



Greenwich Public Schools Curriculum Overview

PERCUSSION ENSEMBLE

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description:

Percussion Ensemble

Full Year

092360

6 Blocks

1 Music Credit

The Greenwich High School Percussion Ensemble is the primary performing ensemble for percussion students in grades 9–12. Through rehearsals, students develop tone production, articulation, rhythmic accuracy, music reading, and rehearsal techniques while performing a variety of original and arranged works representing diverse styles and historical periods. The Percussion Ensemble performs at the four annual school concerts and may also participate in festivals and competitions. Participation in the Connecticut All-State and Regional audition process is encouraged. Students also perform with the GHS Pep Band and are expected to participate in at least three home football games each season. Private lessons are strongly encouraged.

The Percussion Ensemble serves as the percussion complement for the school's wind-bands and full orchestras as needed, while also performing as an independent percussion ensemble. Students develop proficiency on rudiments that are the basis of all percussion performance, and will read treble and bass clef so that all percussionists may play mallet instruments.

This course can be used to fulfill the required **1.0 Career and Life Skills credit**, and the required **1.0 Fine Arts credit**. Enrollment in Band for three years can be used to fulfill a Stem Elective credit.

Prerequisite: Previous Wind-Band/Percussion experience, and director approval.

Unit Guide:

The curriculum is structured around four strands, which are taught concurrently throughout the year:

1. Technique: Fundamentals in Percussion Performance

Students develop proper playing technique, tone production, articulation, stick control, percussion rudiments, and technical facility across a variety of percussion instruments.

2. Musicianship: Music, Culture, and Emotion

Students explore music representing a variety of composers, historical eras, genres, and world traditions while developing expressive interpretation and musical understanding.

3. Literacy: Fundamentals in Performance

Students strengthen rhythmic literacy, music reading in treble and bass clef, sight-reading, and analytical skills needed for independent performance.

4. Ensemble Skills: Collaborative Performance and Rehearsal Techniques

Students develop active listening, rehearsal strategies, collaboration, and collective responsibility necessary for successful ensemble performance.

Enduring Understandings

- Expressive performing requires technical proficiency and emotional vulnerability such that each individual is capable of performing at the level required of the ensemble. Consistent tone production, technical fluency, and an understanding of musical phrasing provide the foundation for successful performance.
- Music literacy and analytical skills enable students to read, interpret, and perform increasingly complex repertoire while developing fluency on a variety of percussion instruments.
- Performing on multiple percussion instruments requires adaptability, technical versatility, and a strong foundation in rhythmic accuracy and percussion rudiments.
- Exploring music by culturally diverse composers, genres, and traditions fosters empathy, understanding, and appreciation for music from around the world.
- High-level ensemble performance requires discipline, precision, focused rehearsal habits, and the ability to recognize and correct errors independently.
- Musical excellence is achieved through consistent practice, personal responsibility, and a strong sense of *esprit de corps*. These habits prepare students for performances, festivals, and lifelong participation in music.

Performance Tasks: (Assured Experiences)

Students will demonstrate their learning through a variety of authentic performance experiences, including:

- **Public Performances**
 - Fall Concert (October)
 - Candlelight Concert (December)
 - Spring Concert (March/April)
 - Senior Celebration Pops Concert (May/June)
- **Playing Tests**
 - Students demonstrate their understanding and execution of playing skills using a rubric that measures multiple elements of performance in standards 5 and 6 (e.g., tone, intonation, note accuracy, rhythm, etc.).
 - Students perform solo repertoire or excerpts from ensemble music for peers and the teacher.
 - Students submit periodic video recordings to receive individualized feedback and reflect on their musical growth.

Standards:

The course is aligned with the [National Core Arts Powered Standards](#):

- **Creating:** MU:Cr3.2.E.8a
- **Performing/Presenting:** MU:Pr5.1.E.8a, MU:Pr6.1.E.8a, MU:Pr6.1.E.8b
- **Responding:** MU:Re8.1.E.8a, MU:Re9.1.E.8a
- **Connecting:** MU:Cn10.0.E.8a

Resources:

- **Digital Feedback Support:** Teacher-created audio recordings and digital practice materials are available through Google Classroom to support individual practice, test, and performance preparation.

- **Differentiation and Support:** Individual conferences, additional instructional resources, and peer mentoring are provided as needed to support student growth.
- Jagow, S. (2007). *Teaching Instrumental Music: Developing the Complete Band Program*. Meredith Music Publications.
- Digital Warm-Up Packet Unique to GHS.