the fingering of a simple tune played on one string to another string.

SCHOOL DISTRICT OF FORT ATKINSON
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Music Creativity D: COMPOSITION
Instrumental/ 8th Grade Orchestra

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

Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
D.8.1 Explore compositional devices.	<ul style="list-style-type: none"> • Compose using call and response. • Compose using Theme and Variation • Understand the range & shape of melodies • Differentiate between melodies which are stepwise and those which have intervals that skip. • Compose 4 measure melodies using one of the following key signatures: D, G, C, F, & B Flat major. • Compose 4 measure rhythmic, not pitched compositions using whole, half, dotted half, quarter, dotted quarter, eighth, triplets, ties, dotted eighth, 16th notes and corresponding rests. 	question and answer

D.8.2 Compose simple melodies and rhythms for their own instrument.

- Compose 2-4 measure melodies using any notes learned.
- Compose 2-4 rhythmic composition (non-pitched) using half, quarter, eighth notes, dotted quarter, dotted half, 16th notes, and corresponding rests.
- Arrange a simple given melody for 2 instruments & harmonize the melody primarily at the interval of a third.
- Differentiate between melodic & harmonic themes, and
- Understand how this affects the balance in performance.

SCHOOL DISTRICT OF FORT ATKINSON
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Music Literacy E: READING and NOTATING
Instrumental/ 8th Grade Orchestra

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

Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
E.8.1 Read half, quarter, eighth notes and rests in 2/4, 3/4, 4/4, alla breve (2/2) meter signatures.	Perform selections involving whole, half, quarter, 8th notes, dotted half, dotted quarter, 16th notes, dotted eighth, dotted 1/16, and corresponding rests, eighth note triplets and ties.	

<p>E.8.2 Sight read melodies in treble, alto, and or bass clef.</p> <p>E.8.3 recognize standard musical symbols of pitch, rhythm, dynamics, articulation, and expression</p> <p>E.8.4 Use Standard notation to record their musical ideas and the musical ideas of others.</p>	<p>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.</p> <ul style="list-style-type: none"> Students will recognize and perform the following terms and symbols <p style="text-align: center;">Pitch</p> <p>•Treble Clef •Bass Clef •Alto Clef•Ledger line •Music Alphabet (A-G)•Sharp (#) and Major scale intervals.</p> <p style="text-align: center;">Rhythm and Tempo</p> <p>•Whole,Half, quarter, eighth notes,16th notes and corresponding rests•Fermata ,Ties, Andante, Moderato, Allegro, Ritardando, Accelerando,Largo, & Allegretto</p> <p style="text-align: center;">Dynamics</p> <ul style="list-style-type: none"> <i>pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, crescendo, decrescendo, sforzando</i> <p style="text-align: center;">Articulation</p> <p>•Right hand pizzicato•legato•Hooked bowing, Staccato, Accent, Slur, marcato, Spiccato Bowing, Left hand pizzicato, Bow Lift</p> <p style="text-align: center;">Other Standard Notation</p> <p>•Measures •Bar Lines •Double bar line •Bow Lift (´) •Phrase•Section repeat sign •One measure and two measure repeat sign •1st and 2nd endings •Pick-up note •Long rest (multi-measure rest) •Down Bow• Up Bow Tacit, Solo, soli, tutti, Divisi, Unison D.C. al Fine,D.C. al Coda,D.C. al Sign, Coda Notate music accurately when implementing standard D (Composition)</p>	<p>unison, 2nd, 3rd, octave, half step, whole step</p> <p>- Characteristics of legato bow</p> <ol style="list-style-type: none"> long bow stroke bow stays on string use middle of bow for quarter notes continuous sound <p>Down bow = bow move to the right, symbol - Up bow = bow moves to the left, symbol - Bow lift = lift up bow and begin with another down bow, symbol</p> <p>Characteristics of staccato</p> <ol style="list-style-type: none"> short bow stroke (stop bow) bow stays on string use balance point of bow (between lower 1/3 and lower 1/2 of bow)
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SCHOOL DISTRICT OF FORT ATKINSON
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Music Response F: ANALYSIS
Instrumental/ 8th Grade Orchestra

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

Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
F.8.1 Listen to & describe specific music effects in a given example using appropriate terminology	<ul style="list-style-type: none"> • Through listening, will be able to identify the timbres of various band and orchestra instruments. • Recognize transitions, key modulations, tempo changes, and textural changes. 	<p>Recorded orchestral music</p> <p>Teacher demonstrations</p>
F.8.2 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.	<ul style="list-style-type: none"> • Recognize and demonstrate knowledge of the following: <ul style="list-style-type: none"> Form <ul style="list-style-type: none"> ○ AB,ABA (Rondo),Round Contrast Texture <p>Suite, Symphony , Theme & Variation Minuet & Trio</p> <p>Experiment on their instrument and analyze how to most efficiently produce a loud and soft sound.</p>	

SCHOOL DISTRICT OF FORT ATKINSON
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Music Response G: EVALUATION
Instrumental/ 8th Grade Orchestra

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

Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
G.8.1 Evaluate the quality of own performance and the performance of others.	<ul style="list-style-type: none"> • Evaluate individual performance through: class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor. • Critique another student's performance and identify needed improvements. 	
G.8.2 Contribute constructive suggestions for improvement.	<ul style="list-style-type: none"> • Evaluate ensemble performance through: class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor. 	

**SCHOOL DISTRICT OF FORT ATKINSON
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 Music Connections H: THE ARTS
 Instrumental/ 8th Grade Orchestra**

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

Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
H.8.1 Identify terms common in the arts, such as texture, color, form, and movement.	<ul style="list-style-type: none"> • Discuss common elements between: <ul style="list-style-type: none"> ○ Music and dance ○ Music and visual arts ○ Music and language arts 	
H.8.2 Recognize the relationship of music to principles in other disciplines.	<ul style="list-style-type: none"> • Discuss common elements between: <ul style="list-style-type: none"> ○ Music and math ○ Music and science ○ Music and social studies ○ Music and language arts ○ Music and technology 	

SCHOOL DISTRICT OF FORT ATKINSON
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Music Connections I: HISTORY AND CULTURE
Instrumental/ 8th Grade Orchestra

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

Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
I.8.1 Perform and discuss a varied repertoire of music from other cultures.	<ul style="list-style-type: none"> • Perform and discuss music from the following countries/cultures: •Italy •France •Germany •Norway •England •Ireland •Wales •Russia •Australia •Mexico •Canada •United States of America •Japan •West Indies •Latin America •Czech Republic •China •Scotland •Israel •South Africa 	
I.8.2 Perform and discuss music from various historical periods	<ul style="list-style-type: none"> • Students will perform and discuss music from the following historical periods <ul style="list-style-type: none"> ○ Classical ,Folk Songs,Rock,Blues,Jazz ○ Romantic, 20th Century ○ Fiddling ○ Baroque ○ Renaissance 	Classical: Mozart’s “Twinkle Twinkle Little Star” 20 th Century: Double String Blues