



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Percussion Ensemble</div> <p><input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</p>	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other</p>	<p>Grade Level(s)</p> <p><input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12</p>				
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Percussion Ensemble</div>	<p>Is this classified as a Career Technical Education course?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>					
<p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">106561, 106562</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 50%; padding: 2px;">VAPA</td> <td style="width: 50%; padding: 2px;">9292</td> </tr> </table>	VAPA	9292	<p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div>			
VAPA	9292					
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%; padding: 2px;">F-VAPA</td> <td style="width: 30%; padding: 2px;"><input checked="" type="checkbox"/> Pending</td> </tr> </table>	F-VAPA	<input checked="" type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: To be completed by Human Resources only.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Single Subject: Music Specific Supplementary Auth: Instrumental Music Specific Subject Matter Auth: Instrumental Music</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%; padding: 5px; text-align: center;"> Signature </td> <td style="width: 30%; padding: 5px; text-align: center;"> 4/15/2024 Date </td> </tr> </table>		 Signature	4/15/2024 Date
F-VAPA	<input checked="" type="checkbox"/> Pending					
 Signature	4/15/2024 Date					
<p>Submitted by: Matthew Thomas Site: SSC Date: 04/10/24 Email: matthew.thomas@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p><input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</p>					
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>				
Director of Curriculum & Instruction		04/18/24				
Asst. Superintendent of Educational Services		4/18/24				
Governing Board						

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
<p>Percussion is an instrumental music class focused on integrating performance training on all members of the percussion family with the musical knowledge necessary for the interpretation of diverse genres of music, rhythmic sight-reading, basic music theory, rudimentary music history, and past and contemporary percussion music and performers. The course emphasizes performance techniques, compositional techniques, and the cultivation of aural awareness skills as they pertain to the percussionist's role in wind ensemble, band, popular, and orchestral ensembles. Students will be assessed through performance of musical pieces, excerpts, exercises, etudes, and student created material. Emphasis will be placed on the understanding of group versus solo performance. Performance criteria will include rhythmic accuracy, proper technique, tempo accuracy, dynamic range, and proper execution of rudiments as listed in the Percussive Arts Society (PAS) materials. Memorization and musical interpretation will also be a component of student assessment.</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>By the end of the course students will be able to Perform all articulation and dynamics in all sheet music in solo-snare and multi-percussion repertoire. Write four to sixteen bar rhythmic compositions and cadences based on their knowledge of, and emulating modern drumline writing. Assess stroke height and impact, may include frontal and lateral video/audio analysis. Track progress of speed and dynamics with tempo tables for PAS roll rudiments, both single stroked and double stroked. Perform at least one piece solo. Examples of solo pieces may include unison or duet/trios from Basic Drumming (Rothman), Portraits in Rhythm (Cirrone) or Delecluse 12 Etudes. Perform Western-based literature with wind and other performance based ensembles, as well as other percussion ensembles from various time periods from 1850 to the present both as</p>

in a rehearsal and sight-reading setting.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Unit 1: Fundamental Rudiments and Technique

During this unit percussion students will acquire and cultivate the proper rudimentary skills to communicate music through performance on percussion instruments. Music from diverse historical backgrounds and genres will be the basis for group and solo performance used to assess percussion technique and performance ability on instruments including snare drum, bass drum, keyboard percussion and non-pitched auxiliary percussion instruments.

Assignments:

- **Application of Elements:** Emphasis will be placed on producing proper stick and mallet technique as well as exercises that promote the development of the physical dexterity required to manipulate all percussion instruments effectively. Students need to be able to achieve accurate hand, wrist, and arm positions along with the correct grip to execute correct technique.
- **Percussion Ensemble Rhythmic Proficiency:** Students will interpret rhythmic patterns ranging from simple to advanced, ensuring accuracy and cohesion within the ensemble. They will rehearse appropriate literature in both small and large ensembles, with a focus on mastering rhythmic subdivisions from whole notes to sixteenth notes. Throughout rehearsals and performances, students will prioritize proper posture, stick/mallet control, and playing position. Following rehearsals, students will write a reflective piece highlighting challenges encountered and improvements made in executing rhythmic patterns while maintaining ensemble precision.
- **Precision in Percussion Performance:** Students will interpret and internalize rhythmic patterns of increasing complexity, integrating them into ensemble performances with meticulous attention to detail. Through rehearsals in small and large ensemble settings, students will hone their rhythmic skills, focusing on subdivisions from whole notes to sixteenth notes. They will implement proper posture, stick/mallet control, and playing position to enhance precision and dynamics. Following rehearsals, students will reflect on their experiences, detailing strategies used to improve rhythmic accuracy and ensemble cohesion.
- **Advancing Percussion Ensemble Skills:** Students will explore and master rhythmic patterns of varying complexity, seamlessly integrating them into ensemble performances with precision and musicality. Through collaborative rehearsals in both small and large ensembles, students will emphasize rhythmic subdivisions from whole notes to sixteenth notes. They will demonstrate consistent adherence to proper posture, stick/mallet control, and playing position, contributing to ensemble dynamics and cohesion. Following rehearsals, students will articulate their understanding of the significance of posture, stick/mallet control, and playing position in achieving rhythmic precision and ensemble excellence through a reflective essay.

Unit 2: Rudiments in Action

During this unit, percussion students will study diverse literature to gain insight into compositional techniques and devices, musical form, basic notation, and basic rhythmic patterns. (National Standards for Arts Education Content Standard 6 in Music: Listening to, analyzing, and describing music. Students will understand standard percussion notation and how it translates to elements involving proper playing technique. Fundamental techniques from unit one will be developed and incorporated into the understanding of new percussion and ensemble literature of increasing difficulty.

Assignments:

- **Sight Reading Exercises:** For this assignment, Students will complete various multi-measure sight-reading exercises to assess understanding of basic rhythmic patterns and musical notation while maintaining proper technical expectations. Students will produce and be assessed on a library of sight reading excerpts that incorporate elements of rhythm, notation and technique.
- **Percussion Performance:** For this assignment, students will play percussion music on sight the first time they see it at increasing levels of difficulty. Assessment will be tailored to the playing level of students and their ability to incorporate fundamental elements of unit 1 and unit 2.
- **Music Composition:** For this assignment, students will be required to compose music for each unit or section of the school year. This also includes presentations and a written analysis of a previous performance.

Unit 3: Music Reading-Putting it Together

During this unit, percussion students will compose and arrange basic musical rhythms and patterns given specific guidelines. Instruments for composition include snare drum, timpani, auxiliary percussion, and keyboard percussion. Compositional elements will focus on the rudiments of rhythm and basic simple meters.

Assignments:

- **Application of Elements:** For this assignment, the arrangement and composition of simple rhythmic pieces will be assessed within the criteria given for composition: typically one to eight measures in common time with low levels of syncopation and musical subdivisions only to the level of sixteenth notes.
- **Music Composition:** For this assignment, students will be required to compose music for each unit or section of the school year. This also includes presentations and a written analysis of a previous performance.
- **Music Performance:** Students will create and perform 5-10 four-measure rhythmic figures to illustrate fundamental rhythmic performance ideas within a real-world context allowing for performance alone and with others. Various and diverse musical models, styles, and genres will inform the parameters of composition, harnessing traditional and non-traditional sources as well as electronic sound models.

Unit 4: Instruments of the Percussionist

During this unit, students will acquire skills necessary for effective musical communication by understanding the percussion performer's role in terms of time and rhythmic organization and its critical role in supporting rhythm within music and the ensemble. Students will perform, alone and with others, a varied

repertoire of music using instruments from each of the five primary members of the percussion family including snare drum, keyboard, timpani, drum set, and auxiliary percussion.

Assignments:

- **Instrumental Performance:** For this assignment, students will be performing on at least one other instrument in addition to snare drum with independence and accuracy, students will produce correct rhythmic, technical, and musically precise performances with good posture, stick/mallet control, and playing positions.
- **Transfer of Technique:** Students will learn how to transfer overlapping percussion techniques to instruments in the percussion section and will demonstrate this learning through performing correct musical interpretations with proper playing technique in small ensembles both alone and with others. Literature for this will be drawn from classic and contemporary wind ensemble and orchestral training literature. This learning will be assessed through performance evaluations of selections played on instruments assigned.
- **Music Composition:** For this assignment, students will be required to compose music for each unit or section of the school year. This also includes presentations and a written analysis of a previous performance.

Unit 5: Creating with Concepts

During this unit, percussion students will learn to create written and improvised melodic statements including the ability to create variations as well as parts for accompaniment. Basic context will be given to students employing the compositional ideas of call and response and through diverse historical understanding of early forms of percussion performance and composition such as African drumming and the percussive history of societies throughout Africa, Asia, and the Americas.

Assignments:

- **Written Excerpt Production:** For this assignment, students will produce written excerpts of four to sixteen bar rhythmic compositions and melodies emulating modern drumline writing, and incorporating historical influences from the cultural rote traditions of Africa and Latin America, as well as the American military musical tradition.
- **Music Improvisation:** Students will improvise five variations of four measures in length upon these short melodies with pitched and non-pitched instruments, unaccompanied and utilizing rhythmic accompaniments. Meter, style, and tonality will be kept constant.
- **Music Composition:** For this assignment, students will be required to compose music for each unit or section of the school year. This also includes presentations and a written analysis of a previous performance.

Unit 6: The Role of Percussion

During this unit, students will analyze the role of the percussion instruments in music of various genres including the classical percussion ensemble, Afro-Cuban, Rock and Roll, Jazz, and folk music. This music will be used as a basis to critique and analyze recordings and written music where percussion forms the basis for the larger work in order to assess its role and musical/aesthetic impact.

Multi-media forms will be used for this including online resources and recorded media in various formats. Assessments of performance will be based on articulation, dynamics, and their relationship to other

instrumental sections, rhythmic integrity, stroke integrity and overall musical performance elements not listed within the context of sheet music.

Assignments:

- **Historical Context:** For this assignment, through learning the role of percussion within a musical-historical context students will be able to produce accurate categorizations of music by style and time period with the ability to distinguish the role of percussion within each selection.
- **Music Notation:** Students will be given various unmarked music notation excerpts and have recordings played of them. Students will use aural and written cues to determine the genre, style, and general time period of the excerpt. Excerpts will also be analyzed within the context of rhythmic duration, notational elements (dynamics, accents, etc.), as well as compositional elements.
- **Music Composition:** For this assignment, students will be required to compose music for each unit or section of the school year. This also includes presentations and a written analysis of a previous performance.

Unit 7: Being a Percussionist

During this unit, students will study the careers and professions related to percussion. A research project will be given focusing on the careers that relate to the percussion field. This will also include a report on a master percussionist of their choice with a focus of determining the rationale and justification for the implementation of music performance techniques examined in class within that performer's repertoire. Special attention will also be placed upon the aesthetic judgements and musical evaluations of the performer across a set of three selected pieces. Students will orally present their research to the rest of the class.

Assignments:

- **Musical Aspirations:** For this assignment, students will trace the elements of chosen performers that allowed them to pursue their musical aspirations and specifically note areas that they can influence in their own training such as educational/academic pursuits, musical and artistic experiences, and especially higher level training such as majoring in music at a two or four year college or university. They will be writing a 300 word minimum analysis essay, which they will present to the class.
- **Music Notation:** Students will be given various unmarked music notation excerpts and have recordings played of them. Students will use aural and written cues to determine the genre, style, and general time period of the excerpt. Excerpts will also be analyzed within the context of rhythmic duration, notational elements (dynamics, accents, etc.), as well as compositional elements.
- **Music Composition:** For this assignment, students will be required to compose music for each unit or section of the school year. This also includes presentations and a written analysis of a previous performance.

Unit 8: The Complete Percussionist

During this unit, students will acquire and develop fundamental instrumental performance skills necessary for effective musical communication on all major instruments within the professional percussionist's realm. Students will perform, alone and with others, a varied repertoire of music using instruments from each of the five primary members of the percussion family (rudimental snare, keyboard, timpani, drum set, and ethnic/auxiliary percussion).

Assignments:

- **Five Elements Performance:** For this assignment, students will perform on one of the five primary members of the percussion family (see above) in each of the following types of ensembles: 1) Jazz/Rock/Pop, 2) Orchestral, 3) Wind Ensemble, 4) Marching Band . They will play music from the standard repertoire for each style that is appropriate in difficulty for their age level (grades 9-12).
- **Music Composition:** For this assignment, students will be required to compose music for each unit or section of the school year. This also includes presentations and a written analysis of a previous performance.
- **Music Performance:** For this assignment, students will perform on at least one new (different from their past instrument rotation) instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and refined stick/mallet control.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

- **Written Excerpt Production:** For this assignment, students will produce written excerpts of four to sixteen bar rhythmic compositions and melodies emulating modern drumline writing, and incorporating historical influences from the cultural rote traditions of Africa and Latin America, as well as the American military musical tradition.
- **Music Composition:** For this assignment, students will be required to compose music for each unit or section of the school year. This also includes presentations and a written analysis of a previous performance.
- **Music Notation:** Students will be given various unmarked music notation excerpts and have recordings played of them. Students will use aural and written cues to determine the genre, style, and general time period of the excerpt. Excerpts will also be analyzed within the context of rhythmic duration, notational elements (dynamics, accents, etc.), as well as compositional elements.
- **Musical Aspirations:** For this assignment, students will trace the elements of chosen performers that allowed them to pursue their musical aspirations and specifically note areas that they can influence in their own training such as educational/academic pursuits, musical and artistic experiences, and especially higher level training such as majoring in music at a two or four year college or university. They will be writing a 300 word minimum analysis essay, which they will present to the class.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Joel Rothman's Basic Drumming

Edition:

Author: Joel Rothman

ISBN: 978-1617270192

Publisher: JR Drum Publications

Publication Date: jan 1st, 1983

Usage:

- Primary Text
- Read in entirety or near

Textbook #2	
Title: Portraits in Rhythm: 50 Studies for Snare Drum	Edition:
Author: Anthony J. Cirone	ISBN: 978-1589802131
Publisher: Alfred Music	Publication Date: March 1, 1985
Usage: <input type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Jacques Delecluse's 12 Studies for Snare Drum	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<ul style="list-style-type: none"> ● Percussion Performance: For this assignment, students will play percussion music on sight the first time they see it at increasing levels of difficulty. Assessment will be tailored to the playing level of students and their ability to incorporate fundamental elements of unit 1 and unit 2. ● Music Composition: For this assignment, students will be required to compose music for each unit or section of the school year. This also includes presentations and a written analysis of a previous performance. ● Instrumental Performance: For this assignment, students will be performing on at least one other instrument in addition to snare drum with independence and accuracy, students will produce correct rhythmic, technical, and musically precise performances with good posture, stick/mallet control, and playing positions. ● Transfer of Technique: Students will learn how to transfer overlapping percussion techniques to instruments in the percussion section and will demonstrate this learning through performing correct musical interpretations with proper playing technique in small ensembles both alone and with others. Literature for this will be drawn from classic and contemporary wind ensemble and

orchestral training literature. This learning will be assessed through performance evaluations of selections played on instruments assigned.

- **Music Improvisation:** Students will improvise five variations of four measures in length upon these short melodies with pitched and non-pitched instruments, unaccompanied and utilizing rhythmic accompaniments. Meter, style, and tonality will be kept constant.
- **Five Elements Performance:** For this assignment, students will perform on one of the five primary members of the percussion family (see above) in each of the following types of ensembles: 1) Jazz/Rock/Pop, 2) Orchestral, 3) Wind Ensemble, 4) Marching Band . They will play music from the standard repertoire for each style that is appropriate in difficulty for their age level (grades 9-12).

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- Lecture
- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Writing Assessments
- Projects (including Written and Oral Assessments)
- Research
- Performances

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Oral In-Class Participation/Classwork/Homework
- Student Presentations
- Quizzes
- Writing Assessments
- Projects (including Written and Oral Assessments)
- Performances