



Wethersfield Public Schools

WHS Curriculum: Percussion Ensemble

Grade(s)	9th - 12th Grade	
Unit Title and Purpose	Unit 1: Literacy Students engage in a variety of activities that teach them to understand and apply standard music notation including note duration and pitch, rhythm, scales, and key signatures. With this knowledge, students demonstrate an ability to play music examples at sight, which increases in difficulty as the course progresses.	
Timeframe	Ongoing	
Vision of the Graduate		
Problem Solver: Students use problem-solving strategies as they learn new music by applying past experiences and knowledge in order to successfully perform music on the first attempt.		
Unit Priority Standards		
MU:Pr6.1.E.HSI.a. 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:Pr4.1.H.8a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed) , as well as the context of the performances. MU:Re8.1.H.HSI.a. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.		
Unit Supporting Standards		
MU:Pr4.2.H.HSI.a. Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). MU:Cn10.H.HSI.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		
Essential Questions		
How is music represented in written form? How is tonality written in written form? How is music transferred from written form to performance? How does specific music terminology assist in the comprehension of music theory?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts
1. Progress from basic linear melodic lines in non-syncopated rhythms to chromatic melodic lines and syncopated rhythms. 2. Demonstrate the application of music literacy to the Snare Drum and Mallet Percussion (marimba, xylophone, etc.) 3. Perform using traditional and non-traditional notation to dictate all elements of performance;		1. Music uses a symbolic notation of notes and rests of staves to indicate duration and pitch of sound. 2. Music tonality is created through a combination of whole & half steps which create scale patterns (i.e., major & minor) and can be represented by key signatures. 3. Understand the standard music symbols used to represent rhythm.



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pitch, rhythm, extended and other special performance techniques. 4. Apply understanding of music literacy to interpret expressive intent and meaning when encountering music selections	4. Understand the standard music symbols used to represent pitch and its utilization on specific clefs. 5. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of percussion music.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Write the appropriate rhythm counting for music being performed by the ensemble. • Sight read rhythms, melodies, and harmonies correctly from diverse music pieces. • Create an original rhythm at the ensemble's performance level. • Analyze and reflect on a music performance using appropriate music literacy terms. • Preview a piece of music and identify and describe the techniques needed for a performer to achieve a quality performance.	1. Connecticut Music Education Association a. PERFORMANCE RUBRICS 2. Sightreadingfactory.com 3. Musictheory.com 4. Musicfirst.com 5. WHS Music Dept. Course Pacing Guide



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Grade(s)	9-12	
Unit Title and Purpose	Unit 2: Technique Through ensemble rehearsals, students engage in a variety of activities that will teach them to perform utilizing appropriate music technique skills. Students transfer the understanding to their performances through correct posture, grip, stroke, ornamentations (flags, drags, rolls) and pitch accuracy.	
Timeframe	Ongoing	
Vision of the Graduate		
Problem Solver: Students use problem-solving strategies as they rehearse each day and self-evaluate and correct their playing.		
Unit Priority Standards		
MU:Pr6.1.E.HSII.a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. MU:Pr6.1.E.HSI.b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. MU:Pr4.1.H.5.a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.		
Unit Supporting Standards		
MU:Re9.1.H.HSI.a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. MU:Cn10.H.HSI.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		
Essential Questions		
What constitutes proficient instrumental performance technique? What constitutes an aesthetically effective instrumental ensemble performance?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts
1. Apply healthy body alignment/posture, proper instrument placement, and hand position to perform with acceptable instrumental performance technique on drum, mallet, and auxiliary percussion instruments. 2. Apply a variety of techniques to produce a characteristic tone for an individual instrument. Examples: tambourine rolls, playing area, mallet choice, striking position. 3. Apply a variety of techniques to produce characteristic articulations for an individual instrument to multiple genres of music.		1. Proper posture, grip and stroke facilitates correct positioning necessary to create technical fluency and a characteristic tone on a range of percussion instruments. 2. Correct velocity control is necessary to achieve the desired effect for the genre of music being performed. 3. Correct note accuracy is necessary to achieve the desired effect of the music being performed.



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4. Apply a variety of techniques to produce correct note accuracy for an individual instrument to multiple genres of music.	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
● Tasks for Grip ○ “Matched” snare drum stick grip ○ Timpani Mallet French vs German Grip ○ Two Mallet keyboard grip ○ Four Mallet (Stevens and Burton) keyboard grip ● Tasks for Stroke and Rebound Control ○ Use of fingers, elbows and arms in correct performance of drum and mallet instruments ● Tasks for Accessory Instrument Technique ○ Proper Bass Drum Technique ○ Proper Crash Cymbal Technique ○ Proper Suspended Cymbal Technique ○ Proper Tambourine strikes, shakes and rolls ○ Proper Triangle grip strike and roll ● Tasks for Expression and Musicality ○ Explore/ apply expressive elements such as phrasing, dynamics, and articulation using composer notated expressions and/or improvisation. ○ Convey the emotional content of the music through nuanced playing.	1. Connecticut Music Education Association a. PERFORMANCE RUBRICS 2. Sightreadingfactory.com 3. “A Comprehensive musical method for individual or group instruction and performance” - Firth Feldstein Percussion Series 4. “The Packet” - Frank Chapple FECIV Publications



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Grade(s)	9-12	
Unit Title and Purpose	Unit 3: Performance Students engage in a variety of activities that will teach them to understand and apply standard musical expression in regards to percussion literature and large ensemble literature. With this knowledge, students demonstrate the difference between quality and non-quality performances through active listening and performing. Students perform as a percussion ensemble(s) and as the percussion section(s) of the large ensembles at WHS (Band, Orchestra, Choir).	
Timeframe	Ongoing	
Vision of the Graduate		
Communicator: Students use non-verbal communication skills to communicate the composer's intent and message when performing for an audience. Collaborator: Students collaborate to engage with their peers and adults to prepare and perform music for school and community events.		
Unit Priority Standards		
MU:Re7B.E.IIa. Explain how the analysis of structures and contexts inform the response to music. MU:Re8A.E.IIa. Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources. MU:Pr4A.E.IIa. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. MU:Pr4B.E.IIa. Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. MU:Pr4C.E.IIa. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skill to connect with the audience. MU:Pr5A.E.IIa. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.		
Unit Supporting Standards		
MU:Cn11A.E.IIa. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Re9A.E.IIa. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.		
Essential Questions		
How is musical expression best realized in a percussion ensemble setting? In a concert band ensemble setting? How does specific music terminology assist in the comprehension of instrumental music? How does a student determine the difference between a musically effective and a noneffective percussion, band, and orchestra, performances?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts



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1. Demonstrate the application of terminology and techniques including dynamics, musical phrasing, articulation, and rhythm/note accuracy. 2. Demonstrate appropriate stylistic interpretation for a variety of genres, historical periods, compositional devices, and structural aspects of a piece of music. 3. Demonstrate musically expressive skills in daily rehearsal. 4. Identify, describe, and evaluate musically effective performances. 5. Generate future practice and rehearsal goals based on feedback and self evaluation/reflection. 6. Select individual and ensemble music for practice and/or performance, based on preset or self-generated criteria such as skills/skill levels, instrumentation, time, variety.	1. Interpretation of articulations, phrasing, and dynamics contribute to musically effective performances. 2. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of percussion, band, and orchestra music. 3. Genres of music dictate performance practices and interpretations.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Develop criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. • Tasks for Audience Engagement: ○ Practice engaging with the audience through eye contact, facial expressions, and connection to the music. ○ Develop a sense of performance energy and enthusiasm. • Tasks for Conductor Interaction: ○ Follow the conductor's cues regarding tempo, dynamics, and expressive elements. • Tasks for Listening Skills: ○ Listen attentively to other sections and the overall ensemble sound. ○ Adjust to maintain balance and blend with the entire ensemble. ○ Guided listening, interpretation, and analysis of recorded examples. • Tasks for Public Performance:	1. CMEA PERFORMANCE RUBRICS 2. WHS Music Dept. Course Pacing Guide 3. "A Comprehensive musical method for individual or group instruction and performance" - Firth Feldstein Percussion Series 4. "The Packet" - Frank Chapple FECIV Publications 5. Tapspace.com



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○ Perform as an ensemble member in a minimum of 2 formal concerts per school calendar year (winter/spring) ● Tasks for Self-Assessment ○ Generate personal response, evaluation and self-reflection of in-class rehearsals and concerts.	
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