



Drumline 10/11/12

Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Michelle Reed	Date Developed: April 29, 2019
School Name: Pleasant Valley Secondary & A.L. Fortune Secondary	Principal's Name: Mr. Abbas El Gazzar & Mr. Scott Anderson
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Drumline	Grade Level of Course: 10, 11, 12
Number of Course Credits: 4 Credits	Number of Hours of Instruction: 120 Hours

Board/Authority Prerequisite(s):

Drumline 10: Successful competition of Instrumental Music 9 is recommended but not required for Drumline 10

Drumline 11: Successful competition of Instrumental Music 10 or Drumline 10 is recommended, or by recommendation of the Music Teacher

Drumline 12: Successful competition of Drumline 11 is required. Where a student has successful percussion experience in Instrumental Music 11, recommendation by Music Teacher will be acceptable.

Special Training, Facilities, or Equipment Required:

Marching percussion equipment and accessories. Drumline instrumentation consists of Marching Bases, Snare, Tenors and Cymbals. Keyboard percussion is optional but encouraged where possible.

Course Synopsis:

This course has been designed to meet the needs of the growth of Drumline as a scholastic endeavor in B.C. Students will learn rudiments as outlined by the Percussive Arts Society, as well as put ensembles and shows together in accordance to the Canadian Drumline Association's recommendations. This course will expand student's musicianship and provide them an opportunity to build percussive skills not available through other Music courses.

Goals and Rationale:

Goals:

- Routinely execute full ensemble warm ups
- Develop a bank of cadences, grooves and cheers for community performance
- Participate in annual regional/provincial competitions wherever possible
- Demonstrate teamwork through practice and commitment
- Develop proficiency reading percussion charts
- Engage in peer/mentor relationships
- Engage in leadership

Rationale:

Drumline is a course designed to promote percussive arts through marching and concert percussion instrumentation. It is a collaborative team-based activity which requires self-motivation, commitment, effective work habits, and initiative which emphasize both Personal Awareness and Communication core competencies. Participation in Drumline provides students with a sense of community, self-worth and feelings of achievement and satisfaction. There are numerous opportunities for students to explore leadership and peer mentorship through this type of ensemble, as each section requires a leader or captain.

Drumline provides students with the opportunity to enhance their musical vocabulary and performance experiences. It allows students to express themselves artistically through performance and collaboration. Success is realized through both individual and teamwork as students come together to achieve quality ensembles performances.

The activity combines a multitude of disciplines including marching percussion, concert percussion, dance, art, theatre, choir and cheerleading. Drumline shows are cross-curricular in that they incorporate dance and movement, theatrical performance, and artistic set-design to create a narrative or explore a theme. Such productions are a reflection of the opportunities to celebrate and exchange ideas and interests unique to community culture, demonstrating Positive Personal and Cultural Awareness. Drumline can combine with cheerleading or dance classes to create repertoire for school community building such as pep-rallies and athletic events, which promotes Social Responsibility.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.

Declaration of Aboriginal Worldviews and Perspectives:

- Drumline is inherently focused on connectedness and relationships given the demand for successful team dynamics in the ensemble.
 - Community involvement
 - The power of story
 - Experiential learning
 - Flexibility
 - Leadership
 - A positive learner-centered approach
 - The role of the teacher, leader, or coach

Assessment and Evaluation:**Formative Assessment:**

- Peer and self-assessment of rudimental exercises/repertoire
- Sight-reading
- Performance testing
- Recordings for reflection
- Routine warm up and chop building exercises
- Listening assignments

Summative Assessment:

Summative assessment is easily achieved by recording (both visual and audio) performances. Drumline is a performance based class and as such the ensemble will be performing in public a great deal throughout the year. Each performance should be recorded so students can work collaboratively with the teacher to reflect on and evaluate the learning that has taken place. Wherever possible, Drumline ensembles will participate in the Regional and Provincial events held by the Canadian Drumline Association. CDA events are evaluated by Canada's top Marching percussion specialists who will provide both written and recorded feedback and assessment to ensembles.

Course Name: DRUMLINE 10

BIG IDEAS

Music communicates traditions, perspectives, world views and stories

Drumline offers **aesthetic experiences** that can transform our perspective

Drumline offers unique ways of exploring our identity and sense of belonging

Drumline is a process that relies on the engaged connection between the senses

Individual and collective expression is rooted in history, culture and community

Growth as a musician requires perseverance, resilience and reflection

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>EXPLORE & CREATE</p> <ul style="list-style-type: none">-Perform in ensemble setting-Express meaning, intent and emotion through music-Explore a variety of contexts and their influences on musical works including place and time-Develop and refine technical skills and expressive qualities-Improvise and take creative risks in music-Study and perform a variety of musical styles and genres, in the context of drum corp styles from around the world-Consider audience and venue while rehearsing music for performance <p>REASON & REFLECT</p> <ul style="list-style-type: none">-Describe and analyze musicians' use of technique using musical language-Reflect on rehearsal and performance experiences and musical growth-Consider the function of their instrument on the ensemble-Analyze styles of music to inform musical decisions-Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">-Musical elements, principles, vocabulary, symbols, and theory-Techniques, vocabulary, technologies, and context relevant to a particular idiom or genre-Creative processes-Movement, sound, image, and form-A variety of musical styles, genres, and traditions-Roles of performer, audience and venue-Health and safety issues and procedures-Basic warm up and technique builders-Basic music notation specific to drum rudiments

<p>COMMUNICATE & DOCUMENT</p> <ul style="list-style-type: none"> -Document, share, and appreciate musical works and experiences in a variety of ways -Receive and apply constructive feedback -Use discipline-specific language to communicate ideas -Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance -Demonstrate respect for self, others and the audience <p>CONNECT & EXPAND</p> <ul style="list-style-type: none"> -Demonstrate personal and social responsibility associated with creating, performing and responding to music -Make connections with others on a local, regional and global scale through music -Use technical knowledge and contextual observation to make musical decisions -Demonstrate safe care, use and maintenance of instruments and equipment -Practice appropriate self-care to prevent performance-related injury 	<ul style="list-style-type: none"> -Basic rudimental technique (elaboration: full stroke, down stroke, tap stroke, up stroke) -Basic rudiments in a variety of dynamic ranges -Basic rudiments in a variety of tempi -Basic marching cymbal sounds and technique (elaboration: chip & crash) -Basic tenor drum techniques (elaboration: splits and crossovers) -Bass drum unison patterns -Snare drum matched grip -Cadences
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Course Name: DRUMLINE 11

BIG IDEAS

Purposeful choices enhance the quality, artistry, and authenticity of musical processes

Enduring understanding of music is gained through perseverance, resilience and risk taking

Ideas and beliefs are conveyed through Drumline performance

The nuances of musical expression are understood through deeper study and performance

Purposeful arrangement and show design shape the audiences aesthetic experience

Drumline integrates the arts to provide unique **aesthetic experiences**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>EXPLORE & CREATE</p> <ul style="list-style-type: none">-Perform in ensemble and solo settings-Express meaning, intent and emotion through music-Explore a composer's musical and expressive intentions-Refine technical skills and expressive qualities-Improvise and take creative risks in music-Study and perform a variety of musical styles and genres, in the context of drum corp styles from around the world-Explore new musical ideas by combining genres or styles-Consider audience experience when arranging a show <p>REASON & REFLECT</p> <ul style="list-style-type: none">-Describe and analyze musicians' use of technique using musical language-Reflect on rehearsal and performance experiences and musical growth-Consider the function of their instrument on the ensemble-Analyze styles of music to inform musical decisions	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">-Musical elements, principles, vocabulary, symbols, and theory-Techniques, vocabulary, technologies, and context relevant to a particular idiom or genre-Creative processes-Movement, sound, image, and form-A variety of musical styles, genres, and traditions-Roles of performer, audience and venue-Health and safety issues and procedures-Intermediate warm up and technique builders-Intermediate music notation specific to drum rudiments-Intermediate level rudimental technique (elaboration: single stroke roll, single paradiddle, double stroke & flams)

-Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation

COMMUNICATE & DOCUMENT

-Document, share, and appreciate musical works and experiences in a variety of ways

-Receive and apply constructive feedback

-Use discipline-specific language to communicate ideas

-Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance

-Demonstrate respect for self, others and the audience

-Anticipate individual responses to a piece of music

CONNECT & EXPAND

-Build a diverse repertoire of music reflecting multiple themes, perspectives, and contexts

-Demonstrate personal and social responsibility associated with creating, performing and responding to music

-Make connections with others on a local, regional and global scale through music

-Use technical knowledge and contextual observation to make musical decisions

-Demonstrate safe care, use and maintenance of instruments and equipment

-Practice appropriate self-care to prevent performance-related injury

-Demonstrate understand of creative processes

-Explore and relate musical selections to personal, social or cultural issues

-Establish evolving personal goals for instrumental performance

-Intermediate level rudiments in a variety of dynamic ranges

-Intermediate level rudiments in a variety of tempi

-Intermediate marching cymbal sounds and technique (elaboration: slide-choke& taps)

- Intermediate tenor drum techniques (elaboration: sweeps, scrapes and crossover patterns)

-Bass drum eighth note splits

-Explore snare drum traditional grip

-Stick movement for added visual impact

-Pep rally charts

-Appropriate carrying techniques and use of harnesses

-Intermediate movement technique (Elaboration: forward march step)

-Show design and execution in conjunction with the Canadian Drumline Association's 'Concert Class' category

BIG IDEAS

Purposeful choices enhance the quality, artistry, and authenticity of musical processes

Enduring understanding of music is gained through perseverance, resilience and risk taking

Ideas and beliefs are conveyed through Drumline performance

Ideas and beliefs are conveyed through Drumline performance

Active participation in the arts is essential to building culture, expressing identity and providing insight into human experience

Arranging and show design in Drumline facilitates limitless expression and meaning

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>EXPLORE & CREATE</p> <ul style="list-style-type: none">-Perform in ensemble and solo settings-Express meaning, intent and emotion through music-Explore a composer's musical and expressive intentions-Refine technical skills and expressive qualities-Improvise and take creative risks in music-Study and perform a variety of musical styles and genres, in the context of drum corp styles from around the world-Explore new musical ideas by combining genres or styles-Consider audience experience when arranging a show <p>REASON & REFLECT</p> <ul style="list-style-type: none">-Describe and analyze musicians' use of technique using musical language-Reflect on rehearsal and performance experiences and musical growth	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">-Musical elements, principles, vocabulary, symbols, and theory-Techniques, vocabulary, technologies, and context relevant to a particular idiom or genre-Creative processes-Movement, sound, image, and form-A variety of musical styles, genres, and traditions-Roles of performer, audience and venue-Health and safety issues and procedures-Advanced warm up and technique builders-Advanced music notation specific to drum rudiments-Advanced level rudimental technique (elaboration: double stroke roll & triple strokes)

<ul style="list-style-type: none"> -Consider the function of their instrument on the ensemble -Analyze styles of music to inform musical decisions -Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation <p>COMMUNICATE & DOCUMENT</p> <ul style="list-style-type: none"> -Document, share, and appreciate musical works and experiences in a variety of ways -Receive and apply constructive feedback -Use discipline-specific language to communicate ideas -Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance -Demonstrate respect for self, others and the audience -Anticipate individual responses to a piece of music <p>CONNECT & EXPAND</p> <ul style="list-style-type: none"> -Build a diverse repertoire of music reflecting multiple themes, perspectives, and contexts -Demonstrate personal and social responsibility associated with creating, performing and responding to music -Make connections with others on a local, regional and global scale through music -Use technical knowledge and contextual observation to make musical decisions -Demonstrate safe care, use and maintenance of instruments and equipment -Practice appropriate self-care to prevent performance-related injury -Demonstrate understanding of creative processes -Explore and relate musical selections to personal, social or cultural issues -Establish evolving personal goals for instrumental performance 	<ul style="list-style-type: none"> -Advanced level rudiments in a variety of dynamic ranges -Advanced level rudiments in a variety of tempi -Advanced marching cymbal sounds and technique (elaboration: Flips) - Advanced tenor drum techniques (elaboration: advanced crossover patterns) -Bass drum sixteenth note splits -Consistent snare drum traditional grip execution -Individual solos -Advanced movement techniques (Elaboration: crab stepping) -Advances staging techniques and effects -Show design and execution in conjunction with the Canadian Drumline Association's 'Intermediate' category
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Big Ideas - Elaborations
Aesthetic Experiences: emotional, cognitive or sensory responses to works of art

Curricular Competencies – Elaborations

Content – Elaborations