

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

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 numbers (diatonic scale degrees) to sing major scales, natural minor scales, patterns, and classroom material in a range of one octave (1-2-3-4-5-6-7-8). • Use jazz syllables to sing instrumental parts 	doo bah dit dat
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. • sing a tuning note to help facilitate instrumental intonation. • use neutral syllables to sing instrumental parts. 	1+a 2+a 3+a 4+a, 1e+a 2e+a 3e+a 4e+a 1 – a 2 – a 3 – a 4 – a concert Bb and open 5ths utilizing circle of 5ths. doo bah dit dat

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard B: INSTRUMENTAL
Instrumental/ 9-12th Jazz Techniques

Content Standard - Students in Wisconsin 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"> • play 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 fingerings, slide positions, or sticking. • Proper guitar, piano voicings associated with jazz repertoire 	Mantooth's Jazz Piano Voicings Building walking bass lines Hal Leonard Essential Elements for Jazz Book I & II
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 (<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>, <i>sforzando</i>). • recognize and perform the following in a circle of 5ths. Major scales, Dominant scales, Dorian minor scales, Major and minor blues. 	G Major, G dominant g dorian minor, G blues (major and minor) Performed in all styles

<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 and discuss music from a wide variety of cultures using appropriate high school literature. • recognize and perform the following styles: swing, latin, funk, rock, fusion, ballads. • demonstrate the ability to shape 2-4 measure musical phrases in the appropriate style. 	<p>Literature of Duke Ellington, Count Basie, etc....</p>
<p>B. 9-12.4 Perform in small ensembles</p>	<ul style="list-style-type: none"> • Perform in a combo like setting within the parameters of the big band setting. 	<p>Performing solos as a part of the jazz ensemble performance.</p>
<p>B. 9-12.5 Play by ear simple melodies on a band or orchestral instrument</p>	<ul style="list-style-type: none"> • Learn standard jazz melodies and transpose them aurally to new keys. 	<p>Play “Now’s The Time” in the key of “F” and aurally with instrument transpose with instrument to Key of “Bb”.</p>

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Music Creativity C: IMPROVISATION

Instrumental/ 9-12th Jazz Techniques

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">Utilize Major, minor, dominant, dorian and blues scales as a creative improvisational vehicle.	Create rhythmic and melodic variations of “Now’s the Time”.
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">Utilize given key and scale, improvise in a stylistic manner with small and large group settings.	Band creates their own blues riff and improvises over the top of it in an ensemble setting.

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Music Creativity D: COMPOSITION
Instrumental/ 9-12th Jazz Techniques

Content Standard - Students in Wisconsin 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. • utilize elements of rhythm, dynamics, form, harmony, melody. • Utilize scales from the jazz idiom. 	Create new intro's, endings, backgrounds to music in current literature.
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"> • Re-arrange current instrumental voicing to communicate the desired styles using a wide variety of instrumentation. 	Arrange and perform new parts for "Sister Sadie". Miles Davis – "So What".
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. • create an original composition demonstrating understanding of ranges, timbres, and transpositions. 	Re-arrange and perform new parts for Horace Silver - "Sister Sadie". Miles Davis – "So What".

<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 the jazz ensemble as a compositional vehicle to demonstrate and perform composed music.</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
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Music Literacy E: READING and NOTATING
Instrumental/ 9-12th Jazz Techniques

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
<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"> perform selections involving whole, half, dotted half, quarter, dotted quarter, 8th notes, dotted 8th notes, corresponding rests, and 16th notes, 8th/16th note combinations, 8th note triplets, quarter note triplets and ties. 	<p>Selected concert and performance materials used in class or as extra curricular materials</p>
<p>E.9-12.2 Read notation and understand alternate time signatures such as 7/8, 5/8</p>	<ul style="list-style-type: none"> perform selections utilizing alternate time signatures. 	<p>i.e: <i>Unsquare Dance, Blue Rondo ala Turk</i></p>

<p>E.9-12.3 Sight-read accurately melodies in the treble and/or bass clefs</p>	<ul style="list-style-type: none">● sight read, with rhythmic and pitch accuracy, grade level appropriate material and discuss, before sight reading, the following:<ul style="list-style-type: none">○ Key signature○ Time signature○ Repeats, endings, codas, etc.○ Rhythmical figures○ Accidentals○ Articulations○ Expressive markings○ Other common notation/symbols	<p>read with high accuracy grade C level material, fair accuracy Grade B material, and read Grade A material end to end with no major breakdowns depending on the age level of the performing ensemble.</p>
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<p>E.9-12.4 Identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression</p>	<ul style="list-style-type: none"> recognize and perform the following terms and symbols <p style="text-align: center;"><u>Pitch</u></p> <ul style="list-style-type: none"> Treble Clef • Bass Clef • Ledger line Music Alphabet (A-G) • Flat (b) • Sharp (#) Natural • Intervals <p style="text-align: center;"><u>Rhythm and Tempo</u></p> <ul style="list-style-type: none"> Whole • half • quarter • eighth notes dotted 8th notes • and corresponding rests 16th notes • 8th/16th note combinations 8th note triplets • quarter note triplets, 16th note triplets (percussion only) • Ties • Fermata Largo • Allegretto • Andante • Moderato Allegro • Presto • Vivace • Accelerando Ritardando • Rallentando a tempo <p style="text-align: center;"><u>Dynamics</u></p> <ul style="list-style-type: none"> pianissimo • piano • mezzopiano • mezzoforte forte • fortissimo • crescendo • decrescendo sfzorzando <p style="text-align: center;"><u>Articulation</u></p> <ul style="list-style-type: none"> Accent • Slur • Tonguing syllables • Staccato Legato • Marcato 	<p>unison, half step, whole step, M2nd, m2nd, M3rd, m3rd, P4th, d4th, P5th, d5th, M6th, m6th, M7th, m7th, octave</p> <p><i>pp, p, mp, m, mf, f, ff, sfz</i></p> <p>doo, bah, dit, dah</p>
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<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">• perform selections involving whole, half, dotted half, quarter, dotted quarter, 8th notes, dotted 8th notes, corresponding rests, and 16th notes, 8th/16th note combinations, 8th note triplets, quarter note triplets and ties.	<p>Selected concert and performance materials used in class or as extra curricular materials</p>
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SCHOOL DISTRICT OF FORT ATKINSON
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Music Response F: ANALYSIS
Instrumental/ 9-12th Jazz Techniques

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

Standards	Skills and Concepts	Examples
By the end of grade 12, the students will:	The students will:	
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 style, form, tempos, tonality • Recognize and identify historically important jazz musicians. 	<p>Listen to a recording of the Duke Ellington band and indentify tunes, styles, players.</p> <p>Listen to small group settings and identify musicians and styles.</p>
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"> • Perform and listen sectional parts, identify the style and technique in material and compare to same idiom in other styles. 	<p>Perform sax section soli for “Sister Sadie” and compare to sax soli in “Hay Burner”.</p>

<p>F.9-12.3 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive</p>	<ul style="list-style-type: none">• demonstrate knowledge of musical elements and concepts through verbal feedback.	<p>Transitional materials are utilized to change style, key etc...</p>
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SCHOOL DISTRICT OF FORT ATKINSON
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Music Response G: EVALUATION
Instrumental/ 9-12th Jazz Techniques

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. 	Listen to ensembles from other participating schools at UW-La Crosse Jazzfest or other similar events.
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. 	Listen and evaluate our performance of “Sister Sadie” vs the recored performance of the GRP All Star Big Band.

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.

Utilize WSMA critique forms for concert, jazz, solo & ensemble as part of performance curriculum

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Music Connections H: THE ARTS
Instrumental/ 9-12th Jazz Techniques

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"> demonstrate knowledge and understanding of musical elements as they relate to the characteristics of a given historical time period. 	Compare the performance of a given tune in swing style vs be-bop or other styles characteristic of the medium.
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"> demonstrate understanding of various tasks involved in the producing a performance or an element of the production. 	Demonstrate listening skills within the ensemble and individual setting required to properly perform a Count Basie piece.

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

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"> • discuss, as performance literature dictates, style characteristics of specific cultures and periods. • demonstrate an understanding of the musical characteristics from historical periods. 	Identify the style characteristics of swing era music, be-bop, cool jazz, hard bop, free jazz, fusion and utilize them in a performance medium.
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. 	Identify the swing era music, be-bop, cool jazz, hard bop, free jazz, fusion
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. 	Identify the influence of Charlie Parker, Miles Davis, John Coltrane and other Jazz greats.