Wall Township Public Schools	Board Approval Date: 8/19/2025

Course Title: Percussion 7

Course Description: Percussion 7 offers students the opportunity to explore music in a performance based classroom environment without prior musical experience. The goal of this course is to build percussion fundamentals through performance, building upon musical and cultural literacy while addressing and meeting Core Curriculum Standards in a percussion ensemble setting. This course requires students to participate in a performance based atmosphere on a daily basis. Students will gain exposure and be immersed in many different genres of percussion while exploring musical playing techniques.

New Jersey Student Learning Standards

https://www.nj.gov/education/standards/vpa/

Course Sequence & Pacing

Unit Title	Estimated

	Number of Instructional Periods
Unit 1: “Get a Grip” Classroom & rehearsal procedures, rehearsal etiquette, parts of the snare drum and drum set, and basic playing techniques.	5
Unit 2: “Rolling in Rhythm” Development of the single, double and closed roll strokes, basic snare drum rhythmic notation and exposure to famous artists and stylistic elements as related to percussion.	10
Unit 3: “And the Beat Goes On…” Fundamental coordination skills utilizing the basic drum kit accompanied with basic grooves and musical notation.	15
Unit 4: “Rudimental Jams” The original 26 rudiments will expand into more advanced snare drum studies along with implementation around the drum kit.	5
Unit 5: “Classical Concepts” Exploring the areas of concert percussion and various instruments associated with classical performance while integrating treble and bass clef notation.	15
Unit 6: “Global Grooves” Exposure and development of world percussion and drum kit adaptation of grooves while exploring various styles.	10
Unit 7: “Stick Tricks” Development of drum line concepts through ensemble playing.	15
Unit 8: “Groove Masters”	15

Refining and honing percussion skills from all techniques while demonstrating a comprehensive understanding of music theory.	

Unit 1

Desired Results

Unit 1 Title: “Get a Grip”

Unit Summary: Classroom & rehearsal procedures, rehearsal etiquette, parts of the snare drum and drum set, and basic playing techniques.

Learning Standards

NJSLS:

- MU.6-8.1.3C.12prof.Pr4a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- MU.6-8.1.3C.12prof.Pr5a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU.6-8.1.3C.12prof.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU.6-8.1.3C.12prof.Re7a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- MU.6-8.1.3C.12prof.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.CL.1 Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions

Computer Science & Design Thinking ***(****CS & DT****)*****:**

- 8.2.8.ED.1 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

Interdisciplinary Connections:

- Social Studies 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

Learning Targets

Unit Essential Questions:

- How do rehearsal procedures contribute to success?
- How does basic technique provide the tools needed to perform?
- How does rhythm impact our daily lives and music?

Unit Enduring Understandings:

- Rehearsal procedures provide structure for daily rehearsals.
- Rhythm is the fundamental building block of percussion.
- Percussion performance technique is essential for success.

Vocabulary:
Snare Drum, Snare Drum/Drum Kit Parts, Matched Grip, Traditional Grip Right/Left Hand Lead, Rhythm, Single Stroke Sticking, Mixed Sticking

Students will be able to:

- Identify and model procedures and set-up for daily rehearsal.
- Model proper rehearsal etiquette for successful rehearsals and daily music making.
- Get a basic sound from the instrument and identify parts of the snare drum and drum kit.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students will perform single strokes (RLRL) to get a basic sound from the instrument.
- Students will practice setting up and breaking down drum equipment for rehearsal.

Assessment Evidence

Formative Assessments:

- Quiz on instrumental parts of the snare and drum kit.
- Daily teacher observation (informal assessments) observing proper grip and overall technique.

Summative Assessments:

- Performance assessments with focus on various percussion techniques and notation comprehension including single strokes and mix sticking patterns.

Common Benchmark Assessments:

- Unit assessments with focus on performance based assessments utilizing district created rubrics to measure achievement. This unit's benchmark includes demonstrating basic sticking patterns.

Alternative Assessments:

- Differentiated and modified musical passages, rudiments, music literacy skills based on the students' accommodations.

Core Instructional & Supplemental Materials

- Method Books- Alfred's Snare Method Book 1 & 2, Alfred's Drum Set Method, Syncopation Book
- “Music First” program with access to “Sight Reading Factory.”
- YouTube for listening and reviewing recordings and live performances.
- Digital metronome and tuner apps for classroom use.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations

-Less choices and/or multiple choice answers for snare drum and drum kit parts quiz.
-Simplification of making rhythmic patterns within this unit.
-Utilizing different music learning theories to help students read basic notation.

Unit 2

Desired Results

Unit 2 Title: "Rolling in Rhythm"

Unit Summary: Development of the single, double and closed roll strokes, basic snare drum rhythmic notation and exposure to famous artists and stylistic elements as related to percussion.

Learning Standards

NJSLS:

- MU.6-8.1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU.6-8.1.3C.12prof.Pr5a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU.6-8.1.3C.12prof.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU.6-8.1.3C.12prof.Re9a Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- MU.6-8.1.3C.12prof.Cn11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.CL.1 Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions

Computer Science & Design Thinking *(CS & DT)*:

- 8.2.8.ED.1 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

Interdisciplinary Connections:

- ELA L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Mathematics 7.RP Recognize and represent proportional relationships between quantities.

Learning Targets

Unit Essential Questions:

- How does music reading enable us to be better musicians?
- What basic music theory concepts are needed to read rhythmic notation?
- How does expanding our technique affect our musicianship?
- How do we develop successful practice routines?

Unit Enduring Understandings:

- Basic music literacy is essential for success.
- Reading musical notation contributes to music literacy.
- Coordination skills will expand our dexterity on our instrument.
- Effective practice routines will develop technical skills.

Vocabulary:
Measure, Bar Line, Meter, Time Signature, Double Stroke Roll, Closed Roll, Whole Note, Half Note, Quarter Note, Relative Rests

Students will be able to:

- Perform basic patterns in a particular meter.
- Increase knowledge of basic single, double and closed roll strokes.
- Reflect on daily practice and rehearsal performances.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and*

People with Disabilities, Diversity, Equity & Inclusion [DEI])

- Include works and performers by LGBTQ artists in classroom examples and discussions.
- Structure inclusive percussion experience, like peer mentoring or co-learning model, so students with disabilities are active participants.
- Integrate critical thinking about representation by challenging biases in historical music performance by including works by underrepresented composers and discussing their contributions authentically.
- Students will practice roll progressions by rote and written notation.
- Students will engage in written or verbal conversations regarding rehearsal reflection.

Assessment Evidence

Formative Assessments:

- Performance quizzes in class. Students should be able to demonstrate basic roll strokes and read notation.
- Basic music theory quizzes recognizing whole, half and quarter notes.
- Daily teacher observation (informal assessments) of students' roll technique and musical literacy.

Summative Assessments:

- Performance assessments with focus on various percussion techniques and notation comprehension. This unit's assessment should focus on the three key areas of rolls and reading basic notation.

Common Benchmark Assessments:

- Unit assessments with focus on performance based assessments utilizing district created rubrics to measure achievement.

Alternative Assessments:

- Differentiated and modified musical passages.
- Differentiated and modified rudiments.
- Music literacy skill assessments based on the students' accommodations.

Core Instructional & Supplemental Materials
• Method Books- Alfred's Snare Method Book 1 & 2, Alfred's Drum Set Method, Syncopation Book
• “Music First” program with access to “Sight Reading Factory.”
• YouTube for listening and reviewing recordings and live performances.
• Digital metronome and tuner apps for classroom use.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations

- Utilizing different music learning theories to help students read basic notation.
- Modification of roll studies within the areas of open and closed rolls.
- Count rhythms with students on rhythmic assessments.

Unit 3

Desired Results

Unit 3 Title: "And the Beat Goes On..."

Unit Summary: Fundamental coordination skills utilizing the basic drum kit accompanied with basic grooves and musical notation.

Learning Standards

NJSLS:

- MU.6-8.1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU.6-8.1.3C.12prof.Pr5a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU.6-8.1.3C.12prof.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU.6-8.1.3C.12prof.Re9a Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- MU.6-8.1.3C.12prof.Cn11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU.6-8.1.3C.12prof.Re7a Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.

Computer Science & Design Thinking (*CS & DT***):**

- 8.2.8.ED.1 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

Interdisciplinary Connections:

- Social Studies 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do musicians perform music within a particular genre? • What are the necessary skills needed to successfully perform a piece of music? • How does improving our music reading enable us to become better musicians? • How does expanding our technique affect our musicianship?	• Knowledge of musical style and arts within particular genres. • Develop technical skills needed to perform a piece of music. • Continued development of music literacy is fundamental for success. • Coordination skills will expand our dexterity on our instrument.
Vocabulary: Eighth Notes, Groove, Fill, Phrase, Rock Style, Swing Style	
Students will be able to: • Read and interpret basic drum set notation. • Interpret and compare musical genres and styles. • Perform basic drum set grooves and fills while reading basic notation. • Develop coordination skills needed to perform basic drum kit patterns using multiple limbs.	
Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])* • Compare and contrast video and audio recordings of different genres of music. • Students will play along to audio tracks utilizing eighth note grooves. • Perform and improvise drum fills using basic rhythms learned on snare drum.	

Assessment Evidence
Formative Assessments:

- Performance quizzes in class demonstrating the ability to perform basic drum set patterns.
- Basic music theory quizzes with focus on eighth note passages.
- Daily teacher observation (informal assessments) of students' ability to demonstrate coordination patterns on the drum set.

Summative Assessments:

- Performance assessments with focus on various percussion techniques and notation comprehension. Students should be able to demonstrate basic rock and swing patterns on the drum kit while synthesizing music literacy skills.

Common Benchmark Assessments:

- Unit assessments with focus on performance based assessments utilizing district created rubrics to measure achievement.

Alternative Assessments:

- Differentiated and modified musical passages, rudiments, music literacy skills based on the students' accommodations.

Core Instructional & Supplemental Materials

- Method Books- Alfred's Snare Method Book 1 & 2, Alfred's Drum Set Method, Syncopation Book
- "Music First" program with access to "Sight Reading Factory."
- YouTube for listening and reviewing recordings and live performances.
- Digital metronome and tuner apps for classroom use.

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations
-Utilizing different music learning theories to help students read basic notation.
-Modification of drum set grooves to help students' develop coordination skills around the drum kit. This includes taking out particular limbs or isolating hand parts vs. foot parts.
-Using color codes to read multiple lines of drum set music.

Unit 4

Desired Results

Unit 4 Title: "Rudimental Jams"

Unit Summary: The original 26 rudiments will expand into more advanced snare drum studies along with implementation around the drum kit.

Learning Standards

NJSLS:

- MU.6-8.1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU.6-8.1.3C.12prof.Pr5a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU.6-8.1.3C.12prof.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU.6-8.1.3C.12prof.Re9a Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

- MU.6-8.1.3C.12prof.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.TL.4 Synthesize and publish information about a local or global issue or event.

Computer Science & Design Thinking (*CS & DT***):**

- 8.2.8.ITH.3 Evaluate the impact of sustainability on the development of a designed product or system

Interdisciplinary Connections:

- ELA L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Targets

Unit Essential Questions:

- How does expanding our technique affect our musicianship?
- How does improving our music reading enable us to become better musicians?
- How does expanding our rudimental drumming affect overall percussion performance.

Unit Enduring Understandings:

- Develop technical skills needed to perform a piece of music.
- Continued development of music literacy is fundamental for success.
- Rudiments are a necessity to develop all areas of percussion performance.
- Coordination skills will expand our dexterity on our instrument.

Vocabulary:

Rudiments, Diddle, Flam, Drag, Open Rolls (5,7,9,13,17 stoke rolls), Sixteenth Notes

Students will be able to:

- Read and interpret drum rudiments from the standard list of 26.
- Read and understand the rudimental families and how they impact rudimental drumming and drum set.
- Develop necessary coordination skills needed to execute the standard 26 rudiments.
- Continued reading of rhythmic notation will increase musical fluency.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Practice individual drum rudiments as a group or solo.
- Perform drum rudiment combinations as a group or solo.
- The teacher will give rhythm patterns by rote and written notation to continue to advance rhythmic skills and literacy.

Assessment Evidence

Formative Assessments:

- Performance quizzes in class demonstrating rudiments from each rudimental family.
- Basic music theory quizzes with emphasis on sixteenth notes.
- Daily teacher observation (informal assessments) observing students ability to demonstrate proper sticking paired with the rudiment.

Summative Assessments:

- Performance assessments with focus on various percussion techniques and notation comprehension. This unit will focus on the students' ability to demonstrate the original 26 standard rudiments and relate/identify them in musical context.

Common Benchmark Assessments:

- Unit assessments with focus on performance based assessments utilizing district created rubrics to measure achievement.

Alternative Assessments:

- Differentiated and modified musical passages, rudiments, music literacy skills based on the students' accommodations.

Core Instructional & Supplemental Materials

- Method Books- Alfred's Snare Method Book 1 & 2, Alfred's Drum Set Method, Syncopation Book
- “Music First” program with access to “Sight Reading Factory.”
- YouTube for listening and reviewing recordings and live performances.
- Digital metronome and tuner apps for classroom use.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations

-Utilizing different music learning theories to help students read basic notation.
-Simplification of rudimental sticking patterns to accommodate learning needs.
-Reinforcement of basic flam, drag and roll studies to continue to build foundations for future rudiment knowledge.

Unit 5

Desired Results

Unit 5 Title: "Classical Concepts"

Unit Summary: Exploring the areas of concert percussion and various instruments associated with classical performance while integrating treble and bass clef notation.

Learning Standards

NJSLS:

- MU.6-8.1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU.6-8.1.3C.12prof.Pr5a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU.6-8.1.3C.12prof.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU.6-8.1.3C.12prof.Re7a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- MU.6-8.1.3C.12prof.Re9a Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- MU.6-8.1.3C.12prof.Cn11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.

- 9.4.8.TL.4 Synthesize and publish information about a local or global issue or event

Computer Science & Design Thinking (*CS & DT*):

- 8.2.8.ED.1 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

Interdisciplinary Connections:

- ELA L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Social Studies 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- Mathematics 7.RP Recognize and represent proportional relationships between quantities.

Learning Targets

Unit Essential Questions:

- How do musicians perform music within a particular genre?
- How does improving our music reading enable us to become better musicians?
- How does particular repertoire develop musicianship?
- How do composers and artists convey musical style and emotion through musical notation?

Unit Enduring Understandings:

- Knowledge of musical style and arts within particular genres.
- Continued development of music literacy is fundamental for success.
- Varied repertoire develops and addresses different technical concepts.
- Composers and artists read, interpret and perform repertoire through written notation.

Vocabulary:

Treble Clef, Bass Clef, Sharp, Flat, Enharmonic, Key Signature, Major Scale, Keyboard Instruments, Timpani, Genre

Students will be able to:

- Read and identify music in treble and bass clefs.
- Demonstrate proper playing technique on various classical percussion instruments.
- Identify and perform musical notation with written expression.
- Listen to and discuss emotional expression in music displayed from professional musicians and ensembles.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Include works and performers by LGBTQ artists in classroom examples and discussions.
- Structure inclusive percussion experience, like peer mentoring or co-learning model, so students with disabilities are active participants.
- Integrate critical thinking about representation by challenging biases in historical music performance by including works by underrepresented composers and discussing their contributions authentically.
- Music theory worksheets to practice note identification.
- Keyboard identification worksheets to practice note identification.
- Students will perform basic scales to increase keyboard knowledge.
- Students will transfer snare drum technique and apply specific strokes to keyboard and timpani (single stroke exercises).

Assessment Evidence

Formative Assessments:

- Performance quizzes in class demonstrating basic techniques from the instruments learned in this specific unit.
- Basic music theory quizzes with emphasis on treble and bass clef reading and key signatures.
- Daily teacher observation (informal assessments) of students' performance techniques on mallet and timpani instruments.

Summative Assessments:

- Performance assessments with focus on various percussion techniques and notation comprehension. Students should be able to read basic notation on mallets and timpani while demonstrating basic playing techniques.

Common Benchmark Assessments:

- Unit assessments with focus on performance based assessments utilizing district created rubrics to measure achievement.

Alternative Assessments:

- Differentiated and modified musical passages, rudiments, music literacy skills based on the students' accommodations.

Core Instructional & Supplemental Materials

- Method Books- Alfred's Snare Method Book 1 & 2, Alfred's Drum Set Method, Syncopation Book
- "Music First" program with access to "Sight Reading Factory."
- YouTube for listening and reviewing recordings and live performances.
- Digital metronome and tuner apps for classroom use.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations

-Utilizing different music learning theories to help students read basic notation.
-Letter name to help students identify treble and bass clef notation.

-Labeling notes on the mallet instruments to help students identify particular notes.
-Simplification of musical passages when performing on a particular instrument.

Unit 6

Desired Results

Unit 6 Title: "Global Grooves"

Unit Summary: Exposure and development of world percussion and drum kit adaptation of grooves while exploring various styles.

Learning Standards

NJSLS:

- MU.6-8.1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU.6-8.1.3C.12prof.Pr5a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU.6-8.1.3C.12prof.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU.6-8.1.3C.12prof.Re7a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- MU.6-8.1.3C.12prof.Re9a Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- MU.6-8.1.3C.12prof.Cn11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.TL.4 Synthesize and publish information about a local or global issue or event.

Computer Science & Design Thinking ***(****CS & DT****)*:

- 8.2.8.ITH.2: Compare how technologies have influenced society over time

Interdisciplinary Connections:

- ELA L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Social Studies 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

Learning Targets

Unit Essential Questions:

- How do musicians perform music within a particular genre?
- What is the purpose of music in a community?
- How can music effectively translate emotion?
- How do composers and artists convey musical style and emotion through musical notation?

Unit Enduring Understandings:

- Knowledge of musical style and arts within particular genres.
- Music performance is an effective way to communicate.
- Music is a language capable of articulating emotion through performance.
- Composers and artists read, interpret and perform repertoire through written notation.

Vocabulary:

Auxiliary Percussion, Hand Drums, Clave Patterns, Bossa Nova, Samba, Mambo

Students will be able to:

- Have a cultural understanding of various styles from a particular culture or place.

- Perform, write or discuss the emotional impact of a particular style of music.
- Analyze and perform varied styles using auxiliary percussion instruments.
- Listen to and discuss emotional expression in music displayed from professional musicians and ensembles.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Include works and performers by LGBTQ artists in classroom examples and discussions.
- Structure inclusive percussion experience, like peer mentoring or co-learning model, so students with disabilities are active participants.
- Integrate critical thinking about representation by challenging biases in historical music performance by including works by underrepresented composers and discussing their contributions authentically.
- Students will compare and contrast musical styles through audio and video recordings.
- Students will play along to tracks demonstrating the styles learned in this unit.

Assessment Evidence

Formative Assessments:

- Performance quizzes in class with a focus on coordination skills needed to develop the styles in this unit.
- Basic music theory quizzes to continue the development of rhythmic and melodic notation.
- Daily teacher observation (informal assessments) of students' progress on the drum kit and the coordination skills needed to develop the genres learned.

Summative Assessments:

- Performance assessments with focus on various percussion techniques and notation comprehension. Students should be able to demonstrate the latin styles and auxiliary instruments learned in this unit.

Common Benchmark Assessments:

- Unit assessments with focus on performance based assessments utilizing district created rubrics to measure achievement.

Alternative Assessments:

- Differentiated and modified musical passages, rudiments, music literacy skills based on the students' accommodations.

Core Instructional & Supplemental Materials

- Method Books- Alfred's Snare Method Book 1 & 2, Alfred's Drum Set Method, Syncopation Book
- "Music First" program with access to "Sight Reading Factory."
- YouTube for listening and reviewing recordings and live performances.
- Digital metronome and tuner apps for classroom use.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations

-Utilizing different music learning theories to help students read basic notation.
-Modification of drum set grooves to help students' develop coordination skills around the drum kit. This includes taking out particular limbs or isolating hand parts vs. foot parts.
-Using color codes to read multiple lines of drum set music and hand drum music.

Unit 7

Desired Results

Unit 7 Title: "Stick Tricks"

Unit Summary: Development of drum line concepts through ensemble playing.

Learning Standards

NJSLS:

- MU.6-8.1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU.6-8.1.3C.12prof.Pr5a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU.6-8.1.3C.12prof.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU.6-8.1.3C.12prof.Re7a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- MU.6-8.1.3C.12prof.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.CI.3 Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.TL.4 Synthesize and publish information about a local or global issue or event

Computer Science & Design Thinking ***(****CS & DT****)*:

- 8.2.8.ED.1 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ITH.2 8.2.8 Compare how technologies have influenced society over time.

Interdisciplinary Connections:

- Social Studies 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- Mathematics 7.RP Recognize and represent proportional relationships between quantities.

Learning Targets

Unit Essential Questions:

- How do musicians perform music within a particular genre?
- What is the purpose of music in a community?
- How does improving our music reading enable us to become better musicians?
- Why is rudimental drumming vital to drum line concepts and technique?

Unit Enduring Understandings:

- Knowledge of musical style and arts within particular genres.
- Music performance is an effective way to communicate.
- Continued development of music literacy is fundamental for success.
- Basic rudimental technique is essential for success.

Vocabulary:

Marching Snare/Tenors/Tonal Bass Drums, Accents, Diddles, Backsticking, Tap Sticking, Drum to Drum, Drum Cadences & Grooves

Students will be able to:

- Perform and read rudimental combinations associated with traditional drum line repertoire.
- Perform not traditional techniques including drum to drum, back sticking, and tap sticking.
- Perform on marching percussion gear including marching snare, tenors and tonal bass drums.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Perform 16 on a hand, double beat and roll combinations.
- Perform cadences as a complete drum line, utilizing snare, tenors and tonal bass drums.
- Perform musical excerpts demonstrating visual content techniques.

Assessment Evidence

Formative Assessments:

- Performance quizzes in class demonstrating marching drum line techniques.
- Basic music theory quizzes with emphasis on rhythmic reading in relation to marching percussion.
- Daily teacher observation (informal assessments) of students' technique on the specific instrument of the day (snare, tenors, bass drum).

Summative Assessments:

- Performance assessments with focus on various percussion techniques and notation comprehension. Students should demonstrate playing passages related to rudimental drumming in a marching drum line context.

Common Benchmark Assessments:

- Unit assessments with focus on performance based assessments utilizing district created rubrics to measure achievement.

Alternative Assessments:

- Differentiated and modified musical passages, rudiments, music literacy skills based on the students' accommodations.

Core Instructional & Supplemental Materials

- Method Books- Alfred's Snare Method Book 1 & 2, Alfred's Drum Set Method, Syncopation Book
- “Music First” program with access to “Sight Reading Factory.”
- YouTube for listening and reviewing recordings and live performances.
- Digital metronome and tuner apps for classroom use.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations

-Utilizing different music learning theories to help students read basic notation.
-Modification of rhythmic and accented musical passages.
-Color codification when reading tonal bass drum parts and quad parts.
-Alternative sticking options when reading musical notation.

Unit 8

Desired Results

Unit 8 Title: "Groove Masters"

Unit Summary: Refining and honing percussion skills from all techniques while demonstrating a comprehensive understanding of music theory.

Learning Standards

NJSLS:

- MU.6-8.1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU.6-8.1.3C.12prof.Pr5a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU.6-8.1.3C.12prof.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU.6-8.1.3C.12prof.Re7a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- MU.6-8.1.3C.12prof.Cn11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.8.CI.1 Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions
- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect
- 9.4.8.CI.3 Examine challenges that may exist in the adoption of new ideas
- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.TL.4 Synthesize and publish information about a local or global issue or event

Computer Science & Design Thinking *(CS & DT)*:

- 8.2.8.ED.1 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ITH.2 Compare how technologies have influenced society over time.

Interdisciplinary Connections:

- ELA L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Social Studies 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- Mathematics 7.RP Recognize and represent proportional relationships between quantities.

Learning Targets

Unit Essential Questions:

- How does understanding of basic building blocks of music contribute to creating multiple styles of music?
- How does musical literacy contribute to all areas of percussion?
- How does musical expression contribute to musical interpretation?
- Why is it important to perform with technical accuracy?

Unit Enduring Understandings:

- The elements learned throughout this course contribute to building blocks needed to perform multiple genres of music.
- Musical literacy and technique is an integral part of artist development.
- Music performance and music creation is dependent upon expression.

Vocabulary:
Linear Groove, Basic swing comping, Classical/Rudimental snare solos

Students will be able to:

- Identify, perform and discuss many genres and artists related to percussion performance.
- Perform excerpts from various repertoire and genres on percussion instruments with and without written notation.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students will read musical excerpts from method books in the rudimental and classical styles.
- Students will improvise on drum set demonstrating basic swing and rock with fills.
- Students will compare and contrast various percussionists through audio and video recordings.

Assessment Evidence

Formative Assessments:

- Performance quizzes in class demonstrating a knowledge of all styles and genres from the semester.
- Basic music theory quizzes with emphasis on all rhythmic devices covered.
- Daily teacher observation (informal assessments) of students' ability to synthesize skills on the drum kit to adapt to all styles.

Summative Assessments:

- Performance assessments with focus on various percussion techniques and notation comprehension. Students should be able to utilize their literacy skills and knowledge from all eight units to perform repertoire and sight read.

Common Benchmark Assessments:

- Unit assessments with focus on performance based assessments utilizing district created rubrics to measure achievement.

Alternative Assessments:

- Differentiated and modified musical passages, rudiments, music literacy skills based on the students' accommodations.

Core Instructional & Supplemental Materials

- Method Books- Alfred's Snare Method Book 1 & 2, Alfred's Drum Set Method, Syncopation Book
- "Music First" program with access to "Sight Reading Factory."
- YouTube for listening and reviewing recordings and live performances.
- Digital metronome and tuner apps for classroom use.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit Specific Accommodations

-Utilizing different music learning theories to help students read basic notation.
-Modification of drum set grooves to help students' develop coordination skills around the drum kit. This includes taking out particular limbs or isolating hand parts vs. foot parts.
-Using color codes to read multiple lines of drum set music.
-Simplifying musical passages when reading rudimental/classical snare drum passages.
-Provide alternative linear patterns to develop drum set coordination.