

PERCUSSION

TECHNIQUES

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Born on May 21, 2020

Middle Township School District

Percussion Techniques

Content Area/ Grade Level/ Course:	Music 9-12 Percussion Techniques
Unit Plan:	Basic/Intermediate Techniques
Time Frame	Full School Year

Anchor Standards/Domain*

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principals that govern the creation of works of art in dance, music, theater, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across culture.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theater, and visual art.

Unit Summary

Percussion ensemble provides an opportunity for student musicians to develop technical and expressive skills. Students will develop techniques of performance, notation reading, listening skills, dynamic contrast and control, tone quality and tempo control using a variety of percussion instruments and musical styles.

Essential Questions Rationale: Students will be able to demonstrate growth in percussion technique, music theory, and reading notation, which will enable them to successfully perform varied percussion repertoire from different eras in history, and consequentially, improve their ability to listen to and appreciate piano music while supplementing other musical endeavors.

- How does daily, independent practice assist me in reaching my goals as a player?
- How do correct stickings, posture, and hand motion affect my performance of a piece of music?
- How can dynamics, tempo, and articulation assist me in communicating a piece of music effectively?
- Why were you successful at performing your best piece?
- How did performing successfully make you feel about that piece?
- Where is the place I struggle most when learning new music and how can I approach it as a challenge instead of a struggle?

Standard Number(s)

Strand(s):

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1.3 Performance – All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

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CPI # / CPI(s):

1.1.12.B.1 - Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions

are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2 - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.3.12.B.1 - Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

1.3.12.B.2 - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non- Western, and avant-garde notation.

1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic

characteristics of the genre.

1.4.12.A.3 - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for

assigning value to the works.

1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Content Statement(s):

- Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres - Musical proficiency is

characterized by the ability to sight-read advanced notation.

- Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

- Cultural and historical events impact art- making and how audiences respond to works of art.

- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

- Western, non-Western, and avant-garde notation systems have distinctly different characteristics.

- Stylistic considerations vary across genres, cultures, and historical eras.

- Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

-Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

- The ability to read and interpret music impacts musical fluency.

- Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

Essential Question(s)

- How does proper playing technique contribute to quality sound production?
- What role does my instrument play within the ensemble?
- How does my individual participation benefit the whole ensemble?
- How does self-discipline contribute to advanced level and higher quality performances?

Enduring Understandings

- Participating in an ensemble builds a sense of community.
- Playing an instrument fosters responsibility.
- Musicianship is developed through listening to and analyzing music.
- Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.

Skills and Learning Targets

- Students will be able to successfully negotiate repertoire with a high regard for all stylistic and/or musical nuances that appear in the score.
- Students will utilize listening skills to critique performances from a global perspective.
- Students will incorporate proper technique, posture, and a high level of focus to adequately prepare and perform repertoire.
- Students will take into consideration the historical and cultural significance of each piece to successfully execute repertoire appropriate to performance practice.

In this unit plan, the following 21st Century themes and skills are addressed.

Content•
Students will further music reading skills, proper percussion technique, and correct posture through daily practice.
•Students will advance knowledge of music theory concepts necessary for discussions and repertoire.
•Students will practice and perform appropriate repertoire for their skill level.
•Students will listen to professional performances of renowned percussionists and discuss interpretation of repertoire, performance practice, and relationship to music in a global context.
•Students will be expected to prepare repertoire and participate in classroom recitals
When students are not performing they will be expected to critique their peers using the designated critique rubric.

Check all that apply. **21st Century Themes**		*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.* **21st Century Skills**	
X	**Global Awareness**	E	**Creativity and Innovation**
	Environmental Literacy	E	**Critical Thinking and Problem Solving**
	Health Literacy	E	**Communication**
	Civic Literacy	E	**Collaboration**
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Demonstrate proper posture.
- Demonstrate the ability to count, clap, and play rhythms.
- Demonstrate the ability to play the correct dynamics with good tone.
- Demonstrate the ability to play in an ensemble setting with correct balance and blend and demonstrate the ability to follow a conductor with multiple tempo changes.

Assessments (Pre, Formative, Summative, Other)

Students will perform in a recital for their peers and instructor once every three-four weeks depending on student progress and class interruptions (holidays, snow, events, etc...). The recitals indicate the progress of the students over a period of time and give the instructor an idea on how they are their skills are developing as a pianist. This is also a time where peers get to grade and critique each other.

These assessments provide an opportunity for each student to perform in front of the class at least once a month. The instructor will assign the piece to be played at the recital the week it occurs to give the student adequate time to refine the piece. The instructor will work with the students to be sure they are successful in their performance by providing enough independent practice to prepare for these assessments.

Formative Assessments:

- Daily teacher assessment of posture, hand positioning, and consistent stickings.
- Daily student assessment of problems they are facing in the repertoire and how to attack those problems.
- Daily teacher assessment of motivation during independent practice time.
- Teacher assessment of growth in each individual student's repertoire execution and improvement of technical skills.
- Teacher/student assessment of student's ability to "present" themselves well in a recital performance.
- Written assessments of music reading/theory skills.

Teaching and Learning Activities	
Activities	Teacher demonstrations Teacher modeling Individual student performance Listening to recordings to understand performance style
Differentiation Strategies	1. Music will be selected in accordance to student playing level and experience. 2. Exercises will be selected to address individual student needs. 3. Student are divided by skill level and progress at different keyboards in the room so progress can be accurately measured and small groups can be instructed at different times of the class period.

Resources

- iPod
- Recordings
- Piano
- Drums
- Cymbals