

BONNEY LAKE HIGH SCHOOL

Course Title: Percussion

Teacher: Brandon Cain

Band Website: <https://sites.google.com/sumnersd.org/blhspantherband/home>

SBLSD Bands Website: <https://sites.google.com/sumnersd.org/sblsdbands/home>



Teacher Email: brandon_cain@sumnersd.org

Check Grades on Skyward:

<https://www2.nwrdc.wa-k12.net/sumners/web/seplog01.w>

Communicate with Teachers & Receive Class Updates on ParentSquare:

<https://www.parentsquare.com/signin>



Course Description:

Focuses on mastering a variety of techniques specific to many different percussion instruments and styles. Students enrolled in Percussion class may perform with Symphonic Band and Wind Ensemble, in addition to forming Percussion Ensembles & Panther Drumline. Students will be required to work towards completion of a curriculum on all percussion instruments including snare drum, timpani, mallet instruments, and accessories. The class will focus on the development of specific percussion techniques and musical expression. Because of the range of ability levels in the group (grades 9-12) it is critical that percussion ensemble students be responsible, team oriented, focused, dedicated, and flexible. Music will focus mostly on drumline for Panther Marching & Pep Band in the fall & spring; During the winter, solo performance, well-rounded percussion fundamentals, chamber/percussion ensemble and wind band music. Percussion ensemble students are required to attend all band concerts, the regional band festival, solo & ensemble festival, the end of the year percussion ensemble concert, and all related performances/festivals to their assigned concert ensemble.

Course Learning Targets:

All BLHS credited music classes share some common goals centered on developing good musicianship. These goals include but are not limited to: playing with characteristic tone and breath support, sight reading, playing accurate rhythms and notes, playing with appropriate style for a variety of genres, playing with musical expression, playing with good technique, playing with a variety of articulations, understanding music theory concepts, cooperating and collaborating with others, effectively using self-reflection to improve, and listening skills. These courses provide a comprehensive, enriching journey into instrumental music. Students can expect to create, collaborate, and hone their skills on a daily basis. This music program will cultivate well-rounded musicians with a comprehensive understanding of instrumental music and refined technical skills on their instrument. We will explore various theoretic concepts and will align lessons with [state & national standards](#). The various ensembles will participate in festivals, trips and concerts around the Puget Sound area and the state of Washington that may take place inside or outside of the school day. These classes are heavily oriented around performances, some of which will be outside of normal school hours. These performances are part of the curriculum and are required.

Grading System:

Category	Description	Percentage of Grade
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Performance	<i>Includes all performances (e.g. concerts, pep events, assemblies, masterclass performances, virtual performances, reflections, etc.)</i>	50%
Assessment	<i>Includes all music assessments (e.g. playing tests, quizzes, etc.)</i>	30%
Rehearsal Process	<i>Includes all elements that go into the rehearsal process (e.g. worksheets, assignments, sectionals, and daily rehearsal evaluations based on professionalism, preparedness, and overall "ensemble citizenship")</i>	20%
Information Only	N/A	0%

Grades will be updated at least every 2 weeks.

Grading Scale:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percent	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-60	59-0
GPA	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0

Expected Homework:

In addition to various musical skill worksheets and projects. Students are expected to independently practice their music at home. In fact, most of the "homework" of any music class is the commitment to daily, intentional practice of the music and music concepts being studied in class. As the saying goes: "Practice is where you learn your part; Rehearsal is where you learn everyone else's part." **A beginning practice goal is 30 minutes per day, six days per week.** The hardest part of practicing is "opening the case"... if the instrument is already put together and on a stand in a reachable location, 90% of the decision is already made. The bandroom is open for practice before school, during lunch, and after school!

Make-Up & Missing Work Policy:

Students will be assigned a 0% grade (or 50%) when they have displayed no 'evidence-of-learning' on any given assignment or assessment. Most work will be accepted with no penalty up to two weeks after the due date. Work directly related to the concert cycle must be turned in BEFORE the concert to be eligible for full credit, even if that is less than two weeks after the due date. Work submitted more than two weeks late will be eligible for up to 75% credit (or 100%) at teacher discretion.

Summative Assessment Retake Policy:

[School-Wide Retake Policy](#)

Procedure When Absent:

[see band program handbook](#)

Behavior Expectations to Protect Instructional Time & Ensure Safety:

- Phones must be silenced and stored out of sight during class time.
- All students must use SmartPass on their Chromebooks when leaving the classroom.

- Students are not to leave class during the first or last 10 minutes of class, unless there is a documented plan indicating otherwise.

How to Receive Extra Support:

If you ever feel like you are not “getting it” or you would like clarification, ask! I am here to help you learn and helping people is one of my favorite things to do. Throughout the year I will be available for a few hours after school most days to answer questions and help with music. If you plan to drop by, please reach out to make sure I am available. My door is always open (even if it’s technically shut because the band room is loud). If you need help with anything, please feel free to come talk with me. We may also do mid-semester mini-grade-conferences in class. If I can’t help, I will do my very best to find someone who can. I teach a zero hour class, so I am not available before school. My preference for extra help would be during my planning periods (2nd or 6th), some lunches, or after school. Students need to let me know they would like to stay after school during the school day, preferably by lunch time and they can simply email me to ask.

Course Curriculum:

Unit/Skills Assessed	Timeline	Assessments
Pep/Parade Unit	Summer-September	practice, performances, worksheets
‘Concert Hall Music’ Unit	October-November	practice, performances, worksheets
Chamber Unit	December-January	practice, performances, worksheets
Festival Unit	January-March	practice, performances, worksheets
Spring Concert Unit	April-May	practice, performances, worksheets
Ceremonial Unit + Field Show/Summer Band Intro	June/End-of-School-Year	practice, performances, worksheets

Course Resources:

[see band program handbook](#)

Required Course Materials:

[see band program handbook](#)

Recommended Course Materials:

[see band program handbook](#)

Content Advisory Notice:

[see band program handbook](#)

I have read and understand the expectations for this course.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____