


**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Music Creativity D: COMPOSITION**  
**Music Theory: 9-12<sup>th</sup> Grade**

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

<p style="text-align: center;"><b>Standards</b></p> <p style="text-align: center;">By the end of grade 12, the students will:</p>	<p style="text-align: center;"><b>Skills and Concepts</b></p> <p style="text-align: center;">The students will:</p>	<p style="text-align: center;"><b>Examples</b></p>
<p><b>D.9-12.1</b> Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect</p>	<ul style="list-style-type: none"> <li>• compose a melody using one of the 15 key signatures.</li> <li>• utilize elements of rhythm, dynamics, form, harmony, melody.</li> </ul>	
<p><b>D. 9-12.2</b> 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</p>	<ul style="list-style-type: none"> <li>• make musical decisions to enhance or modify an existing arrangement for performance.</li> </ul>	<p>Utilize keyboard and software to make choices on instruments and ranges</p>
<p><b>D. 9-12.3</b> Compose and arrange music for instruments other than their own, demonstrating knowledge of the ranges and traditional uses of the sound sources</p>	<ul style="list-style-type: none"> <li>• make musical decisions to enhance or modify an existing arrangement for performance.</li> <li>• create an original composition demonstrating understanding of ranges, timbres, and transpositions.</li> </ul>	<p>Rearrange <i>Twinkle Twinkle Little Star</i> for differing timbres, styles and instruments.</p>

<p><b>D. 9-12.4</b> Compose music, demonstrating imagination and technical skill in applying the principles of composition</p>	<ul style="list-style-type: none"> <li>• follow predetermined guidelines and preset techniques to compose pieces of music.</li> </ul>	<p>Use of piano lab and computer lab with Alfred's Music Theory to generate pieces of music or on individual instruments</p>
<p><b>D. 9-12.5</b> 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"> <li>• utilize finale to compose, edit, print, and perform music.</li> </ul>	<p>Perform music utilizing MIDI lab and software:</p> <p>Finale, Band-In-A-Box, Performer</p>

**SCHOOL DISTRICT OF FORT ATKINSON**  
**FORT ATKINSON, WISCONSIN**  
**Music Literacy E: READING and NOTATING**  
**Music Theory: 9-12<sup>th</sup> Grade**

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

<b>Standards</b> By the end of grade 12, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>E.9-12.1</b> 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	<ul style="list-style-type: none"><li>compose selections involving whole, half, dotted half, quarter, dotted quarter, 8<sup>th</sup> notes, corresponding rests, and 16<sup>th</sup> notes.</li></ul>	Apply note values to composed music to change rhythms.

**E.9-12.2** Read notation and understand alternate time signatures such as 7/8, 5/8

- recognize and perform the following terms and symbols

**Pitch**

- Treble Clef •Bass Clef •Ledger line
- Music Alphabet (A-G) •Flat (b) •Sharp (#)
- Natural •Intervals (unison, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, octave, half step, whole step)

**Rhythm and Tempo**

- Whole •half •quarter •eighth notes •and corresponding rests •16<sup>th</sup> notes •Ties •Fermata
- Largo •Allegretto
- Andante •Moderato •Allegro •Ritardando

**Dynamics**

- pianissimo* •*piano* •*mezzopiano* •*mezzoforte*
- forte* •*fortissimo* •*crescendo* •*decrescendo*
- sfz* or *zzando*

**Articulation**

- Accent •Slur •Staccato •Legato

**Other Standard Notation**

- Measures •Bar Lines •Double bar line
- 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-measure rest)
- D.C. al Fine

Utilize all elements of music composition and demonstrate with compositions. Through MIDI performance and printed materials.

<p><b>E.9-12.3</b> Sight-read accurately melodies in the treble and/or bass clefs</p>	<ul style="list-style-type: none"><li>● sight read, with rhythmic and pitch accuracy, grade level appropriate material and discuss, before sight reading, the following:<ul style="list-style-type: none"><li>○ Key signature</li><li>○ Time signature</li><li>○ Repeats, endings, codas, etc.</li><li>○ Rhythmical figures</li><li>○ Accidentals</li><li>○ Articulations</li><li>○ Expressive markings</li><li>○ Other common notation/symbols</li></ul></li></ul>	<p>read utilizing synthesizer and computer software.</p> <p>Utilize Alfred's Music theory software to re-enforce and enhance learning.</p>
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**SCHOOL DISTRICT OF FORT ATKINSON**  
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**Music Response F: ANALYSIS**  
**Music Theory: 9-12<sup>th</sup> Grade**

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

<b>Standards</b> By the end of grade 12, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>F.9-12.1</b> Demonstrate the ability to perceive and remember music events by describing significant events occurring in a given example	<ul style="list-style-type: none"> <li>identify and or describe musical events and their function to the piece of music.</li> </ul>	dynamics, key changes, sections of form, transitions
<b>F.9-12.2</b> 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"> <li>demonstrate their understanding of musical materials by applying the concept to other pieces of music.</li> </ul>	Utilize standard chord progressions and enhance with compositional techniques.

<p><b>F.9-12.3</b> 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"><li>• demonstrate knowledge of musical elements and concepts through verbal feedback.</li></ul>	<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**  
**Music Theory: 9-12<sup>th</sup> Grade**

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

<b>Standards</b> By the end of grade 12, the students will:	<b>Skills and Concepts</b> The students will:	<b>Examples</b>
<b>G.9-12.1</b> 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"> <li>• utilize the WSMA performance evaluation form as a guideline, criteria for evaluating performance of self, others, and recordings.</li> <li>• demonstrate, through discussion and written work as they develop criteria, an understanding of music.</li> </ul>	Analyze and make musical decisions based upon compositional techniques.
<b>G.9-12.2</b> Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p style="text-align: center;"><small>QuickTime™ and a None decompressor are needed to see this picture.</small></p> <p style="text-align: center;">Perform and listen each other's compositions and critique.</p>



<p><b>G.9-12.3</b> Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions</p>	<ul style="list-style-type: none"><li>• provide constructive feedback for compositions.</li></ul>	<p>Suggest changes to composer using techniques learned as a class.</p>
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