

Havre Public Schools Intermediate Percussion Grades 9-10

Course Information:

Topic: Intermediate Percussion

Grade Level: 9-10

Length: School Year

Periods Per Day: 1 period, 55 minutes

Essential Understanding:

Intermediate Percussion is a performance-centered class that involves the student with two curricular performing ensembles: Concert Band and Percussion Ensemble. Students will perform at the Fall, Winter, District, and Spring band concerts and at District Music Festival with the Concert Band but will also perform an additional piece with the Percussion Ensemble. Students in this class are also eligible to participate in the Solo & Ensemble portion of District Music Festival and potentially State Music Festival. Participation in Intermediate Percussion also prepares students for Pep Band at our football & basketball games.

Concepts:

- **Fundamental Musical Concepts:** Big Four; Tone, Time, Tune, Technique; Beat, Tempo, Style, Metronome, Counting, Sight Reading
- **Rhythmic Concepts:** Note Values; Eighth Notes, Quarter/Eighth/Sixteenth Triplets, Dotted Notes, Ties, Commonly Compounded Rhythms; Syncopation, Simple Meter, Minimal Compound Meter, Counting Aloud, Relate/Equate Rest & Note Values
- **Notation Concepts:** Circle of Fifths, Major Scales, Key Signature, Accidentals, Divisi, Simple & Minimal Compound Time Signature, Bass & Treble Clefs, Musical Language, Style & Tempo Markings
- **Snare Concepts:** Matched Grip, Rudiments #1-4, 6-7, 16, 20, 31, Rolling, Double Stroke, Multiple Bounce, Rebounds, Stick Height, Stick Control
- **Mallet Concepts:** Green Scales, Notes, Mid-Stick Grip, Chromatics, Chords, M/m Chord Qualities, LH/RH Leading
- **Timpani, Battery, Auxiliary Concepts:** Counting Rests, French Grip, Tuning Timpani, Flam Cymbals, Suspended Rolls, Battery Percussion Blend & Balance, Auxiliary Technique (tambourine, clave, temple blocks, etc.)
- **Performance Concepts:** Concentration, Accountability, Pyramid of Practice, Repetition, Rehearsal Strategy, Call & Response, Concert Preparation, Concert Etiquette

Course Objectives and Expectations:

- Performing at all four regularly scheduled band concerts with Concert Band.
- Performing in Percussion Ensemble at all four regularly scheduled band concerts.
- Performing at District Music Festival with the Concert Band in April.
- Performing for weekly assessment of rudiments and scales.
- Performing for weekly assessment of selected concert music excerpts.
- Training students to master fundamental snare drum and mallet instrument concepts.
- Training students to strategize working independently to maximize performance effectiveness.
- Training students to work with others on musical tasks in sectionals.
- Training students' ears to identify & perform rhythm, tempo, and style.
- Training students to develop an understanding of the rehearsal process.

- Training students to prioritize their practice; to practice smarter, not harder.
- Providing a segue experience into more advanced musical ensembles.
- Providing students with an opportunity to develop and understand musicianship.

Student Objectives:

- I can practice and perform select concert pieces on battery percussion, timpani, auxiliary percussion, and mallet instruments at contests, home concerts, and for my peers.
- I can perform a variety of rudiments on the snare drum and mallet instruments including a few types of standard rolls.
- I can sight read a piece of music from top to bottom and develop a personal rehearsal strategy for how to proceed in performing the piece.
- I can recite and perform the circle of fifths over a variety of styles, dynamics, rhythms, note lengths, articulations, and focused exercises to achieve conceptually and musically relevant goals.

Pacing & Montana Content Standard:

Month 1-2

Intro. Fundamentals of Percussion

Standard

MU:Pr4.1.E.Hs intermediate
 MU:Pr4.3, 6.1.E.Hs novice
 MU:Pr4.1.H.Hs intermediate
 MU:Pr4.3, 5.1, 6.1.H.Hs novice
 MU:Cr1.1, 3.2.E.Hs novice
 MU:Pr4.1.E.Hs intermediate
 MU:Pr4.3, 6.1.E.Hs novice
 MU:Cn11.0.E.Hs novice
 MU:Pr4.1.H.Hs intermediate
 MU:Pr4.3, 5.1, 6.1.H.Hs novice

The Pyramids of Priorities

Month 3-4

Effective Concert Preparation

MU:Cr1.1, 3.2.E.Hs intermediate
 MU:Pr4.1, 6.1.E.Hs intermediate
 MU:Pr4.2, 4.3.E.Hs novice
 MU:Cn11.0.E.Hs novice
 MU:Pr4.1, 6.1.H.Hs intermediate
 MU:Pr4.3, 5.1.H.Hs novice

Months 5-7

Festival Performance Preparation

MU:Cr1.1.E.Hs intermediate
 MU:Cr3.2.E.Hs proficient
 MU:Pr4.1, 4.2, 4.3, 6.1.E.Hs intermediate
 MU:Re7.2, 8.1, 9.1.E.Hs novice
 MU:Cn11.0.E.Hs novice
 MU:Pr4.1, 4.3, 5.1, 6.1.H.Hs intermediate
 MU:Re7.1, 7.2, 8.1.H.Hs novice
 MU:Cn10.0.H.Hs novice

Months 8-9

Advanced Percussion Concepts & Music

MU:Cr1.1.E.Hs intermediate
 MU:Cr3.2.E.Hs proficient
 MU:Pr4.1, 4.2, 4.3.E.Hs intermediate
 MU:Pr6.1.E.Hs proficient
 MU:Re.7.1, 7.2, 8.1, 9.1.E.Hs intermediate
 MU:Cn11.0.E.Hs intermediate
 MU:Cr1.1.H.Hs novice

MU:Pr4.1, 4.3, 5.1.H.Hs intermediate
MU:Pr6.1.H.HSI proficient
MU:Re7.1, 7.2, 8.1, 9.1.H.Hs intermediate
MU:Cn10.0.H.Hs intermediate

Course Outline and Assessments:

Unit I: Introduction to Fundamentals

- A. The Warmup: How, What, When, Why?
 - a. Time, Tone, Tune, Technique
 - b. Constant Awareness; Improving Awareness with Music
 - c. Be Here Now; Concentration, Mindfulness & Routines
 - d. “The Felt Presence of Immediate Experience”
- B. Fundamentals
 - a. Long Tones
 - b. Chromatics
 - c. Scales
 - d. All Class Materials
- C. Rehearsal Agendas
 - a. Fundamentals THEN Literature/Task
 - b. Fundamentals Apply to Literature...
- D. Musical Breathing
 - a. Varying Daily Exercises, Breathing Gym
 - b. Diaphragm Awareness
- E. Concepts of Air
 - a. Air is CONSTANT; WIND Instruments Need WIND
 - b. Interval Training is Introduced
 - c. Chorales & Legato Music
 - d. “Whole Note Theory”
 - e. “Dumb Air”
- F. Concepts of the Ensemble
 - a. Ensemble is Community
 - b. Blend, Balance
- G. Marching Band & Football Pep Band
 - a. Primary Focus after Fundamentals
 - b. Introduce Football Pep Band
- H. Unit I Assessments- Friday Performance Quizzes & Recordings
 - a. One Major Scale per Week: Bb, F, C, G
 - b. Friday Recordings; Critical Listening/Post-Reflection

Unit II: The Pyramids of Priorities

- A. Pyramid of Practice Priorities
 - a. Rhythms/Pitches
 - b. Dynamics/Articulation
 - c. All Marking on Page
 - d. Ensemble Blend, Balance, Intonation
 - e. Relevant Message; Expressivity; Conceptualization of Music
- B. Pyramid of Ensemble Priority
- C. Introduction to Concert Music
 - a. Fridays Pep & Recording Concert Music
 - b. Monday/Wednesday; Upbeat, Technically Challenging Piece
 - c. Tuesday/Thursday; Lyrical, Legato, Chorale-like Pieces
- D. Fall Concert Dress Rehearsal

- a. 6:00-8:00
- b. Shortly Before Concert
- c. Concert Logistics/Protocol
- E. Unit II Assessments- Friday Performance Quizzes & Recordings
 - a. One Major Scale per Week: D, A, E, B
 - b. Friday Recordings; Critical Listening/Post-Reflection

Unit III: Effective Concert Preparation

- A. Reinforcement of All Concepts
 - a. Culmination of Fundamental Work, Reflections, Daily Routine, Assessments & Direct Performance Goals
 - b. Scaffolding Skills
- B. New Concert Music & Fundamentals
 - a. Slightly More Challenging
 - b. Ever-Shifting Fundamentals
 - c. Expansion of Awareness in Ensemble & in Individual Player
- C. Introduction to Basketball Pep Band
 - a. Basketball List
- D. Unit III Assessments- Friday Performance Quizzes & Recordings
 - a. One Major Scale per Week: F#, Db, Ab, Eb
 - b. Friday Recordings; Critical Listening/Post-Reflection

Unit IV: Festival Performance Preparation

- A. Final Semester Exam & Audition
 - a. All Major Scales, Memorized
- B. Continue Basketball Pep Band
 - a. Fridays; All Tunes
- C. Reinforcement of All Concepts
 - a. Getting in Shape Post-Break...
 - b. Continue Scaffolding Skills
- D. New Concert Music & Fundamentals
 - a. Most Academically Challenging Music (Grades 3-4)
 - b. Fundamentals Directly Relevant to Concert Music
 - c. Diligent Music Listening; Weekly
 - d. Continued Expansion of Musical Consciousness
- E. Weekly Sight Reading
 - a. Chorales & Festival Tunes
- F. Unit IV Assessments- Friday Performance Quizzes & Recordings
 - a. Excerpts of Concert Music as Weekly Quiz; Fridays
 - b. Friday Recordings; Critical Listening/Post-Reflection
- G. District Music Festival Performance
 - a. Reflection of District Performance:

Unit V: Advanced Band Concepts & Music

- A. Advanced Concert Music & Fundamentals
 - a. Repertoire Voted Upon
 - b. Fundamentals; Less Time, More Intense
 - c. Primary Focus on: FUN
- B. Unit V Assessments- Friday Performance Quizzes & Recordings
 - a. Excerpts of Concert Music as Weekly Quiz; Fridays
 - b. Friday Recordings; Critical Listening/Post-Reflection

Unit VI: Sight Reading & Exposure

- A. Sight Reading
 - a. Exposure, Experience

- b. Marching Music for Next Season
- B. Room Clean/Music Organizing
- C. Unit IV Assessment- Final Year Reflection

Timeline:

Month 1-2

Unit I: Intro to Fundamentals of Wind Band 13 class periods/ 2.5 weeks

Unit II: The Pyramids of Priorities 32 class periods/ 6.5 weeks

Months 3-4

Unit III: Effective Concert Preparation 32 class periods/ 6.5 weeks

Months 5-7

Unit IV: Festival Performance Preparation 60 class periods/ 12 weeks

Months 8-9

Unit V: Advanced Band Concepts & Music 32 class periods/ 6.5 weeks

Month 9

Unit VI: Sight Reading & Exposure 10 class periods/ 2 weeks

Quizzes: First half of year all Scales, second half of year all Excerpts

Resources:

K-12 Arts Standards form OPI: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Arts-Standards#98103736-montana-content-standards-for-the-arts>

National Art Standards: <https://www.nationalartsstandards.org/>

Technology Standards: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Technology-Standards>

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