

**RIALTO UNIFIED SCHOOL DISTRICT
CURRICULUM PROPOSAL**

Name of Course: Percussion Ensemble Grade Level(s): 9-12

Brief Course Description:

This is a sectional rehearsal class that allows for specific instruction of percussion instruments such as marching, orchestral, Latin, African and Asian which are part of the wind ensemble and percussion ensemble. Daily practice is required for success; private study is highly recommended at the teacher's discretion as supplement for this course. Jury examination may be required to receive a grade for this section. Students enrolled in the appropriate wind ensemble class; concert band, chamber quartet, or jazz orchestra is eligible for this class. This course may be repeated for credit.

Proposed By: Charlan Jackson School: Eisenhower High School Date: 11-27-2020

The Following is Proposed for this Course:

<input checked="" type="checkbox"/> Addition	<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> A – G	<input type="checkbox"/> Deletion
<input type="checkbox"/> Required Course	<input type="checkbox"/> Content	<input type="checkbox"/> Honors	<input type="checkbox"/> Name of Course
<input type="checkbox"/> Elective	<input type="checkbox"/> Name Change	<input type="checkbox"/> Career Tech. Ed.	UC "F" approval

The Following Maximum Credits are Proposed for this Course:

10 Units of Credit in (Subject Area): **Visual and Fine Arts** or in:

The Following Schools will Offer this Course:

Carter High Eisenhower High Rialto High Milor/Zupanic

The Proposed Course will have the Following Budget Implication:

Individual School Site: _____
 District Level: \$5000 for textbooks
 Total Estimated Cost: _____

Approval Signatures for the Proposed Course:

Printed Name	Signature	Title	Yes/No	Date
Charlan Jackson		Submitting School Department Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Dr. Greg Anderson		Carter High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Frank Camacho		Eisenhower High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Dr. Caroline Sweeney		Rialto High School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Kyla Griffin		Milor/Zupanic High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Nathaniel Robinson		District Curriculum Committee Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Dr. Patricia Chavez		Curriculum Council Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	


Approved by VAPA Curriculum Committee on (Date): 11/30/20

Approved by Curriculum Council on (Date): _____

Approved by Rialto Unified School Board on (Date): _____


Approved by UC (or N/A) on (Date): _____

Percussion Ensemble

 Brand new course

Fields marked with an asterisk (*) are required.

Basic Course Information


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School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
Eisenhower High School (052622)	Classroom Based, Online	Perc Ens	

Title:	Percussion Ensemble
Length of course:	Full Year
Subject area:	Visual & Performing Arts (F) / Music
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	9th, 10th, 11th, 12th
Course learning environment:	Classroom Based, Online

Course Description

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Course overview:

This is a sectional rehearsal class that allows for specific instruction of Percussion instruments such as Marching, Orchestral, Latin, African and Asian which are apart of the wind ensemble and Percussion ensemble. Class time is utilized for highly specific instrumental techniques and instruction, as well as sectional rehearsal of wind ensemble and percussion ensemble literature. In each sectional technical term's such as fulcrum, balance points, wrist rotation, endurance development, posture, and sight-reading skills are addressed. Other projects may include rehearsal, clinics, guest instructors, seminars and performance of solo and concert percussion ensemble literature, written assignments involving music theory and music history, as well as examining recordings of fine symphonic, 20th century, Latin, jazz, American folk and orchestral music for analysis. Daily practice is required for success; private study is highly recommended at the teacher's discretion as supplement for this course. Jury examination may be required to receive a grade for this section. Students enrolled in the appropriate wind ensemble class; concert band, chamber quartet, or jazz orchestra is eligible for this class. This course may be repeated for credit.

Course content:

Unit 1, Performance Techniques

Unit Summary

Students will learn that their instrument is apart of their own physical body and also focus, intention, and physical appearance. Topics include identifying the muscles needed for each action, grip techniques, techniques for different strokes, choosing the proper implements for Percussion for each instrument in various performance applications, instrument families relative to genre and culture, and instrument tuning and ranges relative to repertoire. Students will learn to read open scoring, and multiple instrument scoring. By labeling and carefully examining each part prior to rehearsal, students are learning about the elements of the composition for every piece they learn. Terminology will include posture, grip, stroke, implements and equipment, tuning, resonance, tone production, and coordination.

Unit Assignment(s)

Each student will model different visual techniques that add to the communication between audience and performer. Changes in posture, exaggerating small movements, coordinating ensemble movement all help to convey a mood and meaning to the music performance for the audience. During class time students will work on recognizing and hearing rhythmic relationships. While using techniques such as syncopation, strong vs. weak beat relationships, tempo, meter changes, key changes, phrasing, articulation and expression opportunities.

-Students will select a piece of music and work in small groups to compose and visual component to the performance and demonstrate it in class. The class will analyze the performance with and without the visual component and note all reflections in their portfolio.

-Students will practice writing in counts for each beat, and name notes found in the selection. This will allow students to reinforce their sight reading abilities and basic music theory.

-These technique's will help each student to improve and enhance their ability to communicate a stronger performance quality to the audience.

-Students will learn that their instrument is not only their instrument, but their own physical body and also focus, intention, and physical appearance. Topics include identifying the muscles needed for each action, grip techniques, techniques for different strokes, choosing the proper implements for Percussion for each instrument in various performance applications.

Unit 2 Performance Composition

Unit Summary

Students will perform music from a variety of musical genres and cultures, styles, and instrumentation with careful attention to the correct technique for each. Expression is always the focus and students will learn the value of proper tone production and articulation as a means of expressive communication. Students will learn to interpret musical notation into a musical performance that has the ability to reach an audience.

Unit Assignment(s)

Each student will learn to demonstrate different fundamental percussive technique's through warm ups and proper music notations. student will receive different levels of feed back from the teacher and fellow classmates that address effectiveness in fundamentals and the quality of music notation. Students will use the "Fresh Perspective" textbook and "Up Font" text book as examples proper use of fundamentals and notation.

-The students will be asked to compose 5 fundamental percussion warm ups in proper music notation that demonstrates proper structure, notation, rudiment and instrumentation for a chosen warm up.

-Each student will compose 5 musical warm-ups and provide a rationale for each warm up. The class will play these exercises in class and critique them through peer analysis and written evaluation. Warm-ups should address proper technique and link to specific musical issues found in the repertoire.

-Students will learn to interpret musical notation into a fundamental warm ups that has the ability to improve a musicians ability to perform. Memorization techniques will also be a part of the training.

Unit 3 Historical Connections

Unit Summary

Students will learn various forms of music genre's through the study and performance of musical repertoire from several regions and time periods. Students will learn that instrumentation also depends on music style, composer, and instruments available at the time of composition. It is important that each students learns differences in percussion performance which includes the interconnection between playing, history,

and communication.

Unit Assignment(s)

Students will be constantly incorporating historical and communication elements into their performance and research for the class, while observing how others use these elements to convey or expression emotion in repertoire. Students will explain and demonstrate how these various artistic aspects are used in similar and distinctive ways to work together to evoke emotion from an audience.

-For every selection performed, students will be asked to write a one to two page paper describing the piece.

-Topics covered will be genre, style, composer, cultural significance, structure, instrument selection, and specific writing techniques. Students will also reflect on their own performance of the music using the adjudication sheets discussed in class.

-The students will reflect on any related research done in class that helped them prepare for the performance.

Unit 4 Performance analysis and reflection

Unit Summary

Each student will analyze the music they are given to perform in class or in concert. Students emphasis will be placed on listening and reflecting on music performed by others. Students, whether through recordings, or live performances, will analyze works of music spanning a variety of genres. Students will need to focus on their role in the musical balance and blend of an ensemble, and how the melody, accompaniment, and various parts work together to create a successful performance.

Unit Assignment(s)


This unit will focus on repertoire chosen for a specific concert or performance evaluation. The students will then apply knowledge of instrument, role, and genre to identify specific writing techniques used by the composer or arranger. Each student must place special emphasis on musical balance and blend of an ensemble, and how the melody, accompaniment, and various parts work together.

-This assignment will be repeated as we watch and listen to recordings, and as students attend live performances.

-Students will be asked to write a one to two page paper giving a reflection through observations and educated opinions.

-Using the class rubric, students will assess the performance while placing special emphasis musical balance and blend of an ensemble, and how the melody, accompaniment, and various parts work together to create a successful performance.

Course Materials

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