

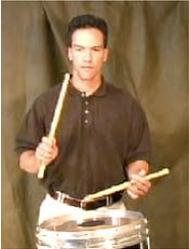
SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard A: SINGING
Instrumental/ 9-12th Grade Band

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

Standards By the end of grade 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 neutral syllables to sing instrumental parts 	<p style="text-align: center;"><small>QuickTime™ and a None decompressor are needed to see this picture.</small></p> <p style="text-align: center;">dah, tah, duh, doo</p>
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. 	<p>1+ 2+ 3+ 4+, 1e+a 2e+a 3e+a 4e+a</p> <p>concert Bb</p> <p>dah, tah, duh, doo</p>

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

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

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade 12, 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>B.9-12.1 perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with an appropriate level of difficulty.</p>	<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 fingerings, slide positions, or sticking. 	<div style="text-align: center;">  <p>Proper sticking</p> </div>
<p>B9-12.2 perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.</p>	<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 concert key signatures: G, C, F, Bb, Eb, Ab, Db, their relative natural minor scales, and in one key harmonic and melodic minor scales. • recognize and perform the following time signatures: 2/4, 3/4, 4/4, Alle Breve (2/2), 6/8, 3/8, 9/8, 12/8. • demonstrate the ability to shape 2-4 measure musical phrases. 	<div style="text-align: center;">  <p>G Major</p> <p style="font-size: small;">QuickTime™ and a None decompressor are needed to see this picture.</p>  </div>

<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. 	<p>Holst – <i>Suite in Eb/Suite in F</i></p> <p>Chance – <i>Variations on a Korean Folk Song</i></p> <p>Grainger – <i>Irish Tune form the County Derry</i></p> <p>Tchaikovsky - <i>Scheherazade</i></p>
<p>B. 9-12.4 perform in small ensembles.</p>	<ul style="list-style-type: none"> prepare a solo or chamber music piece for Wisconsin School Music Association (WSMA) Solo & Ensemble Festival. participate in small ensemble performance opportunities. 	<p>Literature from the WMSA contest and festival list</p> <p>WSMA solo & Ensemble district or State festival</p> <p>Local performances</p>
<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 range of one octave as dictated by instructor and relate the melodies to the major and minor scale. demonstrate ability to play known melodies without using written notation in range of one octave and relate the melodies to the major scale and minor scale. 	<p><i>Somewhere Over the Rainbow</i></p> <p><i>Twinkle, Twinkle Little Star</i> - in Major and Minor</p>

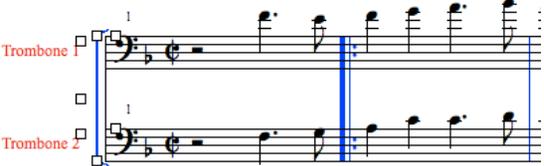
SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Creativity C: IMPROVISATION
Instrumental/ 9-12th Grade Band

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 12, 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.9-12.1 improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys.</p>	<ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">QuickTime™ and a None decompressor are needed to see this picture.</p> <p style="text-align: center;">QuickTime™ and a None decompressor are needed to see this picture.</p>
<p>C. 9-12.2 improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p>	<ul style="list-style-type: none"> • demonstrate the ability to spontaneously create melodies using: 8-note major/minor diatonic scales, 5-note major/minor pentatonic scales, and blues scales. 	<p style="text-align: center;">QuickTime™ and a None decompressor are needed to see this picture.</p>

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Creativity D: COMPOSITION
Instrumental/ 9-12th 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 12, 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.9-12.1 compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.</p>	<ul style="list-style-type: none"> • compose a melody using one of the 15 key signatures. • utilize elements of rhythm, dynamics, form, harmony, melody. 	 <p>Musical notation for Piano, showing a melody in the treble clef and accompaniment in the bass clef. The key signature has one flat (B-flat), and the time signature is common time (C). The melody consists of eighth and quarter notes. The accompaniment features a steady eighth-note bass line.</p>
<p>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.</p>	<ul style="list-style-type: none"> • make musical decisions to enhance or modify an existing arrangement for performance. 	 <p>Musical notation for Trombone 1 and Trombone 2, showing two staves in bass clef. The key signature has one flat (B-flat), and the time signature is common time (C). The notation includes rests and eighth notes, with a first ending bracket over the final measure.</p>
<p>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.</p>	<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. 	<p>Rearrange <i>London Bridge</i> in a jazz style for trombones or a jazz combo</p>

<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 of piano lab and computer to generate pieces of music or on individual instruments</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: Finale, Band-In-A-Box, Performer</p>

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Literacy E: READING and NOTATING
Instrumental/ 9-12th Grade Band

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

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade 12, 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>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.</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, 16th note triplets (percussion only), 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</p>

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
- Music Alphabet (A-G) •Flat (b) •Sharp (#)
- Natural • Intervals

Rhythm and Tempo

- 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

Dynamics

- pianissimo •piano •mezzopiano •mezzoforte
- forte •fortissimo •crescendo •decrescendo
- sfzorzando

Articulation

- Accent •Slur •Tonguing syllables •Staccato
- Legato •Marcato

unison, half step, whole step, M2nd, m2nd, M3rd, m3rd, P4th, d4th, P5th, d5th, M6th, m6th, M7th, m7th, octave

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

doo, tah

<p>E.9-12.4 (cont) identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression.</p>	<p style="text-align: center;"><u>Other Standard Notation</u></p> <ul style="list-style-type: none"> •Measures •Bar Lines •Double bar line •Breath Mark (') •Phrase •Tenuto •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-rest) •Poco •Molto •Con brio •Dolce •Majestic •Grand Pause (G.P) •D.C. al Fine •D.C. al Fine/Coda •D.S. al Fine/Coda <p style="text-align: center;"><u>Percussion Rudimental Notation</u> (percussion students only)</p> <ul style="list-style-type: none"> •5 stroke roll •9 stroke roll •13 stroke roll •17 stroke roll •Single paradiddle •Multiple bounce stroke •Drag (ruff) •Flam •Flam tap •Flam accent •Flam paradiddle •Concert roll •Flamacue •Ratamacue •Single drag tap •Double drag tap 	 <p style="text-align: right; color: blue;"><i>D.C. al Coda</i></p> <p style="text-align: center;">QuickTime™ and a None decompressor are needed to see this picture.</p>
<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"> • Notate music accurately when implementing Standard D (composition). 	<p>as per standard notation and percussion notation</p>

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Response F: ANALYSIS
Instrumental/ 9-12th 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 12, 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.9-12.1 demonstrate the ability to perceive and remember music events by describing significant events occurring in a given example.</p>	<ul style="list-style-type: none"> • identify and or describe musical events and their function to the piece of music. 	<p>dynamics, key changes, sections of form, transitions</p>
<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.</p>	<ul style="list-style-type: none"> • demonstrate their understanding of musical materials by applying the concept to other pieces of music. 	<p>blues progression in jazz vs. fusion. apply fusion jazz to standard well known melodies apply a dominant7 key to change to different pieces of music</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>

**SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Response G: EVALUATION
Instrumental/ 9-12th Grade Band**

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

<p style="text-align: center;">Standards By the end of grade 12, the students will:</p>	<p style="text-align: center;">Skills and Concepts The students will:</p>	<p style="text-align: center;">Examples</p>
<p>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.</p>	<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. 	<p style="text-align: center;"><small>QuickTime™ and a None decompressor are needed to see this picture.</small></p>
<p>G.9-12.2 evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p>	<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. 	<p style="text-align: center;"><small>QuickTime™ and a None decompressor are needed to see this picture.</small></p>
<p>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.</p>	<ul style="list-style-type: none"> • provide constructive feedback for literature studied in large and small ensemble settings. 	<p>utilize WSMA critique forms for concert, jazz, solo & ensemble as part of performance curriculum</p>

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Connections H: THE ARTS
Instrumental/ 9-12th Grade Band

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

<p style="text-align: center;">Standards</p> <p style="text-align: center;">By the end of grade12, 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>H.9-12.1 compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.</p>	<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. 	<div style="text-align: center;">  <p>Impressionism art and music Debussy: <i>Prelude to an Afternoon of a Faun</i></p> </div>
<p>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.</p>	<ul style="list-style-type: none"> • demonstrate understanding of various tasks involved in the producing a performance or an element of the production. 	<div style="text-align: center;">  <p>all aspects of producing a musical theatre performance from stage to pit orchestra to lighting</p> </div>

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Music Connections I: HISTORY AND CULTURE
Instrumental/ 9-12th 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 12, 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.9-12.1 classify music by culture and historical period based on characteristic styles or genres and justify their classification.</p>	<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. 	<p>identify and explain styles and periods such as classical, romantic, impressionism, pop, jazz and sub captions</p>
<p>I.9-12.2 identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them.</p>	<ul style="list-style-type: none"> • utilize knowledge of American composers and music genres to classify American music styles. 	<p>identify and utilize style of Gershwin, Schoenberg etc...</p>
<p>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</p>	<ul style="list-style-type: none"> • demonstrate knowledge of musicians and their roles through written and verbal feedback. 	<p>music as a vocation: performer, producer, technician, sales, technology etc...</p>