HAZELWOOD SCHOOL DISTRICT

DRUM CORPS SYLLABUS

Fall/Spring 2020-2021

B Days: 10:35 AM to 12:05 PM

Room E-102

Instructor: Mrs. Jacqueline Hooker

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(314)953-5600 ext. 35645

**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 Corps 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.

**Approved Course Materials and Resources**

Fundamental Method for Mallets, Books 1-2 by Mitchell Peters

• The Mallet Player’s Toolbox by John R. Hearnes

• Primary Handbook for Snare Drum by Garwood Whaley, Level 1

• The Logical Approach to Rudimental Snare Drum by Phil Perkins, Level 1

• Snare Drum for Beginners by Morris Goldenberg, Level 1

• Modern School for Snare Drum by Morris Goldenberg, Level 1/2 and Level 5

• The Logical Approach to Rudimental Snare Drum by Phil Perkins, Level 1

• Concert Solos for the Intermediate Snare Drummer by Garwood Whaley, Level 2

• Portraits in Rhythm by 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](http://www.freedrumlinemusic.com)

• [www.rlaneypercussion.com](http://www.rlaneypercussion.com)

• [www.vicfirth.com](http://www.vicfirth.com)

• [www.rowloff.com](http://www.rowloff.com)

• [www.tapsace.com](http://www.tapsace.com)

• [www.musicracer.com](http://www.musicracer.com)

• https.//historyofdrumsandpercussion.weebly.com

• Visual Encyclopedia of Percussion Musical Instruments

• https.//www.biographyonline.net

• [www.discogs.com](http://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](http://www.jazz24.org)

**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. 7

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 forfortissimo

• 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.

**Grading Sequence:**

100-90 A

89-80 B

79-70 C

69-60 D

59-0 F

**\*All Drum Corp Students are required to perform at all scheduled events for a**

**Performance Grade.**

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| **Suggested Dates** |  |  | **Suggested Dates** | |  | | **Suggested Dates** | |
| Common Assess #1 |  |  | Common Assess #2 | |  | | Common Assess #3 | |
|  |  |  |  | |  | |  | |
| 1st Quarter(Mid-term) |  |  | 1st Quarter (End Term) |  | | 2nd Quarter (Mid-Term) | |
|  |  |  |  | |  | |  | |
| 3rd Quarter (Mid-Term) |  |  | 3rd Quarter (End Term) | |  | | 4th Quarter (Mid-Term) | |