

Orange Unified School District

PERCUSSION

Year Course

GRADE LEVEL: (6) 7-8

PREREQUISITES: None

INTRODUCTION TO SUBJECT:

Percussion is a year-long beginning level course that prepares students for intermediate classes at the middle school level. Students will explore playing percussion instruments as a creative endeavor. Students will explore and perform a variety of rhythmic pieces reflecting several historical periods. Students will learn the vocabulary of instrumental music, playing techniques, and music theory and apply them to these musical pieces. Students will learn connections to the other arts and study the types of careers that are available to them through music.

COURSE GOALS AND/OR STUDENT OUTCOMES

Students will gain experience by:

Exploring the instrument and how it functions, with emphasis on sticking techniques, reading, and musicianship.

Learning a wide selection of rhythmic styles and historical periods.

Developing an appreciation of music through knowledge of basic elements, music theory, and history.

Analyzing the musical works and performances of themselves and others and making aesthetic judgments based on their own experience with music and knowledge of proper style and content of a performance.

Applying what they have learned about making music by performing in concerts scheduled for their ensemble.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Meet the following Music Standards, Grades (6) 7-8 Proficient from the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten through Grade Twelve:

ARTISTIC PERCEPTION

Processing, analyzing, and responding to sensory information through the language and skills unique to music (Standard 1.0). Students listen to, analyze, and describe music using music terminology. They read and notate rhythmic patterns.

Students analyze and compare the use of rhythmic elements in unison, two-part and three-part percussion repertoire.

Students, while reading music, will accurately subdivide rhythms.

Students read and write simple rhythmic patterns, including basic musicianship by producing a variety of timbres and balancing dynamics throughout the percussion section.

Students use rhythmic notation to write music in duple and triple meters.

Students sight-read melodies in treble clef (level of difficulty 1: scale of 1-6).

CREATIVE EXPRESSION

Creating, performing, and participating in music (Standard 2.0). Students develop instrumental music skills in order to perform a varied repertoire of music. Beginning use of improvisation and rhythmic arranging.

Students perform on an instrument with expression, technical accuracy, good posture, musicianship and instrument position, a repertoire of percussion literature representing various genres, styles, and cultures, alone and in ensembles (level of difficulty 1: scale of 1-6).

Students play, with increasing accuracy, a varied repertoire of music both alone and with others.

Students perform music written in rhythmic unison and ensemble parts.

Students compose short rhythmic pieces in duple and triple meter.

HISTORICAL AND CULTURAL CONTEXT

Understanding the history and culture dimensions (Standard 3.0). Students analyze how history and culture influence various genres and styles of music throughout the world.

Students compare music from American culture in terms of the functions music serves and the role of musicians in advertising, politics, and business.

Students identify and describe the historical development of percussion instruments.

Students perform music from diverse genres and cultures.

AESTHETIC VALUING

Responding to, analyzing, and making judgments about works of music (Standard 4.0). Students critically assess and analyze works of percussion music and the performance of musicians based on the elements of music, aesthetic qualities, and human responses.

Students use specific criteria to evaluate the quality and effectiveness of music performances and compositions.

Students evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others in applying criteria appropriate for the style or genre of music.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and applying what is learned in music to learning in other art forms, subject areas, and careers (Standard 5.0).

Students identify and describe the function of music for the individual and others outside of school.

Students identify various careers for oneself in music.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

| <u>UNIT</u> | <u>WEEKS</u> |
|---|---------------------|
| I. Basics of Musicianship, Music Theory | 6 |
| A. Introduce the basics of sticking technique | |
| 1. Traditional grip | |
| a. Finger and thumb contact points | |
| b. Palm angle | |
| c. Fulcrum | |
| d. Pressure points | |
| 2. Matched grip | |
| a. Finger and thumb contact points | |
| b. Palm angle | |
| c. Fulcrum | |
| d. Pressure points | |
| 3. Mallet grip | |
| a. Use of two mallets | |
| b. Address dampening and pedaling techniques | |

| | | <u>WEEKS</u> |
|------|--|--------------|
| B. | Introduce musical elements | 5 |
| | 1. Rhythm - note values | |
| | 2. Form - duple and triplet groupings | |
| | 3. Tempo/Pulse | |
| | 4. Dynamic contrast | |
| | 5. Pitch | |
| C. | Music notation | 5 |
| | 1. Reading and writing - rhythmic patterns (level of difficulty 1; scale of 1-6) | Ongoing |
| | 2. Sight reading (level of difficulty 1; scale of 1-6) | |
| D. | Music ensemble - listening and performing | 8 |
| | 1. Solos to demonstrate correct sticking technique, musicianship and reading. | Ongoing |
| | 2. Ensembles (level of difficulty 1; scale of 1-6) | |
| E. | Listening | 4 |
| | 1. Compare and contrast various genres | Ongoing |
| | 2. Analysis - meter and rhythm | |
| II. | Historical and Multicultural: Social and Historical Influences of Selected Music | Ongoing |
| A. | Multicultural music contributions - identify cultural characteristics and differences in musical styles in two or more cultures. | |
| B. | Personal heritage - comparing cultural heritages in music | 5 |
| III. | Performance | 12 |
| A. | Selection of music (level of difficulty: 1; scale of 1-6) | |
| B. | Introduce basic rehearsal techniques | 2 |
| | 1. Set-up | |
| | 2. Warm-up | |
| | 3. Performance etiquette | |
| | 4. Closure and clean-up | |
| C. | Evaluation of performance | 12 |
| | 1. Discuss group performance | |
| | 2. Verbal self-analysis of performances | |

TEXT AND SUPPLEMENTAL MATERIALS

Materials are adopted on a seven-year cycle that is scheduled for all subjects, including music. All instrumental music teachers in the district review all materials. Each instructor may then purchase music and additional materials to supplement the adopted source material. Students are encouraged to use the Internet for research and reading on assigned and enrichment projects.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include lecture, demonstration, discussion, reading and writing, small and large group work, student presentation, observation, field student, guest artist/presenter, films and video.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing evaluation of his/her own progress on repertoire. Students learn to assess, analyze, and evaluate their own performances and the performances of their peers and major artists and ensembles using the vocabulary of music. Homework includes the continuing development of their percussion skills through practice at home and class effort.

ASSESSMENT CRITERIA

The instructor, with student input, establishes criteria. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten through Grade Twelve, Grades 7-8 Proficient.

DATE OF CONTENT REVISION: NEW - September 2004

DATE OF BOARD APPROVAL: October 28, 2004