

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

☒ New Course Approval	☐ Slight Course Revision	☐ Significant Course Revision	☐ Revision Based on New Instructional Materials or Standards
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COURSE TITLE Percussion Ensemble			
DISTRICT COURSE NUMBER #0665	4-DIGIT STATE COURSE CODE (COMPLETED BY SILT)		
Rationale:	Percussion students require specialized, focused, and highly nuanced instruction that cannot be fully provided within the structure of a traditional band classroom. As interest in percussion continues to grow, students need a dedicated learning environment where they can develop technical proficiency, ensemble skills, and musical literacy across the wide range of instruments for which percussionists are responsible. A Percussion Ensemble course creates the necessary space for targeted skill development, deeper musical exploration, and improved support for the district's expanding population of percussion students.		
Course Description that will be in the Course Directory (5-7 sentences summarizing content and goals of the entire course):	Percussion Ensemble is a year-long, performance-based course designed for students in grades 9–12 to develop comprehensive musical skills through the study and performance of diverse percussion literature. Students will build proficiency in reading and interpreting rhythmic notation with increasing accuracy and complexity, strengthening their foundation in rhythm, timing, technique, and musical expression. This course emphasizes collaborative ensemble performance as well as individual musicianship. Students rehearse and perform on a wide range of percussion instruments, gaining experience in both solo and group settings. Public performances are an essential component of the curriculum and may require participation beyond the regular school day at the discretion of the director. Engagement in these events is considered part of the instructional program. This course meets the UC/CSU “F” Visual and Performing Arts requirement. Prerequisite: Admission by consent of the director.		
How Does this Course align with or meet State and District content standards?	Students engage in the artistic processes of Creating, Performing, Responding, and Connecting, as required by UC/CSU A–G Visual and Performing Arts standards		
Core Subjects:	<i>Select up to two that apply:</i> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> ☒ xArts ☐ Economics ☐ English ☐ Foreign Language ☐ Geography </td> <td style="width: 50%; vertical-align: top;"> ☐ Civics and Government ☐ History ☐ Mathematics ☐ Reading / Language Arts ☐ Science </td> </tr> </table> ☐ Not Core Subject	☒ xArts ☐ Economics ☐ English ☐ Foreign Language ☐ Geography	☐ Civics and Government ☐ History ☐ Mathematics ☐ Reading / Language Arts ☐ Science
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CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS ☐ Tech Prep (32) (Higher Ed) ☐ Tech Prep & ROP(33) (Higher Ed) ☐ ROP (30) ☐ N/A	CTE COURSE CONTENT CODE ☐ CTE Introductory (01) ☐ CTE Concentrator (02) ☐ CTE Completer (03) ☐ Voc Subject _____ ☐ N/A	INSTRUCTIONAL LEVEL CODE ☐ Remedial (35) ☐ Honors UC-Certified (39) ☐ Honors Non UC-Certified (34) ☐ College (40) ☐ N/A
Length of Course:	xYear ☐ Semester		
Grade Level(s):	x9 x10 x11 x12		
Credit:	☐ Number of credits: <u>10</u> ☐ Meets graduation requirements (subject <u>VAPA</u>) ☐ Request for UC "a-g" requirements CSU/UC requirement <u>F</u>		☐ College Prep
Prerequisites:	Director approval required.		
Department(s):	VAPA		
District Sites:	ORHS, EDHS, UMHS, PHS		
Board of Trustees COS Adoption Date:			
Textbooks / Instructional Materials:	See syllabus.		
Funding Source:	General.		
Board of Trustees Textbook Adoption Date:			

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to a college course and content, but not an AP course. Not related to the section, but to the course.

EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES

Course Title:

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1. Understanding Society and Culture Through Music
Percussion History, Genre, and Cultural Traditions

Students explore the evolution of percussion across world cultures, studying historical instruments, ensemble traditions, and stylistic practices. Through listening, research, and performance, students learn how percussion reflects the cultural, social, and historical contexts from which it originated.

2. Analyzing and Evaluating Musical Works

Students develop the ability to critically examine percussion literature, solos, ensemble works, and professional recordings. They identify rhythmic, timbral, structural, and stylistic elements, using established musical criteria to evaluate technique, interpretation, and performance quality.

3. Performance with Cultural and Contextual Awareness
Educational and Career Pathways in Music

Students perform percussion repertoire that represents varied musical traditions and genres while demonstrating awareness of the cultural context and performance practice behind each work. They explore college programs, professional percussion careers, and related pathways in music education, performance, audio production, composition, and arts leadership.

4. Creating Musical Work Informed by Context

Students create short percussion pieces, cadences, warm-ups, or ensemble textures that reflect an understanding of musical style, instrumentation, and purpose. Students connect their creative decisions to historical, cultural, or contemporary musical influences.

5. Generate and Develop Artistic Ideas and Work

Students experiment with rhythmic, melodic, and timbral ideas on mallet and battery percussion instruments. They improvise patterns, create ostinati, explore extended techniques, and draft musical sketches that demonstrate intention, structure, and expressive purpose.

6. Organize and Develop Artistic Ideas and Work

Students use notation software or traditional notation to organize and refine their musical ideas. They arrange parts for small- or large-ensemble percussion settings, demonstrating understanding of orchestration, balance, and instrument roles within a piece.

7. Refine and Complete Artistic Work Performance Styles

Students rehearse, revise, and refine ensemble repertoire through structured feedback, director guidance, sectionals, and recording review. They demonstrate increased mastery of tone production, rhythmic accuracy, technique, ensemble cohesion, and stylistic interpretation across multiple genres and performance styles.

8. Convey Meaning Through Presentation and Performance

Students perform publicly in concerts, festivals, and school or community events, demonstrating musical intention, confidence, and expressive interpretation. Performances may occur outside of the regular school day and are considered an essential part of the instructional program.

9. Perceive and Analyze Artistic Work

Students aurally analyze live and recorded performances, identifying musical elements such as rhythm, meter, articulation, texture, and timbre. They evaluate how these components contribute to musical impact and ensemble cohesion.

10. Apply Criteria to Evaluate Artistic Work

Students use rubrics, musical vocabulary, and ensemble standards to evaluate their own playing and the performance of others. They assess technical proficiency, musical accuracy, interpretive choices, and ensemble balance, applying feedback to improve future performances.

11. Synthesize Knowledge and Personal Experience to Make Art Composition, Arrangement, and Musical Adaptation

Students incorporate personal musical experiences, cultural exposures, and technical growth into original compositions or adapted percussion works. They reflect on their creative and performance processes and connect their artistic choices to personal musical identity.

12. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Contexts Performing Complex Works

Students rehearse and perform advanced percussion ensemble literature that requires nuanced interpretation, independent musicianship, and deep understanding of artistic context. Through collaborative performance, they connect contemporary repertoire to broader artistic, cultural, and historical frameworks.

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Percussion Ensemble**

Course Number: _____

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

A. Creating

Students will:

- Compose short rhythmic etudes or warm-up exercises using proper notation.
- Create original rhythmic patterns or multi-percussion grooves.
- Interpret written scores to make artistic decisions (tempo, articulation, dynamics).
- Experiment with timbre, techniques, and instrumentation to develop unique ensemble textures.
- Use music-notation software (when available) to write and revise compositions.

B. Performing

Students will:

- Demonstrate proper playing technique on multiple percussion instruments.
- Rehearse and perform ensemble literature from varied genres and cultures.
- Sight-read rhythmic notation of increasing complexity.
- Perform solos and chamber pieces demonstrating musicality, tone, and expression.
- Participate in required public performances as demonstrations of learning.

C. Responding

Students will:

- Analyze and critique their performances and those of others using domain-specific vocabulary.
- Evaluate recordings of professional percussion ensembles.
- Complete written listening journals, concert reviews, and score analyses.
- Reflect and set goals using self-evaluation and peer feedback processes.

D. Connecting

Students will:

- Explore historical and cultural influences on percussion literature.
- Examine the role of percussion across world music traditions.
- Connect skills learned in class to college and career pathways in the arts.
- Relate musical techniques to physics (timbre, resonance), math (meter), and global studies.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Percussion Fundamentals – Technique, Rhythm, and Ensemble Foundations

Marching Percussion – Field Performance, Timing Responsibility, and Musical Precision

Concert Percussion – Orchestral Technique, Tone Refinement, and Ensemble Sensitivity

Unit Summary (only for courses that will be submitted for a-g approval): 5-7 sentences summarizing the content and goals for this unit.

The fall semester Percussion Ensemble course focuses on developing fundamental percussion skills while applying them in both marching and concert performance settings. Throughout the entire 18-week semester, students study Percussion Fundamentals, building technique, rhythmic literacy, tone production, and ensemble listening skills across a variety of percussion instruments. During the first quarter (9 weeks), instruction emphasizes Marching Percussion, where students develop timing responsibility, precision, and coordination between movement and musical performance within the marching ensemble. Students learn to perform with consistent technique while maintaining rhythmic accuracy and visual uniformity as part of a larger ensemble. In the second quarter (9 weeks), the focus shifts to Concert Percussion, where students refine orchestral playing techniques, tone quality, and musical interpretation in a concert band and percussion ensemble setting. Emphasis is placed on balance, blend, stylistic awareness, and responsible preparation for formal performances. Together, these units develop well-rounded percussionists who demonstrate technical proficiency, musical sensitivity, and strong ensemble collaboration.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Instruction will include, but not be limited to:

- Daily full-ensemble rehearsals and sectional work
- Progressive technique and reading exercises aligned with the California Arts Standards for Music
- Modeling and listening to exemplary percussion ensembles and bands
- Peer feedback, guided reflection, and performance critiques
- Integration of technology where appropriate (metronome, tuner, recording, notation)

Assignment Summary (only for courses that will be submitted for a-g approval): 5-7 sentences describing one key assignment/product that demonstrates students' learning (e.g., essay, presentation).

Assignments in Percussion Ensemble focus on the demonstration, notation, interpretation and discussion of musical proficiency, technical development, and performance readiness. Throughout the semester, students complete proficiency checkpoints that measure growth in percussion fundamentals such as stick control, rhythmic accuracy, mallet technique, and tone production. Students also participate in demonstration assessments, performing exercises or musical excerpts individually or in small groups to show understanding of technique and ensemble skills. These demonstrations allow students to apply classroom instruction in a practical, performance-based setting. The most significant assessments in the course are ensemble performances, including marching percussion performances and/or concert performances at the discretion of the director. These performances serve as culminating demonstrations of student learning, requiring musical preparation, collaboration, and ensemble awareness. Ongoing rehearsal participation and preparation are also essential components of assessment, reflecting the collaborative and performance-driven nature of the course.

For science, area D, also include a lab activity:

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Student progress will be evaluated through:

- Individual playing assessments (technique, rudiments/scales, excerpts)
- Ensemble performance assessments and concerts/festivals
- Sight-reading checks
- Written or verbal reflections on performances and listening assignments
- Contribution to section leadership, rehearsal preparedness, and professional behavior.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Diagnostic Review and Reflection, Targeted Re-Teaching and Skill Reinforcement, Differentiated Practice Opportunities, Extended Learning and Practice, Reassessment Opportunities, Ongoing Support Strategies, Social-Emotional & Collaborative Supports, Documentation & Monitoring,

EDUCATIONAL SERVICES

Department: _____

Course Title: _____

Course Number: _____

Unit Title: _____

Content Area Standards (Please identify the source): List content standards students will master in this unit.

A. Creating

Students will:

- Compose short rhythmic etudes or warm-up exercises using proper notation.
- Create original rhythmic patterns or multi-percussion grooves.
- Interpret written scores to make artistic decisions (tempo, articulation, dynamics).
- Experiment with timbre, techniques, and instrumentation to develop unique ensemble textures.
- Use music-notation software (when available) to write and revise compositions.

B. Performing

Students will:

- Demonstrate proper playing technique on multiple percussion instruments.
- Rehearse and perform ensemble literature from varied genres and cultures.
- Sight-read rhythmic notation of increasing complexity.
- Perform solos and chamber pieces demonstrating musicality, tone, and expression.
- Participate in required public performances as demonstrations of learning.

C. Responding

Students will:

- Analyze and critique their performances and those of others using domain-specific vocabulary.
- Evaluate recordings of professional percussion ensembles.
- Complete written listening journals, concert reviews, and score analyses.
- Reflect and set goals using self-evaluation and peer feedback processes.

D. Connecting

Students will:

- Explore historical and cultural influences on percussion literature.
- Examine the role of percussion across world music traditions.
- Connect skills learned in class to college and career pathways in the arts.
- Relate musical techniques to physics (timbre, resonance), math (meter), and global studies.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Indoor Percussion – Expressive Performance, Design Integration, and Advanced Technique

Chamber Percussion – Small Ensemble Independence, Leadership, and Interpretation

Percussion Composition & Arranging – Creativity, Notation, and Musical Structure

Contemporary Percussion Literature – Global Traditions, Modern Works, and Artistic Innovation

Unit Summary (only for courses that will be submitted for a-g approval): 5-7 sentences summarizing the content and goals for this unit.

The second unit of Percussion Ensemble course continues to develop students' musicianship, independence, and creativity while maintaining concert band and percussion ensemble performance as the core of the curriculum. Instruction emphasizes ensemble listening, tone production, rhythmic precision, and collaborative musicianship within a traditional concert setting. At the director's discretion, the course may also include Indoor Percussion, allowing students to explore expressive performance, advanced technique, and the integration of musical and visual design within a coordinated ensemble environment. Students further develop independence through Chamber Percussion, performing in small ensembles that emphasize leadership, individual responsibility, and musical interpretation. Creative skills are expanded through Percussion Composition and Arranging, where students learn the fundamentals of notation, form, and writing for percussion instruments. Students may also study and perform Contemporary Percussion Literature, exploring global traditions and modern works that broaden stylistic awareness and artistic perspective. Together, these experiences support the development of well-rounded percussionists while reinforcing ensemble performance as the central focus of the course.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Instruction will include:

- Daily full-ensemble rehearsals and sectional work
- Progressive technique and reading exercises aligned with the California Arts Standards for Music
- Modeling and listening to exemplary percussion ensembles and bands
- Peer feedback, guided reflection, and performance critiques
- Integration of technology where appropriate (metronome, tuner, recording, notation)

Assignment Summary (only for courses that will be submitted for a-g approval): 5-7 sentences describing one key assignment/product that demonstrates students' learning (e.g., essay, presentation).

A primary demonstration of student learning in this course is a **formal percussion ensemble performance** presented as part of a concert or showcase event. Students rehearse and perform chamber or full percussion ensemble literature that demonstrates technical proficiency, rhythmic accuracy, tone production, and ensemble collaboration developed throughout the semester. In preparation for the performance, students are responsible for learning their individual parts, contributing to rehearsals, and applying musical interpretation and listening skills within the group. Small ensembles may also take leadership roles in rehearsing independently and refining musical decisions related to balance, articulation, and phrasing. Following the performance, students complete a brief **performance reflection** evaluating their preparation, musical growth, and contributions to the ensemble. This performance and reflection together serve as a culminating product demonstrating students' technical development, musical understanding, and collaborative musicianship.

For science, area D, also include a lab activity:

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Student progress will be evaluated through:

- Individual playing assessments (technique, rudiments/scales, excerpts)
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Contribution to section leadership, rehearsal preparedness, and professional behavior.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

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