

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

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 neutral symbols and/or scale degrees to sing instrumental parts 	<ul style="list-style-type: none"> • Using la
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 • Demonstrating rhythm through clapping • Sing a tuning note to help facilitate instrumental intonation 	<ul style="list-style-type: none"> • 1+2+3+4+ • 1e&a, 2e&a, 3e&a, 4e&a

**SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard B: INSTRUMENTAL
Instrumental/ 9-12th 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 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"> • Perform while sitting up straight in their chair • Demonstrates proper right and left hand technique and position • Correct bowing • Recognize and demonstrate proper fingerings 	<ul style="list-style-type: none"> • Curved hands • Use of specific parts or the entire bow • Distance from bridge • Different bowing styles such a spicatto, martelle, etc.
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: (pp, p, mp, mf, f, ff) • Crescendo, decrescendo, sforzando • Recognize and perform the following concert signatures: G, C, D, A, F, Bb and E, and their relative minors • Recognize and perform the following time signatures, 2/4, 3/4, 4/4, 2/2, 6/8, 3/8, 9/8 • Knowledge of phrasing 	<ul style="list-style-type: none"> • Participate in small group or chamber ensembles

<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 music from a wide variety of cultures 	<ul style="list-style-type: none"> • Baroque, Classical, Romantic, Blues, Jazz, Fiddling, Celtic, Contemporary
<p>B. 9-12.4 perform in small ensembles.</p>	<ul style="list-style-type: none"> • Prepare and perform a solo and/or chamber music piece for Wisconsin School Music Association (WSMA) • Participate in small ensemble performance opportunities 	<ul style="list-style-type: none"> • Literature from WSMA • Local performances such as parties and weddings
<p>B. 9-12.5 play by ear simple melodies on a band or orchestral instrument.</p>	<ul style="list-style-type: none"> • Play melodies by rote in a range of one octave as dictated by instructor 	<ul style="list-style-type: none"> • Old Joe Clark • Happy Birthday

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Creativity C: IMPROVISATION
Instrumental/ 9-12th Orchestra

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"> • Demonstrates the ability to provide both a rhythmic and melodic embellishment on a given melody 	<ul style="list-style-type: none"> • Jazz philharmonic series
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"> • Demonstrate the ability to spontaneously create melodies 	<ul style="list-style-type: none"> • Fiddler's philharmonic series

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Music Creativity D: COMPOSITION
Instrumental/ 9-12th Orchestra

Content Standard - Students in Fort Atkinson 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, utilizing elements of rhythm, dynamics, form, harmony and melody. 	<ul style="list-style-type: none"> • Counterpoint
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"> • Make musical decisions to enhance or modify an existing arrangement for performance 	<ul style="list-style-type: none"> • Modulations
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 	<ul style="list-style-type: none"> • Swing style

<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"> • May follow predetermined guidelines and preset techniques to compose pieces of music. 	<ul style="list-style-type: none"> • Students may participate in Music Theory class
<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"> • May utilize Finale for composition. 	<ul style="list-style-type: none"> • Students have the opportunity to experiment with Finale or Sibelius

SCHOOL DISTRICT OF FORT ATKINSON
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Music Literacy E: READING and NOTATING
Instrumental/ 9-12th Orchestra

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, 12/8 and alla breve (2/2) meter signatures.	<ul style="list-style-type: none"> Perform selections involving whole, half, dotted half, quarter, dotted quarter, eighth, dotted eighth, sixteenth, triplets, and corresponding rests 	<ul style="list-style-type: none"> Experience all types of music based on performance selections
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 	<ul style="list-style-type: none"> The Red Pony, Copland
E.9-12.3 sight-read accurately melodies in the treble and/or bass clefs.	<ul style="list-style-type: none"> Sight read with rhythmic and pitch accuracy, grade level appropriate material, paying attention to: Key and time signatures, repeats, rhythmical figures, accidentals, articulations and expressive markings 	<ul style="list-style-type: none"> Read with high accuracy grade C level material, read with high accuracy grade B level material

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, Notation, Accidentals, Natural sign, intervals

Rhythm and Tempo

- Whole, half, quarter, eighth notes, dotted eighth, corresponding rests, 16th notes, triplets, tie, fermata, largo, allegretto, andante, moderato, allegro, presto, vivace, accelerando, ritardando, rallentando, a tempo

Dynamics

- pp, p, mp, mf, f, ff

Articulation

- accent, slur, bowings, staccato, legato, marcato, expressive shifts, most efficient fingerings

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

- dolce, pesante

- down bow, up bow articulations

- doo, tah

<p>E.9-12.4 (cont) Identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression.</p>	<p>Standard Notation</p> <ul style="list-style-type: none"> • Measure, Bar line, double bar, phrase, tenuto, tacit, solo/soli/tutti, divisi/unison, repeat sign, 1st and 2nd endings, pick-up notes, poco, molto, con brio, dolce, d.c. al fine/coda 	<ul style="list-style-type: none"> • Standard musical clef/grand staff
<p>E.9-12.5 use standard notation to record their musical ideas and the musical ideas of others.</p>	<ul style="list-style-type: none"> • Understand basic musical notational devices 	<ul style="list-style-type: none"> • See above

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

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"> • Understand basic musical form and terminology 	<ul style="list-style-type: none"> • Dynamics, key changes
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 	<ul style="list-style-type: none"> • Sonata allegro form • Rondo

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 through written and verbal feedback

- “I felt this piece could have been developed further if...”

**SCHOOL DISTRICT OF FORT ATKINSON
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 Music Response G: EVALUATION
 Instrumental/ 9-12th Orchestra**

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"> • Demonstrate through discussion and written work as they develop criteria and an understanding of music. 	<ul style="list-style-type: none"> • Analyze feedback from judges at competitions
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 using written critique, class discussion, observation, modeling and constructive criticism 	<ul style="list-style-type: none"> • Young Artists Competition

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

- The Four Seasons
- Pictures at an Exhibition

SCHOOL DISTRICT OF FORT ATKINSON
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Music Connections H: THE ARTS
Instrumental/ 9-12th Orchestra

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"> • Perform, study and discuss music from different eras 	<ul style="list-style-type: none"> • Study of 18th Century culture • The acclaimed film <i>Amadeus</i>
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"> • Discuss and compare different artists and performances 	<ul style="list-style-type: none"> • Trans-Siberian Orchestra • Chicago Symphony

SCHOOL DISTRICT OF FORT ATKINSON
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Music Connections I: HISTORY AND CULTURE
Instrumental/ 9-12th Orchestra

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"> • Demonstrate an understanding of the musical characteristics from different historical and cultural periods 	<ul style="list-style-type: none"> • Classical, baroque, contemporary, romantic
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 	<ul style="list-style-type: none"> • Aaron Copland • Duke Ellington • Leonard Bernstein • John Williams • John Cage
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. 	<ul style="list-style-type: none"> • Music therapy, teaching, performing, conducting