



## Board/Authority Authorised Course Drumline – Level 1

School District/Independent School Authority Name	Kamloops Thompson
School District/Independent School Authority Number	73
Developed by	Don Bennett
Date Developed	January 21, 2014
School Name	Valleyview Secondary
Principal's Name	Mr. Walt Kirschner
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Drumline – Level 1
Grade Level of Course	8-12
Number of Course Credits	4
Number of Hours of Instruction	110+ hours; could be structured as a semestered course or outside the timetable to accommodate classes; this latter option would require 2.5 hrs per week plus several performances
Prerequisite(s)	none
Special Training, Facilities or	<b>Training for instructor:</b> Instrumental Music, percussion background a



Equipment Required	benefit <b>Facilities required:</b> large room - sound-proof or acoustically appropriate <b>Equipment needed:</b> specific drumline ensemble instruments and hardware for a class of up to 30 students: <ul style="list-style-type: none"> <li>– 6-8 snare drums, 3-5 tenor quads, 5-8 bass drums, 4-6 pairs of marching cymbals</li> <li>– harnesses, hardware and cases for all equipment</li> </ul>
Course Synopsis	<b>Course Description:</b> Students will develop skills and techniques that are applied specifically to marching percussion instruments. These will include: performance skills; ensemble (teamwork) awareness; rehearsing, analysing and evaluation of music; composition; and improvisation

## Rationale

Drumline is a Fine Arts course that combines musical elements with body movement and precision team skills. It is designed to provide an opportunity for students to learn, create and analyze music of a variety of different world cultures, and to perform as a percussion ensemble.

This course is designed for students with or without previous musical experience. Starting with a person’s natural rhythmic sense, it will enable students to develop more sophisticated skills while increasing musical understanding and ensemble awareness.

As it is a performance-based course, full participation is expected for all classes and performances.

## Organizational Structure

Unit/Topic	Title	Time
Unit 1	Fundamentals of drumming: Technique, Sound Production	30 hours
Unit 2	Musicianship: the “artistic” part of drumming	15 hours
Unit 3	Ensemble Awareness	15 hours
Unit 4	Aural Awareness (Listening)	10 hours
Unit 5	World Music: drumming traditions in a variety of cultures	20 hours
Unit 6	Performance and Entertainment	10+ hours



Unit 7	Context: connecting with the world around us	10 hours
	Total Hours	110+

## Unit Descriptions / Aims and Objectives

### Unit 1: *Fundamentals of Drumming*

the fundamentals of drumming techniques, including proper care and maintenance of the equipment, posture, playing and body position, grip, basic rudiments, notation and rhythm reading

#### Students should be able to:

- demonstrate, analyze and create pulse, meter and rhythmic patterns in instrumental repertoire
- demonstrate an understanding of musical notation and reading fundamentals using appropriate music terminology
- demonstrate correct drumming fundamentals

### Unit 2: *Musicianship*

musical dynamics, phrasing, contrast, form, tonal and colour variations as pertaining to percussion instruments

#### Students should be able to:

- analyze and evaluate musical options for performance interpretation
- correctly demonstrate musical elements of drumming

### Unit 3: *Ensemble Awareness*

cooperation and collaboration essential to a musical ensemble; individual roles and responsibilities; dynamic matching, style matching, balance, blend

#### Students should be able to:

- articulate roles and responsibilities of musicians in an ensemble
- work cooperatively with other ensemble members toward a common performance goal
- demonstrate musical components of ensemble rehearsal and performance skills

### Unit 4: *Aural Awareness*

critical listening; analysis and critiquing of performances; peer and self evaluation

#### Students should be able to:

- develop “musically intelligent” ears – demonstrated through analysis of recorded and live performances
- offer appropriate constructive criticism for peer and self evaluation

### Unit 5: *World Music*

music from a variety of cultures – musical and technical similarities and differences; the significance of music to the cultures with which they are associated

#### Students should be able to:



- demonstrate an understanding of the musical and technical similarities and differences between music of various cultures
- analyze and articulate the significance of music to the cultures with which they are associated

### **Unit 6: *Performance and Entertainment***

performance standards and responsibilities; rehearsal techniques; elements of entertainment and marketing; performer and audience etiquette; career and other options beyond high school

#### **Students should be able to:**

- demonstrate skills and attitudes necessary to participate as a musician within society
- demonstrate an awareness of the contributions of others
- actively seek constructive criticism; respectfully provide constructive criticism
- demonstrate a willingness to share music with others
- assume leadership roles in a variety of contexts

### **Unit 7: *Context: music as expression; connecting with the world around us***

the language of music and its function as a tool of expression; music in the real world – historical, cultural, and social perspectives; the roles of music in society

#### **Students should be able to:**

- justify personal insights derived from performing and listening to instrumental music
- analyze how thoughts, images and feelings are expressed in instrumental music
- identify and describe historical, cultural, and social perspectives of music in a variety of cultures and throughout history
- compose a musical work for a percussion ensemble

## **Instructional Component**

**Methodology:** The various teaching and learning strategies used in this course will include:

- Group activity
- Written and verbal reflections
- Structured listening activities
- Direct and indirect instruction
- Creating and analyzing music
- Performing selected concert, solo and ensemble repertoire

## **Assessment**

### **Assessment Tools:**

- self and peer evaluations of individual and ensemble performances
- teacher evaluations of individual and ensemble performances
- written pretests and quizzes
- musical analysis of exemplar performances (live and recorded)
- composition activities



### **Course Grading:**

➤ Foundations: Notation and music theory	10%
➤ Foundations: Drumming fundamentals	15%
➤ Musicianship: Artistic Elements	15%
➤ Ensemble skills	15%
➤ Aural skills and awareness	10%
➤ World Music: Cultural	10%
➤ Performance/Entertainment elements	15%
➤ Musical Context: historical, cultural, social perspectives	10%

## **Learning Resource**

### **Possible Texts and Resources:**

- Field Level (Row - Loff Productions)
- Champion Technique for Marching Percussion (Row - Loff Prod.)
- Rudimental Logic 3.0 (Row - Loff Productions)
- Quad Logic: Revised Edition (Row - Loff Productions)
- Bass Logic: Revised Edition (Row - Loff Productions)
- Selected Solo and Ensemble Repertoire
- Selected listening repertoire
- Selected video recordings