

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Percussion

CAC Approval Date: December 3, 2025 Board Approval Date: January 15, 2026	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Elective Elective Area (if applicable): Fine Arts
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: Yes	
Course Intent: Site Specific Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580	

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

Percussion students learn to become active members in a working and performing arts percussion ensemble. All students will learn to play and will be expected to demonstrate competency on battery percussion (snare/bass/tenor-drums), and orchestral percussion (marimba/xylophone/bells/timpani etc.). Grades are based on participation, attendance, practice, and rehearsal technique. Percussion performs at concerts, assemblies, school rallies and sporting events throughout the school year. Consistent assessed growth throughout the school year will show adequate musical proficiency in this course.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Intro to Music Notation (The Rhythm Tree)	Students are expected to be able to do the following: *Identify and perform the rhythm tree up to 16th notes *Notate the rhythm tree *Count the levels of the rhythm tree, using subdivisions.	*Weekly formative assessments of students ability to play each level of the rhythm tree, for example students should be able to play quarter notes at 80 bpm by the end of week 2.	*Students will perform three levels of the rhythm tree (quarter notes, eighth notes, sixteenth notes) on their instrument at a BPM marking of 80.
2. Rudiments (Percussive Arts Society 40 standard rudiments, Segment I rudiments, Roll Rudiments)	*Students are expected to identify and play, (in basic form), the first segment of rudiments of the International Percussive Arts Society standard rudiments, Roll Rudiments (1-15).	*Weekly checks for understanding and assessing their ability to play each rudiment.	*Students will be asked to demonstrate their ability to play 5 of the first 15 P.A.S. rudiments.
3. Concert Percussion/ Marching Percussion	*Identify the Concert Percussion family of instruments *Identify the Marching Percussion Family of Instruments *Explain the difference between Concert & Marching Percussion.	*In this unit students will study both concert and marching percussion pieces and will be assessed on their ability to express meaning, intent, and emotion as they study each composition.	*Final performance of one of these pieces at a school function, such as a half-time show at one of the athletic events.
4. History of Rhythm	*Identify historical rhythmic contributions from around the world. *How these contributions have developed the “U.S. Beat” *Study a multicultural percussion composition.	*Checking for understanding during instruction *Weekly quiz on unit material *Assessments of daily practice of focus compositions.	*Unit Test asking students to identify the different rhythmic contributions from different continents/cultures, *Identify specific rhythmic phrases and their origin.
5. Performance Composition(s)	*Pick a section of focus (i.e., snare, bass, tenor etc.) *In-depth look at the composer, and	*Assessments will be taken during performance prep, while learning performance selections.	*Final performance of their repertoire at the end of the semester/year.

	compositional styles used in our performance piece *Explain technique specific to their percussion section (i.e., “Matched” vs. “Traditional” grip etc.)		
6. The Drum Set	*History of the drumset *Cultural contributions to the drumset *Identify influential artists that made significant contributions to the evolution of the drumset.	*Weekly quiz *Classroom assessments *Daily checking for understanding.	*Unit Test
7. Technique Review/Cadence Expression	*Proper section technique *Practice Routine *Cadence Expression	*Recordings for reflection *Routine warm-up and chop building exercises *Listening assignments.	*Performance recording *Performance reflection *Individual performance evaluations.
8. Final Show (Ensemble will spend the last unit focusing on their final Performance)	*How is our final performance rooted in history, culture and community?	*Peer and self-assessment of rudimental exercises/repertoire *Sight reading *Performance testing.	*Final Performance/End of Year Performance assessment.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://nafme.org/wp-content/uploads/2014/11/2014-Music-Standards-Ensemble-Strand.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/vp/cf/>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
<i>Text has been reviewed and will be adopted with the approval of this outline</i>	<i>Ready To Read Music</i>	Jay Althouse	Alfred Music Publishing	