

Board Authorized Course

Proposed Course: Modern World Drumming 12

Credits:2

Hours of Instruction:60hrs

District: SD73 – Kamloops Thompson

Submitted by:Ian McCuaig

Date:March 25, 2009

School Name: Beattie School of the Arts – Pineridge Campus

Principal's Name: Mr. Michal Safek

BAA Approval Date:

Pre-requisites: None

Course Synopsis:

This course is a locally developed course that is designed to teach the fundamentals of music while playing varied percussion instruments. The class will study different Genres of music including Samba from Brazil, Counting systems from India, and African Drum & Dance.

The curriculum organizers used:

STRUCTURE	Elements of Rhythm Elements of Expression Form and Principles of Design
CONTEXT	Thoughts, images and Feelings Self and Community Historical and Cultural
MUSICIANSHIP	

Rationale:

World Drumming is a course which is designed to provide students with an opportunity to learn, create and perform drumming from various world cultures. Students will also blend aspects from each genre to create a truly original ensemble.

The course is designed for the experienced music student as well as students who do not have previous musical experience. This is a performance-based class, and full participation is expected at all classes and performances.

Percussion is the ground level of musical experience and is a great starting point for musicians and non musicians alike to discover the power of music. There are also several benefits to the human mind-body-spirit system; which include to de-stress, exercise the upper body, develop creativity, improve mental clarity, raise self esteem and confidence.

Organizational Structure:

UNIT / TOPIC	TITLE	TIME (hrs)
Unit 1	Body Percussion – Sound exploration	5
Unit 2	SAMBA – Traditional Samba School	15
Unit 3	North INDIAN Counting system- Integrated application to varied Percussion instruments	15
Unit 4	African Drumming - Dance	15
Unit 5	Exploration – Creation - composition	10

Instructional Components:

Direct/indirect Instruction

Modelling

Brainstorming

Group work

Structured Listening

Musical Creativity

Unit 1 Body Percussion – Sound Exploration

Students will explore rhythms and musical Form using body percussion and movement. Students will also create their own compositions using elements of musical form.

(Elements of Rhythm) It is expected that students will:

- demonstrate an ability to internalize rhythmic patterns in simple and compound metres
- describe pulse, metre, and rhythmic patterns using appropriate music terminology

(Elements of Expression)It is expected that student will:

- apply an understanding of timbre to performance of instrumental repertoire
- demonstrate an understanding of the relationship between the elements of expression and the acoustics of the performance environment

(Form and Principles of Design) It is expected that students will:

- apply knowledge of form and principles of design to create short compositions

Unit 2 SAMBA – Traditional Samba School

Students will learn to play percussion instruments in the SAMBA style. Students will learn a samba Dance and perform as a Samba School.

(Elements of Rhythm) It is expected that students will:

- demonstrate an ability to internalize rhythmic patterns in simple and compound metres
- sight-read rhythmic patterns from appropriate repertoire
- apply skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres
- describe pulse, metre, and rhythmic patterns using appropriate music terminology

(Self and Community) It is expected that students will:

- demonstrate skills and attitudes necessary to participate as a musician within society:
 - demonstrating respect for the contributions of others
 - giving and receiving constructive criticism
 - practising individual and group rights and responsibilities in music performance
 - demonstrating willingness to share music with others
- apply elements of concert production to enhance instrumental performance
- demonstrate an understanding of health and safety issues related to instrumental music
- identify requirements for careers in music and arts-related fields
- establish a plan for lifelong participation in music

(Historical and Cultural) It is expected that students will:

- analyze instrumental music from a range of historical and cultural contexts
- evaluate the purpose of music in a given historical or cultural context
- perform music from a range of historical and cultural contexts, demonstrating understanding of their characteristic styles

MUSICIANSHIP It is expected that students will:

- demonstrate competence in instrumental technique
- demonstrate skills and attitudes appropriate to a variety of instrumental performance contexts
- demonstrate an ability to respond to the direction of the conductor
- perform instrumental repertoire, demonstrating an understanding of its structural elements
- set personal goals for instrumental performance

Unit 3 North Indian Counting System

Students will learn to count and phrase using a northern India Counting System. Student will learn some traditional rhythms and then apply the rhythms to a varied percussion instruments

(Elements of Rhythm) It is expected that students will:

- demonstrate an ability to internalize rhythmic patterns in simple and compound metres
- sight-read rhythmic patterns from appropriate repertoire
- apply skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres
- describe pulse, metre, and rhythmic patterns using appropriate music terminology

(Form and Principles of Design) It is expected that students will:

- analyze form and the principles of design in instrumental repertoire.
- apply knowledge of form and principles of design to create short instrumental compositions

(Historical and Cultural) It is expected that students will:

- analyze instrumental music from a range of historical and cultural contexts
- evaluate the purpose of music in a given historical or cultural context
- perform music from a range of historical and cultural contexts, demonstrating understanding of their characteristic styles

MUSICIANSHIP It is expected that students will:

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- set personal goals for instrumental performance

Unit 4 African Drumming – Dance

Students will learn traditional African rhythms of Ghana and will also learn an accompanying traditional dance. These rhythms will be applied to varied percussion instruments.

(Elements of Rhythm) It is expected that students will:

- demonstrate an ability to internalize rhythmic patterns in simple and compound metres
- apply skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres
- describe pulse, metre, and rhythmic patterns using appropriate music terminology

(Self and Community) It is expected that students will:

- demonstrate skills and attitudes necessary to participate as a musician within society:
 - demonstrating respect for the contributions of others
 - giving and receiving constructive criticism
 - practising individual and group rights and responsibilities in music performance
 - demonstrating willingness to share music with others
- apply elements of concert production to enhance instrumental performance
- demonstrate an understanding of health and safety issues related to instrumental music
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Unit 5 Exploration – Creation – Composition

Students will use their knowledge of previously covered music to create and refine a music performance. This unit will be student led and will result in a final performance reflecting in all works from each unit of study.

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- describe pulse, metre, and rhythmic patterns using appropriate music terminology

(Elements of Expression) It is expected that students will:

- apply an understanding of timbre to performance of instrumental repertoire
- demonstrate an understanding of the relationship between the elements of expression and the acoustics of the performance environment

(Form and Principles of Design) It is expected that students will:

- analyze form and the principles of design in instrumental repertoire
- apply knowledge of form and principles of design to create short instrumental compositions

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Assessment Components:

Type of Assessment	Category	Details	Weight
Formative	Structured Listening	Journal	30%
	Projects	Portfolio	30%
	Performance	Written review	20%
Summative	Exams	Written/Aural	20%