

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard A: SINGING
Instrumental/ 6th Grade Band

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

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

SCHOOL DISTRICT OF FORT ATKINSON
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Performance Standard B: INSTRUMENTAL
Instrumental/ 6th Grade Band

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
B.6.1 perform on at least one instrument, alone, in small groups and large ensembles, with correct posture and playing position.	<ul style="list-style-type: none"> • perform 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 fingering, slide position, or sticking. 	
B.6.2 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.	<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>. • recognize and perform the following concert key signatures: F, Bb, and Eb, Ab. • recognize and perform the following time signatures: 2/4, 3/4, 4/4. 	n/a (skill and concept list is complete and serves as its own example)

<p>B.6.3 perform independently against contrasting parts.</p>	<ul style="list-style-type: none"> • recognize the following 2-4 part musical terminology: round, chorale, and divisi. 	<p>Round: Frere Jacques</p>
<p>B.6.4 demonstrate basic characteristic tone on their instrument.</p>	<p>recognize and demonstrate a proper embouchure for their instrument.</p> <ul style="list-style-type: none"> • recognize and demonstrate proper breathing technique. • demonstrate a characteristic tone as modeled by instructor or recording. 	

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Music Creativity C: IMPROVISATION
Instrumental/ 6th Grade Band

Content Standard - Students in Fort Atkinson will improvise music

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
C.6.1 echo simple rhythmic and melodic patterns of their own development.	<ul style="list-style-type: none"> • echo major pentatonic patterns (1-2-3-5-6). • echo rhythmic patterns using the following denominations: whole, half, dotted half, quarter, dotted quarter, eighth notes, corresponding rests, and 16th notes. 	Bb Major Pentatonic Scale: Bb, C, D, F, G
C.6.2 play and embellish simple melodies by ear.	<ul style="list-style-type: none"> • perform popular melodies (up to an octave) by ear. • embellish popular melodies (up to an octave) by ear. 	Row, Row, Row, Your Boat; Twinkle, Twinkle, Little Star; Theme from Star Wars etc...

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Music Creativity D: COMPOSITION
Instrumental/ 6th Grade Band

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 6, 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.6.1 explore compositional devices.</p>	<ul style="list-style-type: none"> • compose using call and response. • compose using Theme and Variation. 	<p>question and answer</p>
<p>D.6.2 compose simple melodies and rhythms for their own instrument</p>	<ul style="list-style-type: none"> • compose 2- 4 measure melodies using any notes learned. • compose 2-4 rhythmic compositions (non pitched) using whole, half, dotted half, quarter, dotted quarter, 8th notes, corresponding rests, and 16th notes. 	<p>A 6th grade student composition will satisfy the broad requirements listed to the left, but will not necessarily exhibit advanced compositional devices.</p>

SCHOOL DISTRICT OF FORT ATKINSON
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Music Literacy E: READING and NOTATING
Instrumental/ 6th Grade Band

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

Standards	Skills and Concepts	Examples
By the end of grade 6, the students will:	The students will:	
E.6.1 read whole, half, quarter, eighth notes and rests, dotted notes as well as tied notes in 2/4, 3/4, 4/4 meter signatures.	<ul style="list-style-type: none"> perform selections involving whole, half, dotted half, quarter, dotted quarter, 8th notes, corresponding rests. 	Standard “Rhythm Tree” chart with smallest value = 8 th note.

E.6.2 recognize standard musical symbols of pitch, rhythm, dynamics, and articulation.

- 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 •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 •Tonguing syllables •**Staccato**
- Legato**

Other Standard Notation

- Measures •Bar Lines •Double bar line
- Breath Mark (') •Phrase •Tacit
- Solo/Soli/Tutti
- Divisi/Unison •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

Percussion Rudimental Notation

(percussion students only)

- 5 stroke roll** •**9 stroke roll**
- Single paradiddle •Multiple bounce stroke
- Flam •Concert roll

unison, 2nd, 3rd, 4th, 5th, 6th, 7th, octave, half step, whole step

doo, tah

SCHOOL DISTRICT OF FORT ATKINSON
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Music Response F: ANALYSIS
Instrumental/ 6th Grade Band

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

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade 6, 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>F.6.1 identify sounds of various band and orchestra instruments.</p>	<ul style="list-style-type: none"> • through listening, be able to identify the timbres of various band and orchestra instruments. 	
<p>F.6.2 identify simple musical devices, such as form, contrast, and texture.</p>	<ul style="list-style-type: none"> • recognize and demonstrate knowledge of the following: <ul style="list-style-type: none"> <li style="text-align: center;"><u>Form</u> ○ AB ○ ABA (Rondo) ○ Theme and Variation ○ Round ○ March ○ Blues <p style="text-align: center;"><u>Contrast</u></p> <p style="text-align: center;"><u>Texture</u></p>	<p>Twinkle, Twinkle, Little Star (Theme and Var.)</p> <p>Frere Jacques (Round)</p>

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Music Response G: EVALUATION
Instrumental/ 6th Grade Band

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

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
G.6.1 Evaluate the quality of own performance and the performance of others.	<ul style="list-style-type: none"> Evaluate individual performance through: written critique, class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor. 	Use evaluation rubrics from “Powerful Tools for Performance Assessment”
G.6.2 Contribute constructive suggestions for improvement	<ul style="list-style-type: none"> Evaluate ensemble performance through: written critique, class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor. 	Use evaluation rubrics from “Powerful Tools for Performance Assessment”

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Music Connections H: THE ARTS
Instrumental/ 6th Grade Band

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

Standards By the end of grade 6, the students will:	Skills and Concepts The students will:	Examples
H.6.1 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 	<p>Music and dance: dances that have become music forms (gigue, gavotte, etc)/ pop music and dance</p> <p>Music and visual arts: Miles Davis's use of color to describe music</p> <p>Music and Language arts: Aaron</p>
H.6.2 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 	1960s social revolution/Rock & Roll

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Music Connections I: HISTORY AND CULTURE
Instrumental/ 6th Grade Band

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

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade 6, 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>I.6.1 perform and discuss a varied repertoire of music from other cultures.</p>	<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 	<p>Japan: Sakura England: Hot Cross Buns</p>
<p>I.6.2 perform and discuss music from various historical periods.</p>	<ul style="list-style-type: none"> • perform and discuss music from the following historical periods <ul style="list-style-type: none"> ○ Renaissance ○ Baroque ○ Classical ○ Romantic ○ 20th Century 	<p>Classical: Mozart’s Ein Kleine Nacht Musik Romantic: Beethoven’s “Ode To Joy”</p>