

# Middle School Percussion Methods

**Instructional Focus:** A performing class in which students will become proficient on battery, mallet, and auxiliary percussion instruments. Musicianship, technique, tone production, and facility on instruments are stressed. Required performances may include percussion ensemble, drum line, and accompanying other performance groups. This course may be repeated for credit.

Standards	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> <li>• Demonstrate proper care and maintenance of the instrument.</li> <li>• Demonstrate ability to correctly assemble and play the instrument.</li> </ul>	The Instrument
B5	Students will: <ul style="list-style-type: none"> <li>• Exhibit correct posture without excess tension.</li> <li>• Develop proper playing posture for each instrument.</li> <li>• Position instrument, stand, and body to be able to watch the conductor at all times.</li> </ul>	Body Position
B5	Students will: <ul style="list-style-type: none"> <li>• Develop correct grips and sticking patterns for each instrument.</li> <li>• Develop stick control for rudiments and common patterns.</li> <li>• Perform with accurate articulations.</li> <li>• Demonstrate understanding of ways to produce good tone from all percussion instruments.</li> <li>• Reinforce efficient practice techniques.</li> </ul>	Playing Technique
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>• Use appropriate techniques to manipulate and match pitch.</li> <li>• Improvise melodies using rhythmic and melodic variations.</li> <li>• Recognize the characteristic sound of major and minor scales.</li> </ul>	Ear Training
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>• Improvise simple melodies.</li> <li>• Improvise melodic embellishments and simple rhythmic and melodic variations over given accompaniments and chord progressions in a consistent style, meter, and tonality.</li> <li>• Describe ways that improvisation and soloing influence jazz music and performances.</li> </ul>	Improvisation
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>• Identify and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble and bass clef.</li> <li>• Identify and play in all keys.</li> <li>• Identify and play sharp, flat and natural signs.</li> <li>• Identify whole and half steps and explain how they relate to major and minor scales.</li> <li>• Identify and play dynamic symbols from pp to ff as well as crescendo and decrescendo.</li> <li>• Define and play various signs as they occur in the music including: Accent, D.C. al fine, D. S. al Coda, Fermata, Marcato, Repeat Sign, Staccato, First and second endings, Multi-measure rest, Solo, soli, tutti, divisi, unison.</li> <li>• Identify and play the following tempo markings: Moderato, Allegro, Vivace, Accelerando, Andante, Largo, Ritardando.</li> <li>• Read, write, count and play notes and rests from whole to sixteenth as well as dotted notes and triplets.</li> <li>• Count and play note and rest values in various rhythmic combinations.</li> <li>• Demonstrate understanding of simple and compound meters.</li> </ul>	Musical Literacy

	<ul style="list-style-type: none"> <li>• Define and play a variety of meters including simple, compound, and mixed meters.</li> <li>• Count and play rhythm patterns incorporating ties, up-beats and fermatas.</li> <li>• Compose a melody incorporating a common musical form and appropriate musical notations.</li> <li>• Name the keys on a piano.</li> <li>• Expand knowledge of musical vocabulary.</li> <li>• Sight read and rehearse appropriate percussion literature of at least grade III.</li> </ul>	
<b>A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Experience music from a variety of cultures.</li> <li>• Develop a knowledge of the history of music.</li> <li>• Examine a variety of musical styles and forms.</li> <li>• Explore various expressive elements of music.</li> <li>• Develop the ability to analyze and critique music compositions and performances.</li> <li>• Experience the connection of music to history, culture, heritage and community.</li> <li>• Develop knowledge of various styles of music.</li> <li>• Describe ways in which music and other disciplines are connected.</li> </ul>	Intercultural and Interdisciplinary Connections with Music
<b>B4, B5, B6</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group.</li> <li>• Participate in and attend performances.</li> <li>• Be able to follow the instructor's directions.</li> <li>• Develop physical abilities adequate to play a musical instrument.</li> <li>• Develop musical independence and the ability to perform alone.</li> </ul>	Ongoing Learner Goals

# Alaska Arts Standards for Music

## A. CREATE

### Imagine and develop artistic ideas and work

#### *Anchor Standard #1: Generate and conceptualize artistic ideas and work*

#### Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

#### Essential Question

How do musicians generate creative ideas?

#### *Anchor Standard #2: Organize and develop artistic ideas and work*

#### Enduring Understanding

Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

#### Essential Question

How do musicians make creative decisions?

#### *Anchor Standard #3: Refine and complete artistic work*

#### Enduring Understanding

Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.

#### Essential Question

How do musicians improve the quality of their creative work?

## B. PRESENT

### Interpret and share artistic work

#### *Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production*

#### Enduring Understanding

Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.

#### Essential Questions

How do performers select their musical repertoire? How do performers interpret musical works?

#### *Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production*

#### Enduring Understanding

Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills.

#### Essential Question

How do musicians improve the quality of their performance?

#### *Anchor Standard #6: Perform, present, and/or produce artistic work*

#### Enduring Understanding

The context of time, place, and culture in which a work is presented influences audience response.

#### Essential Question

How do context and the manner in which musical work is presented influence audience response?

**C. RESPOND****Understand and evaluate how the arts convey meaning*****Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions*****Enduring Understanding**

Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.

**Essential Question**

How does understanding the structure and context of music inform a response?

***Anchor Standard #8: Interpret intent and meaning in artistic work*****Enduring Understanding**

Musicians provide clues to their expressive intent through the use of elements and structures of music.

**Essential Question**

How do we detect musical creators' and performers' expressive intent?

***Anchor Standard #9: Apply criteria to evaluate artistic work*****Enduring Understanding**

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

**Essential Question**

How do we evaluate the quality of musical works and performances?

**D. CONNECT****Relate artistic ideas and work with personal meaning and external contexts*****Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts*****Enduring Understanding**

Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.

**Essential Question**

How do musicians make meaningful connections in order to create, perform and respond?

***Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding*****Enduring Understanding**

Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

**Essential Question**

How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?