

Planned Course: Instrumental Music-Percussion	Course Number:	Department: Music
Unit: Technical Development	Grade Level: 4-5	
Estimated Time: Continuous	Level/Track: Year 1	Date Approved: 08/01/2013

PA Academic Standards	Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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<p>9.1 Production, Performance, and exhibition of Dance, Music, and Visual Arts</p> <p>A. Elements and Principles in each Art Form</p> <p>B. Demonstration of Dance, Music, Theater, and Visual Arts.</p> <p>C. Vocabulary within each Art Form</p> <p>D. Styles in Production, Performance, and Exhibition</p> <p>9.3 Critical Response</p> <p>A. Critical Processes</p> <p>B. Types of Analysis</p> <p>C. Classifications</p> <p>D. Vocabulary for Criticisms</p> <p>E. Critical Position</p>	<p>▶Describe and demonstrate the proper body and instrument positions for playing snare drum.</p> <ul style="list-style-type: none"> Posture Height of drum Distance from drum Hand position/grip <p>▶How are the left and right sticks used to create and interpret rhythmic patterns?</p> <ul style="list-style-type: none"> Alternating sticks Rudiments: flams and rolls <p>▶Perform rhythmic (and melodic, for mallet percussion) improvisation within specified guidelines.</p> <p>▶Describe and demonstrate the proper body and instrument positions for other percussion instruments.</p> <ul style="list-style-type: none"> Bass drum, cymbals, tambourine, triangle, woodblock 	<p>Teacher modeling, student imitation</p> <p>Left/right exercises</p> <p>Incorporate rudiments and proper technique into improvisation</p>	<p>Teacher evaluation of student performance both alone and in a group</p> <p>Report cards will be sent home listing the students' level of work with regard to technical development</p>
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