

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Percussion	Music	6 - BAIMS Exploratory	
Course Description:			
Students will be introduced to the basics of percussion through the use of Bucket Drums, African Drums, and Drum Set.			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
		<p>Meaningfully contribute to a global society EMPATHY</p> <ul style="list-style-type: none">• Demonstrating understanding of others perspectives and needs• Listen with an open mind to understand others' situations• Understand the concept of community as a means for supporting others in need <p>GLOBAL AWARENESS</p> <ul style="list-style-type: none">• Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts• Understand other nations and cultures including the use of non-English language <p>Demonstrate Academic Knowledge and Skills CONTENT MASTERY</p> <ul style="list-style-type: none">• Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none">• Collect, assess and analyze relevant information• Reason effectively. Use systems thinking• Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions.• Reflect critically on learning experience, processes and solutions• Transfer knowledge to other situations	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	
Standard Matrix			

[Intro to Percussion Technique](#)
[Intro to Bucket Drumming](#)
[Intro to African Drumming](#)
[Intro to Drum Set](#)

Unit Title:	
Intro to Percussion Technique	
Relevant Standards: Bold indicates priority	
<p>MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU:Pr5.1.6.a - Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p>	
Essential Question(s):	Enduring Understanding(s):
Pr4.3 How do performers interpret musical works? Pr5.1 How do musicians improve the quality of their performance?	Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. Pr.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Demonstration of Learning:	Pacing for Unit
Playing assessment, Written assessment, Visual assessments	~4 classes
Family Overview (link below)	Integration of Technology:
Students are introduced to proper stick technique and rhythm notation.	Use of MusicFirst,
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Flam, Paradiddle, 5 Stroke Roll	Drum Pads, 5 gallon buckets, drum sticks, "The Bucket Drumming Book," "Swick's Classroom" & other youtube play along videos.
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	I get to hit things, it doesn't require practice, it is easy.
Connections to Prior Units:	Connections to Future Units:

N/A	Students will use what they learn in this unit to play the different types of percussion instruments in the future units.
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Differentiation through [Universal Design for Learning](#)

UDL Indicator	Teacher Actions:
Perception 1.2 - Offer alternatives for auditory information Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships Physical Action 4.1 - Vary the methods for response and navigation. Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance Sustaining Effort and Persistence 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing

Supporting Multilingual/English Learners

Related CELP standards :	Learning Targets:
6-8.2 <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions and ask questions 6-8.3 <ul style="list-style-type: none"> • communicate basic information using words and phrases acquired in conversations, reading, and being read to 	I CAN: Hold my drumsticks correctly Read rhythm patterns correctly Play rhythms on a practice pad correctly

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lessons 1-4	Hold my drumsticks correctly Read rhythm patterns correctly Play rhythms on a practice pad correctly	Visual assessments, Playing assessments, Written assessments	N/A

Unit Title:
Intro to Bucket Drumming
Relevant Standards: Bold indicates priority
MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. MU:Cr3.1.6.a - Evaluate their own work, applying teacher-provided criteria such as application of selected

elements of music, and use of sound sources.

MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr6.1.6.a - Perform the music with technical accuracy to convey the creator's intent.

MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.

MU:Cn11.1.7.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How do musicians generate creative ideas?</p> <p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Pr4.3 How do performers interpret musical works?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Re9.1 How do we judge the quality of musical work(s) and performance(s)?</p> <p>Cn11.1 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Cn11.2 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
Demonstration of Learning:	Pacing for Unit
Playing assessment, Written assessment, Visual assessments	~9 Classes
Family Overview (link below)	Integration of Technology:
The Bucket Drumming unit is designed to introduce students to the fundamentals of bucket drumming, using buckets and drumsticks. This unit is suitable for beginners with little to no musical experience as well as intermediate drummers looking to explore a unique style of percussion. Through a combination of theoretical knowledge, practical exercises, and hands-on drumming, students will develop the skills necessary to create rhythms and performances using buckets as their primary instrument.	Music First Platform, Youtube play along videos (Swick's Classroom), BucketDrumming.net
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Drum Sticks, Center, Rim, Side, Quarter Notes, Eighth Notes, Sixteenth Notes	5 Gallon Buckets, Drum Sticks
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Rhythm reading & Fractions, Bucket Drumming with Street Art/Busking.	You just hit stuff, it all sounds the same, you don't have to practice, it's easy

Connections to Prior Units:		Connections to Future Units:	
The skills learned in Unit 1 will be utilized fully in this unit		Many rhythm patterns will be utilized in future units, rhythm notation is similar across percussion instrument notation.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Perception 1.2 - Offer alternatives for auditory information Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships Physical Action 4.1 - Vary the methods for response and navigation. Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance Sustaining Effort and Persistence 8.3 - Foster Collaboration and community		<ul style="list-style-type: none">- Multiple opportunities to listen to examples- Decoding of musical notation and symbols- Tonal and Rhythmic solfege and patterns- Alternative assessments, written and or performance- Allow time for practice and rehearsal- Develop ensemble playing	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
6-8.2 <ul style="list-style-type: none">• actively listen to others• present information and ideas• respond to simple questions and ask questions 6-8.3 <ul style="list-style-type: none">• communicate basic information using words and phrases acquired in conversations, reading, and being read to		I CAN: Identify different parts of the bucket Read bucket music Play bucket music correctly Create rhythm patterns using different parts of the bucket Play rhythms patterns that I created on the bucket	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1	Identify different parts of the bucket, read bucket music	Visual and playing assessments, written assessments	BucketDrumming.net
Lesson 2-5	Read bucket music, play bucket music correctly	Playing assessments	BucketDrumming.net, The Bucket Drumming Book, Youtube play along videos (Swicks Classroom)
Lesson 6-9	Create rhythm patterns using different parts of the bucket Play rhythms patterns that I created on the bucket	Written and playing assessments	MusicFirst - notation software, Bucket Drumming Book, BucketDrumming.net

Unit Title:	
Intro to African Drumming	
Relevant Standards: Bold indicates priority	
<p>MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>MU:Cr3.1.6.a - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p>MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU:Pr6.1.6.a - Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.</p> <p>MU:Cn11.1.7.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How do musicians generate creative ideas?</p> <p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Pr4.3 How do performers interpret musical works?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Re9.1 How do we judge the quality of musical work(s) and performance(s)?</p> <p>Cn11.1 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Cn11.2 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
Demonstration of Learning:	Pacing for Unit
Playing assessment, Visual assessments	~5 Classes
Family Overview (link below)	Integration of Technology:
The African Drumming unit is designed to introduce students to the rich and diverse world of African drumming. Drawing from the rhythms and traditions of various African cultures, this unit provides experiences in African drumming techniques, rhythms, history, and cultural context. Students will learn to play traditional African drums, explore rhythmic patterns, understand	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>

the cultural significance of drumming in African societies, and develop their playing skills..			
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Quarter Notes, Eighth Notes, Sixteenth Notes, Djembe, Tubano, Tone, Slap		Djembes, Tubanos, Gathering Drums, Hand Drums, Talking Drums.	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connection with Social Studies African Unit,		Drumming is just hitting stuff, you don't have to work together in a drum circle, you don't have to practice, it's easy.	
Connections to Prior Units:		Connections to Future Units:	
Rhythm patterns learned in Unit 1 & 2 will be utilized in this unit		Many rhythm patterns will be utilized in future units, rhythm notation is similar across percussion instrument notation.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Perception 1.2 - Offer alternatives for auditory information Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships Physical Action 4.1 - Vary the methods for response and navigation. Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance Sustaining Effort and Persistence 8.3 - Foster Collaboration and community		<ul style="list-style-type: none">- Multiple opportunities to listen to examples- Decoding of musical notation and symbols- Tonal and Rhythmic solfege and patterns- Alternative assessments, written and or performance- Allow time for practice and rehearsal- Develop ensemble playing	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
6-8.2 <ul style="list-style-type: none">• actively listen to others• present information and ideas• respond to simple questions and ask questions 6-8.3 <ul style="list-style-type: none">• communicate basic information using words and phrases acquired in conversations, reading, and being read to		I CAN: Identify different African Drums Play African Drums correctly Create rhythm patterns using different parts of the African Drums Play rhythms patterns that I created on the African Drums	
Lesson	Learning Target	Success Criteria/	Resources

Sequence		Assessment	
Lesson 1 - 2	Identify different African Drums Play African Drums correctly	Playing assessments, visual assessments	World Music Drumming by Will Schmid
Lesson 3-5	Create rhythm patterns using different parts of the African Drums Play rhythms patterns that I created on the African Drums	Playing assessments, visual assessments	World Music Drumming by Will Schmid

Unit Title:	
Intro to Drum Set	
Relevant Standards: Bold indicates priority	
<p>MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>MU:Cr3.1.6.a - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p>MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU:Pr6.1.6.a - Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.</p> <p>MU:Cn11.1.7.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How do musicians generate creative ideas?</p> <p>Cr3.1 How do musicians improve the quality of their creative work?</p> <p>Pr4.3 How do performers interpret musical works?</p> <p>Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Re9.1 How do we judge the quality of musical work(s) and performance(s)?</p> <p>Cn11.1 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr3.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>

	Cn11.2 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Demonstration of Learning:	Pacing for Unit
Visual and Playing Assessments	~4 Classes
Family Overview (link below)	Integration of Technology:
The Introduction to Drum Set unit teaches the fundamentals of drumming and exploring the versatile and exciting world of the drum set. This unit continues with drumming techniques, rhythm, coordination, and musicality. Students will be introduced to the basic skills necessary to play the drum set effectively in various musical styles.	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Bass drum, snare drum, high tom, low tom, floor tom, hi-hat, crash cymbal, ride cymbal, quarter note, eighth note, sixteenth note	Drum sets, drum sticks,
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	Doesn't require coordination, don't need to practice, it's easy
Connections to Prior Units:	Connections to Future Units:
Rhythm patterns learned in Unit 1 & 2 will be utilized in this unit	N/A
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Perception 1.2 - Offer alternatives for auditory information Language and Symbols 2.3 - Support decoding of text, mathematical notation, and symbols Comprehension 3.2 - Highlight patterns, critical features, big ideas, and relationships Physical Action 4.1 - Vary the methods for response and navigation. Expression and Communication 5.3 - Build Fluencies with Graduated levels of support and practice for performance Sustaining Effort and Persistence 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> - Multiple opportunities to listen to examples - Decoding of musical notation and symbols - Tonal and Rhythmic solfege and patterns - Alternative assessments, written and or performance - Allow time for practice and rehearsal - Develop ensemble playing

Supporting Multilingual/English Learners

Related CELP standards:		Learning Targets:	
6-8.2 <ul style="list-style-type: none">actively listen to otherspresent information and ideasrespond to simple questions and ask questions 6-8.3 <ul style="list-style-type: none">communicate basic information using words and phrases acquired in conversations, reading, and being read to		I CAN: Identify different parts of a drum set Read drum set music Play drum set music correctly Create rhythm patterns using the whole drum set Play rhythm patterns that I created on the drum set	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1	Identify different parts of a drum set, read drum set music	Playing assessments, visual assessments, written assessments	
Lesson 2	Play drum set music correctly	Playing assessments, visual assessments	
Lesson 3-4	Create rhythm patterns using the whole drum set, play rhythm patterns that I created on the drum set	Playing assessments, visual assessments	