



Drum Corps

Grades: 9-12

Curriculum Committee Members

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Arts education benefits both students and society; therefore, the arts are a fundamental component of educational programming. Arts education helps students develop an appreciation for the arts as well as develop critical thinking, decision-making, and problem-solving skills. With a solid arts education, students are able to understand the role of fine arts in our society and in other cultures, the interrelationships among the arts, and the relationships of the arts to other disciplines. Students also have the opportunity to broaden their interests in the arts and to explore various artistic forms and to refine artistic skills while creating or performing works of arts as well as develop knowledge related to careers in the fine arts. Furthermore, research demonstrates a correlation between participation in the arts and increased academic achievement on standardized tests measures. Finally, an arts education program engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life.

The Hazelwood Drum Corps course provides the opportunity for students to develop the technical performance skills, knowledge, and understanding of music necessary to make music a part of their lives. Students will not only have the opportunity to learn about and develop skill in playing the various types of percussion instruments but will also develop the critical thinking skills which will enable them to appreciate music on an independent level throughout life. They will be prepared, should they choose music as a career, to enter a professional training program in a college or conservatory. Aesthetic education gained throughout all levels of participation in the program will enhance the individual's appreciation of the arts for life.

The committee members aligned the curriculum with the 2007 Missouri Music Grade Level Expectations published by the Department of Elementary and Secondary Education (DESE). The curriculum meets all of the state and district requirements for research, technology, workplace readiness skills, gender/racial equity, and disability awareness.

The curriculum contains performance assessments and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required;** the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

COURSE TITLE: Drum Corps

GRADE LEVEL: 9-12

Course Description:

Drum Corps is designed to help percussion students further their musical skills outside of regular band class. Students will further develop their music reading skills, musicality, music terminology, music history, and music theory. Students will study practice, and perform a wide variety of percussion literature with emphasis on the continual development of technical facility, precision movement, and musical notation reading skills. Drum Corps will perform frequently throughout the year at school, community and festival events.

Course Rationale:

The Drum Corps course provides the opportunity for students to develop the technical performance skills, knowledge, and understanding of music necessary to make music a part of their lives. Students will not only have the opportunity to learn about and develop skill in playing the various types of percussion instruments but will also develop the critical thinking skills which will enable them to appreciate music on an independent level throughout life. The critical thinking developed through Drum Corps training will enhance the development of thinking skills needed in other academic areas. The Drum Corp class will develop students' knowledge of our musical heritage, which is necessary to become a discerning listener and/or performer. Students learn to make knowledgeable and discriminating judgments about the music that they hear. Training received in the Drum Corps course will enable the students to feel confident in their abilities to be a part of the community as performers. They will be prepared, should they choose music as a career, to enter a professional training program in a college or conservatory.

COURSE SCOPE AND SEQUENCE

Unit 1: Rhythm 8-10 Class periods	Unit 2: Basic Percussion 8-10 Class periods
Unit 3: Percussion and Musical Notation 8-10 Class periods	Unit 4: Music History 8-10 Class periods
Unit 5: Music Styles and Genres 8-10 Class periods	

Unit Objectives

Unit 1:

1. Students will be able to demonstrate basic instrumental skills and knowledge on selected instruments.
2. Students will be able to improvise simple rhythmic and/or melodic variations in a consistent style and meter.
3. Students will be able to interpret and explain standard rhythmic notation in simple and compound meters using:
 - whole note/rest
 - quarter note/rest
 - half note/rest
 - eighth-note pairs
 - dotted half note
 - sixteenth notes
 - dotted quarter followed by eighth
 - dotted quarter note/rest
 - 3 eighth notes beamed together in 6/8
 - syncopation
 - alla breve
4. Students will be able to perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation.

Unit 2:

1. Students will be able to demonstrate basic instrumental skills and knowledge on selected instruments.
2. Students will be able to demonstrate the ability to distinguish between quality and non-quality performance through listening.
3. Students will be able to perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation.

Unit 3:

1. Students will be able to identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef.
2. Students will be able to identify accidentals:
 - sharps
 - flats
 - natural signs
3. Students will be able to employ standard pitch notation in the clef appropriate to student's instrument in an appropriate range and keys.
4. Students will be able to identify and apply standard symbols for dynamics, tempo and articulation:

- p for piano
 - f for forte
 - mp for mezzo piano
 - mf for mezzo forte
 - pp for pianissimo
 - ff for fortissimo
 - cresc or < for crescendo
 - decres or > for decrescendo
 - dim for diminuendo
 - accelerando
 - ritardando
 - allegro
 - moderato
 - andante
 - largo
 - a tempo
 - accent
 - fermata
 - ties
 - slurs
 - staccato
 - legato
 - marcato
 - full complement of dynamic range including sfz
5. Students will be able to use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument.
 6. Students will be able to sight read standard musical notation at level 3 difficulty (proficient) or a level 4 difficulty (advanced).

Unit 4:

1. Students will be able to identify music from various styles and historical periods by comparing and contrasting selected elements of music.
2. Students will be able to identify genre or style from various historical periods through listening to percussion selections.
3. Students will be able to include possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples.
4. Students will be able to describe the historical significance of selected musical literature.
5. Students will be able to categorize the function of music being performed in relation to its function in society or history.
6. Students will be able to cite well-known composers and/or performers of various styles and periods specific to percussion.

Unit 5:

1. Students will be able to identify and analyze forms and composition techniques used in percussion.

2. Students will be able to describe the musical expression (mood) of an aural example.
3. Students will be able to determine the order and organization of an aural example.
4. Students will be able to determine the possible origin of an aural example (e.g., location and time).
5. Students will be able to characterize the use of music by its intended function (purpose) and its intended audience.
6. Students will be able to use musical terminology to describe their personal response to musical examples and to self-assess.

Essential Terminology/Vocabulary

Unit 1

Steady beat, rhythm, syncopation, upbeat, down beat, eighth note, quarter note, half note, dotted half note, sixteenth note, thirty-second note, whole note, meter, simple meter, compound meter, time signature, dynamics, tempo markings, timbre, balance blend, rhythm analysis, compare and contrast, themes and variations.

Unit 2

Percussion, Pitch Instruments, Non-Pitch Instruments, Snare Drum, Bass Drum, Quads, Quins, Sextet, Drum Sticks Mallets, Rudiments, Technique, Basic Grip, Stroke, Drag, Paradiddles, Flame, Roll, Double Roll, and Triple Stroke.

Unit 3

Bass Clef, Treble Clef, Ledger Lines, Bar Line, Key Signature, Accidentals, Sharp, Natural, Flat, Dynamics, Tempo Marking, Articulation, and Circle of Fifths.

Unit 4

Medieval, Renaissance, Baroque, Classical, Nineteenth, 21st Century, Ragtime, Blues, Jazz, Rock' n Roll, Doo Wop, Rap, Back Beat, Funk, Genre, and Music Style.

Unit 5

Ragtime, Blues, Jazz, Rock' n Roll, Doo Wop, Rap, Back Beat, Funk, Genre, and Music Style.

Proposed Course Materials and Resources:

- Fundamental Method for Mallets, Books 1-2 by Mitchell Peters
- The Mallet Player's Toolbox by John R. Hearn
- Primary Handbook for Snare Drum, Garwood Whaley, Level 1
- The Logical Approach to Rudimental Snare Drum, Phil Perkins, Level 1
- Snare Drum for Beginners, Morris Goldenberg, Level 1
- Modern School for Snare Drum, Morris Goldenberg, Level 1/2 and Level 5
- The Logical Approach to Rudimental Snare Drum, Phil Perkins, Level 1
- Concert Solos for the Intermediate Snare Drummer, Garwood Whaley, Level 2
- Portraits in Rhythm, Anthony J. Cirone, Level 3-4
- Masterworks for Mallets by Beth Gotlieb
- A Fresh Approach to Mallet Percussion by Mark Wessels
- A Fresh Approach to the Snare Drum by Mark Wessels
- Alfred Drum Method, Books 1-2 by Sandy Feldstein
- Life Little Rudiment Book by David Steinquest
- The Drummer Rudiment Reference Book by John Wooton

Additional Resources:

- www.freedrumlinemusic.com
- www.rlaneypercussion.com
- www.vicfirth.com
- www.rowloff.com
- www.tapsace.com
- www.musicracer.com
- <https://historyofdrumsandpercussion.weebly.com>
- [Visual Encyclopedia of Percussion Musical Instruments](#)
- <https://www.biographyonline.net>
- www.discogs.com
- lolo816tripod.com
- www.youtube.com [The Rock 'n Roll Hall of Fame](#)
- www.youtube.com [The History of Jazz](#)
- www.youtube.com [The History of Motown](#)
- www.youtube.com [The History of Doo Wop, and Rap Music](#)
- www.jazz24.org