

# Franklin DrumLine

## Syllabus

### Course Overview

Drumline students learn to become active members in a working and performing drum corps. All students will learn to play and will be expected to demonstrate competency on snare drum, bass drum, cymbals, and smaller instruments of the battery. Grades are based on participation, attendance, practice, and rehearsal technique. Drumline performs at concerts, assemblies, and sporting events throughout the year.

### Grading

Quarter Challenges	21%
Practice Records	20%
Attendance/Participation	30%
Performances	29%

### Standards and proficiencies:

Consistent growth throughout the year shows adequate musical proficiency in this course. Practice records are done weekly. Please turn one in every week. 120 minutes per week is excellent. This can be done in the music practice rooms or at home.

Quarter Challenges are required. Skills for challenge are handed out at the beginning of each quarter. The importance here is that you go through the challenge and record for comments and critique.

### Schedule of topics/units covered:

Students will be expected to:

Use appropriate sound production, blend, and balance (in ensembles), and use accurate intonation.

Use correct rhythms and pitches, execution (control) of dynamics, and articulation.

Use an expression and style of interpretation that is appropriate to the composer's intent, including tempo, phrasing, and dynamics.

Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

Perform music for a public audience

**Academic vocabulary:**

crescendo, decrescendo, dynamics, key change, tempo, time signature, meter signature, phrasing, solo, ensemble, pitch, accent, repeat. and all other aspects of musicality.

**District adopted materials:**

This course is not using adopted materials.

**Supplemental resources:**

Band Methods

Instrumental sheet music of various styles and cultures.

**Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):**

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments.

Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)

Students are supported and challenged throughout the curriculum: Differentiated assignments, compacting curriculum, higher order thinking and questioning strategies, independent research and individual instruction are used.

**Career-related learning experiences (CRLEs):**

- Field trips
- Guest percussionists
- Mentorships for students

**ODE Essential Skills and related Work Samples:**

**Assessment/evaluation/grading policy:**

**Behavioral expectations:**

Attendance, being to class on time, and being prepared are essential and expected.

**Parents, Please sign letting me know that you have read through these expectations with your instrumentalist. Especially the part about level/quarter challenges and practice records. If students don't perform playing tests/challenges, they cannot expect to receive better than a C in a given quarter.**

Parent \_\_\_\_\_

Student \_\_\_\_\_