

Course Title: Percussion III or Advanced Level

School to Offer Course: High School

Grade Level: 9 - 12

District Textbook Adoption:

Performance literature as selected by the teacher.

Method book as selected by the teacher (i.e.Dennis DeLucia's Percussion Discussion, The Drummer's Daily Drill, et cetera)

Publisher: Dennis De Lucia

Website: Forever Drummer.Com

CD ISBN: RL1002

Course Description:

The purpose of the one-year Percussion III course is to improve the individual playing skills of the student while providing a variety of performing experiences. In addition, the process of developing an understanding and appreciation of music in general and of concert literature through listening, performance, theory and skill development will continue. This course is a continuation of skills and concepts learned in Percussion I & II at the High School level and preparatory for Percussion IV at the High School level. Students must meet eligibility requirements in order to represent the school in any performance activities outside of the classroom.

General Course Objectives and Skills:

PLAYING INSTRUMENTS - Students perform a varied repertoire of music on instruments alone and with others by:

The learner will be able to perform with expression and accuracy, alone and with others, a varied repertoire representing diverse genres, cultures and styles in grade IV & V literature.

1. **Expressive Music Performance**

The learner will be able to demonstrate a clear understanding of musicality through the use of correct phrasing, shaping, direction of musical line, dynamics, and expressive nuance through a performance which is stylistically representative of the period in the grade IV & V music literature being studied.

2. **Conducting Gesture Recognition**

The learner will be able to respond to conducting patterns, cues, and interpretive gestures through the performance of grade IV and V music literature and demonstrate basic conducting patterns and gestures.

1. **Musical Independence**

The learner will be able to develop independence through the preparation

and performance in a chamber music ensemble as deemed appropriate by the director.

2. **Independence Soloist**

The learner will be able to develop independence through the preparation and performance of a solo as deemed appropriate by the director.

3. **Instrumental Techniques**

The learner will be able to develop instrumental technique, to include the application of basic alternate fingerings and positions, as well as basic techniques which are idiomatic to the instrument, and present in the Grade IV and V music literature being studied.

4. **Repertoire Diversity**

The learner will be able to prepare and perform repertoire representing diverse world cultures, historical periods, and styles at grade level IV & V music literature.

5. **Concert Etiquette - Performance**

The learner will be able to demonstrate appropriate concert etiquette as an actively involved performer.

6. **Class Participation**

The learner will be able to demonstrate contribution in a positive manner to the group effort of making music including attending class regularly with music and equipment, completing homework assignments, actively participating in class and all performances, and mentoring peers.

7. **Tuning**

The learner will be able to demonstrate the ability to tune their instrument to a given pitch with technological assistance.

8. **Intonation**

The learner will be able to demonstrate the ability to adjust intonation within major and minor chords and intervals by singing and playing, either individually or within the ensemble. The students should be able to do this with limited assistance.

9. **Percussion Technique**

The learner will be able to demonstrate proper grip and stroke specific to individual percussion instruments used in grade IV and V band literature including ethnic percussion instruments.

10. **Timpani Performance**

The learner will be able to perform on three to four drums, tuning one drum using a single reference pitch and all other drums intervallically.

11. Drum set Performance

The learner will be able to demonstrate basic funk patterns.

12. Snare Drum Performance

The learner will be able to read and perform from memory the 26 Standard American Drum Rudiments from the Percussive Arts Society List in slow fast slow format, and a multiple bounce concert roll starting at a piano dynamic and crescendoing to a forte dynamic, then back to piano.

13. Keyboard Performance

The learner will be able to demonstrate the ability to perform with three and four mallet technique.

14. Characteristic Tone

The learner will be able to perform with a characteristic tone quality utilizing correct embouchure playing position, posture, breathing techniques, enunciation, and percussion implement stroke in music literature in the grade IV and V level literature.

15. Ensemble Skills

The learner will be able to demonstrate the following ensemble skills through performance of musical literature in grade level IV and V: Rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation.

16. Pulse Maintenance

The learner will be able to demonstrate the ability to maintain tempo while performing with a metronome.

17. Vocalization-Individual

The learner will be able to vocalize his/her part while other students sing or play contrasting parts.

18. Vocalize Diatonic Melody

The learner will be able to vocalize diatonic melodies.

19. Vocalize intervals

The learner will be able to vocalize all intervals within the span of an octave.

20. Characteristic Vibrato

The learner will be able to perform with vibrato when appropriate.

READING MUSIC - Students read and notate music by:

The learner will be able to understand the system, vocabulary, theory, and the conventions necessary to read and notate music in grade IV and V literature.

1. **Technical Performance**

The learner will be able to demonstrate a clear understanding of the rhythms, tempi, meters, and ornamentation through a performance which is stylistically representative of the period in the grade IV and V music literature being studied.

2. **"At Sight" Performance**

The learner will be able to demonstrate all performance skills through "at sight" performance of music literature one grade level below regular performance standards.

3. **Rhythm Counting**

The learner will be able to vocalize rhythms through counting literature prepared and performed at the grade IV and V level.

4. **Technique: Scales**

The learner will be able to play, from memory the following scales, ascending and descending, in eighth notes (mm. quarter note = 120): 12 major scales, two octaves with corresponding arpeggios and their relative natural minor scales/arpeggios; a chromatic scale, full range of the instrument, in sixteenth notes mm. quarter note = 72.

5. **Notation Identification**

The learner will be able to identify and define standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression encountered in grade level IV and V music literature.

6. **Note Name Identification**

The learner will be able to identify and define standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression encountered in grade level IV and V Level music literature.

7. **Identify Key Signatures**

The learner will be able to identify key signatures in level appropriate scale materials and the key signatures and/or harmonic and tonal structures in the music literature being studied.

8. **Define and Describe Music**

The learner will be able to define and describe the musical terms incorporated in the music literature being studied.

IMPROVISATION - Students improvise melodies, variations, and accompaniments by:

The learner will be able to create music using improvisational and compositional techniques in small and large ensemble with level IV and V literature.

1. **Melodic Embellishment**
The learner will be able to modify/embellish a two to four measure melody.
2. **Embellishment**
The learner will be able to improvise a four to eight measure answer to the same style to given rhythmic melodic phrases.
3. **Composition/Melodic**
The learner will be able to compose rhythmic exercises and short melodies using traditional and or non-traditional notations which incorporate use of dynamics and varied styles.
4. **Composition ABA Form**
The learner will be able to compose a twelve four measure melody using ABA Form.
5. **Notation Software**
The learner will be able to demonstrate the ability to use music notation software to produce a correctly notated musical example.
6. **Arranging**
The learner will be able to arrange and transcribe melodies for a variety of instruments.

LISTENING TO AND EVALUATING MUSIC - Students listen to, analyze, and describe music, as well as, evaluate music and music performances by applying specific criteria appropriate to level IV and V literature:

1. **Instrument Knowledge**
The learner will be able to demonstrate knowledge of the instrument being studied by identifying and repairing minor instrument problems.
2. **Rhythmic Analysis**
The learner will be able to read, write, and analyze rhythmic patterns in complex meters demonstrating an advanced level of technical facility and precision commensurate of grade IV & V level music literature.

3. **Pitch Tendencies**
The learner will be able to demonstrate knowledge of the pitch tendencies of his/her individual instrument.
4. **Describe Musical Elements**
The learner will be able to describe musical elements (melody, harmony, rhythm, timbre) in instrumental music (live or recorded) using terminology being studied.
5. **Genre & Style Analysis**
The learner will be able to analyze various instrumental music genres and styles through discussion, listening, and/or performance activities.
6. **Technology Use**
The learner will be able to demonstrate the ability to use interactive musical software to analyze and reinforce note reading, rhythmic perception, and other skills introduced in class.
7. **Pitch analysis**
The learner will be able to demonstrate the ability to analyze and adjust pitch utilizing an electronic tuner, aurally, to determine pitch tendencies.
8. **Ear Training: Mel/Harmony**
The learner will be able to identify aurally all diatonic intervals, major/minor/perfect intervals within a one octave range, chordal tonalities (major/minor/dim/aug).
9. **Ear Training: Rhythmic**
The learner will be able to identify aurally and write rhythmic notation for simple, compound, and complex patterns in grade IV and V level literature.
10. **Individual Progress**
The learner will be able to analyze individual progress toward a musical goal by comparing personal performance to that of an exemplary model, and engage in activities such as keeping practice logs, a journal or portfolio of personal recordings.
11. **Individual Performance Evaluation**
The learner will be able to evaluate instrumental performances and compositions (with teacher guidance) using terminology being studied.
12. **Musical Preference Evaluation**
The learner will be able to respond to questions regarding individual preferences for specific musical works and styles, (heard through recordings or live performance) using appropriate terminology.

13. Musical Preferences

The learner will be able to articulate personal preferences for specific musical works and styles, and explain the musical elements that influence their preferences.

CULTURAL AND HISTORICAL CONNECTIONS - Students demonstrate knowledge of the historical periods and cultural diversity of music by:

1. History/Culture Connections

The learner will be able to examine, and connect elements of music literature, instruments, notations, etc with appropriate historical and cultural backgrounds as related to the literature being studied.

2. History/Culture Periods

The learner will be able to research and describe characteristics of the various arts within a particular historical period and from various cultures.

3. History/Culture Analysis

The learner will be able to describe and analyze in depth at least one work being studied per year- to include basic harmonic structure, form, historical considerations of the work, relationships to other arts, orchestration, applicable terminology, biographical information on the composer/arranger, and how the work evokes human response.

4. Concert Etiquette/Listen

The learner will be able to demonstrate proper concert etiquette as an actively involved listener.

APPLICATION TO LIFE - Students demonstrate relationships between music, the other arts, and disciplines outside the arts by:

1. Music/Academic Discipline

The learner will be able to describe similarities and differences in the terminology and subject matter between music and other disciplines** taught in school. *Music terminology could include the following: color, movement, line, expression, rhythm, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, history, and culture. ** Language Arts- poetry, interpretation, inflection and expression, sequence, phrase, meter and rhyme, text and lyrics, dynamics, and an expanded music vocabulary. Science- vibration, wave and sound production, wave shape and timbre, frequency and pitch (intonation), volume (dynamics), acoustics, sound production, physiology and anatomy, and technology. Math- patterns, rhythms, meter,

subdivision, and theoretical aspects of harmony. Social Studies- culture, customs and practices, nationalism, and historical periods.

2. **Fine Arts Connections**

The learner will be able to describe similarities and differences in the meanings of common terms used in music, art, dance, and drama. *Music terminology could include the following: color, movement, line, expression, rhythm, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, history, and culture.

3. **Research Career/Avocation**

The learner will be able to research career and avocational options in music using available technology.