

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12

Music – Percussion Methods

<p><i>Mission Statement</i></p>	<p>The mission of the Geneva CUSD 304 K-12 music education curriculum is to guide all students toward the development of a lifelong personal relationship with music, by giving every student the opportunity to develop his or her individual skills, talents, and knowledge of music to the fullest potential, through a variety of appropriate listening, performance, creative, evaluative, and learning experiences.</p> <p><i>Instrumental Music Education (Band) should:</i></p> <ol style="list-style-type: none">1. Provide exercises and opportunities that develop the technical and physical skills necessary to progress on each instrument.2. Provide musical experiences that promote aesthetic growth and expressive skills.3. Provide exposure to music literature that spans a wide variety of historical periods and cultures.4. Encourage students to make informed decisions and to take creative “risks” in the development of a musical performance.5. Offer a wide range of educational opportunities that will accommodate for each individual’s level of development and growth potential.6. Provide opportunities for public performance.7. Provide regular feedback regarding the development of both the ensemble and the individual student.8. Provide opportunities for the students to interact with others that will promote team and leadership skills.9. Provide experiences that make connections with knowledge from other content areas.10. Allow the students to examine beauty and express the human experience through music. <p><i>Learner Outcomes (adapted from the Nine National Standards for Music Education):</i></p> <ol style="list-style-type: none">1. Sing simple melodies and exercises. To demonstrate an understanding of various musical concepts (pitch, rhythm, phrasing, etc.) through vocal performance, then applying what has been learned back into instrumental performance.2. Perform on instruments, alone and with others, a varied repertoire of music. To demonstrate the physical, technical, and expressive skills
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	<p>necessary to produce a quality musical performance, whether in a solo or ensemble setting, and through variety of literature that reflects many different styles of music.</p> <p>3. Improvise music within specified guidelines. Demonstrate the ability to spontaneously perform original musical material (within a set of pre-determined parameters), demonstrating an understanding of proper musical form and structure, as well as technical mastery on one's instrument.</p> <p>4. Compose and arrange musical material within specified guidelines. To demonstrate the ability to produce original, written musical material (within a set of pre-determined parameters), demonstrating an understanding of proper musical form and structure.</p> <p>5. Read and notate music. To demonstrate the ability to recognize, interpret and recreate the notation symbols found in music, and to write/use those symbols in a musically appropriate manner.</p> <p>6. Listen to, analyze, and describe a musical performance. To demonstrate the ability - through aural observation - to detect, interpret, and comment upon the musical components that comprise a musical performance.</p> <p>7. Evaluate compositions and music performances. To demonstrate the ability to make well-informed, substantive comments regarding the musical elements of a written composition or performance, which may include educated suggestions for improvement.</p> <p>8. Understand basic relationships between music, the other arts, and content areas outside of the arts. To demonstrate the ability to make meaningful connections between elements of music and concepts from other areas of study, ultimately using these connections to draw more meaning from the music and to improve a performance.</p> <p>9. Understand music in relation to history and culture. To explore how music both reflects and affects the human experience, and how it may do so in the future.</p>
<p><i>Course Sequence</i> (Grades 6-12)</p>	<ul style="list-style-type: none"> • 6h Grade Band • 7th Grade band • 8th Grade Band • Percussion Methods (Grades 9-12) • Concert Band (Grades 9-12) • Symphonic Band (Grades 9-12) • Wind Symphony (Grades 9-12)

Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<p>Percussion Methods</p> <p>9, 10, 11, 12</p> <p>2</p> <p>Prior experience in band. Participation in this ensemble may be granted to novice instrumentalists by special permission from the director.</p>
<p>Course Description</p>	<p>This course is geared towards the abilities and development of the less experienced percussionist. However, experienced percussionists are encouraged to enroll in this class due to the in-depth study of history and performance technique on all of the major percussion instruments. If enrollment space allows, non-percussion students may also enroll with consent of the instructor. Students in this course will also play with the Concert Band and participate in their performances. Course materials will build upon basic skills and musical concepts, establishing goals for further advancement into one of the other three instrumental ensembles. Units for this class include basic rudiments/technique, study of the history and performance of all the concert percussion instruments, marching percussion, jazz, and world percussion. Students enrolled in the course will have the opportunity to participate in jazz band, pit orchestra, chamber ensembles, and various music festivals and events. Percussion Methods students will not participate in marching band unless they are also enrolled in one of the top two ensembles (Wind Symphony and Symphonic Band). All incoming freshman percussionists who do not choose to audition for one of the top two instrumental ensembles will automatically be placed in Percussion Methods.</p>
<p>District-approved Materials and/or Resources</p>	<ul style="list-style-type: none"> • Various concert band pieces selected from our music library or new material purchased through a sheet music retailer. • “Savage Rudimental Workshop,” by Matt Savage • “Fundamental Method for Mallets,” by Mitchell Peters • Selected exercises compiled from various sources. • Teacher-designed exercises to compliment unit of study.