

8th Grade Percussion: Course Syllabus and Expectations

Teacher: Mr. Neil Landini

Class Website: http://www.powhatanbands.com/pjhs_8_perc.php

Materials Needed for EACH CLASS:

1. Three-ring binder with sheet protectors (for handouts) and loose-leaf paper (for notes).
2. Both Pen **AND** pencil.
3. Standard of Excellence Book II for Drums/Mallet Percussion, Timpani/Auxiliary Percussion, and Theory/History.
4. Practice Pad (this can come from your bell kit, I recommend the Vic Firth Heavy Hitter Stockpad).
5. Your mallet bag with the following: (**IP-FP3 covers all mallets and stick listed below)
 - a. 1 pair of snare sticks (*Cost per pair through band program :\$9*)
Recommended models:
IP-LD – Lalo Davila
IP-CL1 or 2 or 1H – Christopher Lamb
IP-JC – James Campbell***
IP1 – General Snare Stick
 - b. 2 pairs of marimba mallets (recommended model IP-240***)
 - c. 2 pairs of vibraphone mallets (recommended model IP-RS251***)
 - d. 2 pairs of xylophone/bell mallets (recommended model IP-902***and IP-906***)
 - e. 1 pair of timpani mallets (recommended model IPCT-3***)
 - f. drum key
6. Metronome (recommended model Boss Dr. Beat DB-12)
7. All handouts: TBA

Student Expectations

Students are expected to:

- A. Be present and on time for all rehearsals and performances
- B. Bring their mallet bags/sticks/mallets, music and a pencil to all rehearsals
- C. Act with respect and courtesy toward teachers and other students.
- E. Keep school property (books, music, instruments, equipment, etc.) in good condition
- F. Be prepared to participate in rehearsals and performances.
- G. Consistently and actively be a contributing member of the class and ensemble.

Students are expected to exhibit proper rehearsal behavior, which includes:

- A. Listening (no talking) when the teacher or another student is talking.
- B. Proper posture for instrument; Feet on the floor (no legs crossed) when playing.
- C. No gum chewing during rehearsal.
- D. No eating during rehearsal.
- E. When in percussion class or full band rehearsal, a student will do band work (not work from another class)

8th Grade Percussion Syllabus cont'd:

Grading: See PJHS band handbook.

Reminder: All concerts and performances are mandatory

Syllabus: Intermediate Level

Developing basic musicianship skills continues to be a priority at the Intermediate Level. Students will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty (VBODA Level 2-4). Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods.

Perform

- II.1 The student will demonstrate proper playing position.
1. posture
 2. embouchure
 3. hand position
- II.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- II.3 The student will demonstrate the ability to adjust and match pitches.
- II.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- II.5*** The student will demonstrate a variety of articulations or bowings.
1. wind: staccato, legato tongue, accent, marcato, tenuto
 2. strings: staccato, brush stroke, hooked bowings, martelé, marcato, tremolo, multiple-note slurs
- *** **Percussion: Legato strokes, Staccato strokes, Up (lift) strokes, Double bounce, Triple Bounce, and Multiple Bounce.**
- II.6*** The student will perform selected major scales ascending and descending in eighth notes (M.M. quarter note = 72).
1. winds: D, G, C, F, Bb, Eb, Ab, Db
 2. violin: C, G, D, A, Bb, Ab, two octaves
 3. viola/cello: C, G, D, E, F, Eb, two octaves
 4. string bass: C, G, D, A, E, F, Bb, Ab, one octave
- *** **Percussionists will learn all twelve major scales and all natural minor scales in two octaves. In addition percussionists will learn all twelve major arpeggios in two octaves with both two mallets as well as block chord and arpeggiated inversions with four mallets. Percussionists will also learn natural minor arpeggios in two octaves with both two mallets as well as block chord and arpeggiated inversions with four mallets.**
- II.7*** The percussion student will perform The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
- *** **Percussionists will perform all 40 Percussive Arts Society Rudiments. Students will open and close selected rudiments.**
- II.8*** The wind/percussion student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).
- *** **Percussionists will perform a chromatic scale on the full practical range of the instrument in eight notes quarter note = 72).**

8th Grade Percussion Syllabus cont'd:

- II.9 *** The student will use dynamic contrast and technical skills as means of expression.
1. winds: vibrato, alternate fingerings, trills, grace notes
 2. percussion: multiple mallets and auxiliary instrument techniques; technique on two timpani
 3. strings: shifting (violin/viola up to third position; cello/bass up to fourth position); alternate fingerings; vibrato
- *** **Percussionists will perform with 4 mallets on a basic level working on lateral strokes, single independent strokes, and double vertical strokes away on the instrument utilizing intervals of fifths and fourths, major and minor chords.**
- II.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.
- II.11 The student will demonstrate ensemble skills.
1. blending of instrumental timbres
 2. matching dynamic levels, style, and intonation
 3. responding to conducting gestures
- II.12 The student will sight-read music of varying styles and levels of difficulty.
- II.13 The student will sing a part while other students sing or play contrasting parts.
- II.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- II.15 The student will embellish a folk song by creating rhythmic and melodic variations.
- II.16 The student will compose an eight-measure melody using available technology within teacher-specified parameters.

Investigate

- II.17 The student will demonstrate knowledge of the instrument being studied.
1. identifying minor problems
 2. repairing minor problems with teacher guidance
- II.18 The student will identify and count rhythm patterns from instructional materials using an established rhythm-reading system.
- II.19 The student will evaluate individual and group performance by offering suggestions for improvement.
- II.20 The student will identify career and avocational options in music.
- II.21 The student will identify, define, and apply music terms and symbols encountered in the material being studied.

Connect

- II.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities.
1. regular attendance with required materials
 2. completion of assignments/practice
 3. participation in class and performance
 4. participation in activities that are cross-disciplinary or co-curricular
 5. concert etiquette as a performer and a listener
- II.23 The student will describe concepts common to music and other disciplines.
- II.24 The student will discuss cultures, styles, composers, and historical periods from materials being studied.