



HIGH SCHOOL COURSE OUTLINE

Department	Music	Course Title		Steel Drum Band 3-4	Course Code		3315		
Grade Level	10-12	Short Title		STEEL DRUM 3-4	Grad Requirement				N
Course Length	2 semesters	Credits per Semester	5	Approved for Honors	N	Required	N	Elective	Y
Prerequisites	Steel Drum 1-2, Physical ability to move equipment, Audition, Approval of director								
Co-requisites									
Articulated with LBCC	No		Articulated with CSULB				No		
Meets UC "a-g" Requirement	Yes (f)		Meets NCAA Requirement				No		

COURSE DESCRIPTION: This rigorous course is designed for high school students with Steel Drum experience, to further develop and refine Artistic Expression; their ability to read, play, improvise and compose music on Steel drums. Immersed in all aspects of music, students transpose songs, analyze harmonic progressions, sight-read accurately and expressively, and analyze music as to musical elements, techniques and use of form. Creative Expression allows them to perform by themselves and in ensembles a more complex repertoire of music with accuracy and artistry. Students will study the Historical and Cultural Context of musicians, and the historical aspects and music developed in various cultures and time periods.

Students will develop Aesthetic Valuing; the ability, using specific criteria for judging and evaluating the quality and effectiveness of music and performances, to better understand why and how people from different parts of the world create and respond to music. Students then will apply the same criteria to improving their own work, and explore Connections, Relationships, and Applications how music relates to careers and occupations.

Students will have the opportunity to perform their songs in the class setting, as well as in public performance. They will develop principles of ensemble membership and responsibilities that accompany the care of those relationships, and the care of the equipment entrusted to them. Rehearsals and performances outside of class time are required.

COURSE PURPOSE: GOALS (Student needs the course is intended to meet)

CONTENT

- Students will expand their understanding of the elements of music; including key, meter, scales, harmonic and melodic line, accompaniment figures, rhythmic and chord progressions, and bass grooves. Students will critically analyze and theorize the use of the elements of music in any given work.
(Artistic Perception 1.1)
- Students will build and perform a repertoire of Steel Drum literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation. Literature specific to Steel Drums (i.e. Calypso, Salsa), as well as transcriptions of classics are incorporated for performance.
(Creative Expression 2.4, Historical/Cultural Context 3.4)
- Students are provided specific historical facts on performed literature and will explore and research critical/ historical information of a chosen work. Students will analyze, describe, and demonstrate a historically accurate performance in large and small ensembles, by themselves, one performer on a part. *(Creative Expression 2.4, 2.5, Historical/Cultural Context 3.4, 3.6)*

CONTENT
(Cont'd)

- Students will compose and arrange for Steel Drums, a composition using the distinct features of this style of music. Music and performance will reflect correct elements of music, style, historical accuracy, and musicianship. (*Creative Expression 2.6,2.7, Historical/Cultural Context 3.4*)
- Students will compare and contrast, analyze and describe instruments from various cultures and historical periods by exploring the way they produce sound, the way they are made, cultural icons used in décor, the role of musicians, and how musical works influence, define, and their application to cultural traditions. (*Historical/Cultural Context 3.1, 3.5, 3.7, 3.8*)
- Students will develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, and apply those criteria in personal participation in music. (*Aesthetic Valuing 4.1*)
- Students will explore the relationship that Steel Drum music has on other art forms (Visual Art of the Caribbean, Latin America, Africa, and US) and disciplines (science and geography), explore the use of music in film and video (pre-recorded and one produced as a key assignment), and related careers in music. (*Connections, Relationships, Applications 5.1, 5.2, 5.3*)

SKILLS

- Students will transcribe musical phrases when presented aurally into melodic and rhythmic notation. Students will apply this critical knowledge and demonstrate the skill to transpose into a new key, their part of selected repertoire. (*Artistic Perception 1.2*)
- Students will, with practice and demonstration, sight-read music accurately and expressively. (*Artistic Perception 1.3*)
- Students will analyze and describe musical events perceived and remembered in a given aural example, applying this knowledge to related repertoire in performance. (*Artistic Perception 1.4*)
- Students will analyze, theorize, and describe the use of musical elements in a given work that makes it unique, interesting, and expressive. Critically thinking, students will explain and apply this knowledge to repertoire in rehearsal and performance. (*Artistic Perception 1.5*)
- Students will analyze the use of form in Steel Drum music. This element then will be applied to a varied repertoire of music representing diverse genres, styles and cultures. Students will describe and demonstrate their understanding in a musically accurate performance. (*Artistic Perception 1.6, Historical/Cultural Context 3.3, 3.4*)
- Students will compose music in traditional forms of steel drum literature. Students will relate prior knowledge and critical thinking skills to create original compositions expressly original to Steel Drums. Performance of this composition will be with a group and by themselves. (*Creative Expression 2.5, 2.6*)
- Students will create improvisations using traditional forms of steel drum literature. Applying prior knowledge, students will theorize how form, function, and musical elements can guide them to an accurate performance. (*Creative Expression 2.8, Historical/Cultural Context 3.4, 3.7*)
- Students will demonstrate their understanding to perform steel drum music representing various cultures and historical time periods. Music representing traditional Steel Drum form from various countries and transcriptions of well-known works will be performed with accuracy and musicianship. (*Artistic Perception 1.6, Creative Expression 2.4, Historical /Cultural Context 3.4*)

LITERACY

- Students will describe, analyze, and discuss traditional steel drum genres (Salsa, Mambo, and Calypso). Written comparisons, critical thinking skills to hear the differences, and physical movement while playing will demonstrate their understanding of the differences of style and genre. (*Historical/Cultural Context 3.3*)
- Students will describe aurally and in writing, the means used to create images, or evoke feelings and emotions in musical works from various cultures. Written comparisons and descriptions will provide the student with an understanding to communicate the background and meaning of the culture and work of music. (*Historical/Cultural Context 3.5, Aesthetic Valuing 4.3*)

APPLICATIONS

- Students will develop principles of ensemble membership and practice them in various arts and disciplines. (*Connections, Relationships, Applications 5.1*)
- Students will analyze the role and process of creating music for film and video. Student driven and produced DVD will emphasize an understanding and application of skills unique to music, performance skills by oneself and with others, demonstrate and apply historical significance to the performance, assess and evaluate the performance, and apply the experience to other art forms and subject areas.
(*Connections, Relationships, Applications 5.1, 5.2*)
- Research, identify, and explain musicians and careers in music. Apply the relationships of musicianship, performance habits and strategies, and reflection and analysis to musicians (past and present) in music, as well as connections to careers in music.
(*Historical/Cultural Context 3.1, Connections, Relationships, Applications 5.3*)

COURSE PURPOSE: EXPECTED OUTCOMES

Based on the California Visual and Performing Arts Content Standards and the California Career Technical Education Standards, the Steel Drum Band 3-4 Course is designed to advance the students knowledge, listening, analytical and critical thinking, historical, and musicianship skills on this unique and challenging instrument. Course emphasis is related to the understanding of music on an advanced level, the application to music in rehearsal and performance, and growth as a musician and ensemble member. Units are designed to provide a comprehensive and sequential path for success in understanding the instrument, music of various cultures, time periods, genres, and styles, advanced music theory, and applications to personal performance and relationships to careers in music and the arts.

The expected outcome of this course is the student's understanding and enjoyment to create and understand music on an advanced level on a unique instrument. Students are expected to contribute to the class and ensemble with musical accuracy, exemplary musicianship, participation, good citizenship, personal responsibility and respect for themselves and others, superior performances, and contributions to school and community. Ultimately, student's can be expected to take the information gleaned from this course and apply to other arts or personal/professional performances.

California Visual and Performing Arts Content Standards:

- 1.0 *Artistic Perception:*** Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
- 2.0 *Creative Expression:*** Students apply instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments.
- 3.0 *Historical and Cultural Context:*** Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- 4.0 *Aesthetic Valuing:*** Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.
- 5.0 *Connections, Relationships, Applications:*** Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

California Career Technical Education (CTE):

Foundation Standard 2: Communication

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

Foundation Standard 3: Career Planning and Management

- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

Foundation Standard 5: Problem Solving and Critical Thinking

- 5.3 Use critical thinking skills to make informed decisions and solve problems.

Foundation Standard 6: Health and Safety

- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

Foundation Standard 7: Responsibility and Flexibility

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.4 Understand that individual actions can affect the larger community.

Foundation Standard 8: Ethics and Legal Responsibilities

- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

Foundation Standard 9: Leadership and Teamwork

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**Unit or Topic: INTRODUCTION to ADVANCED STEEL DRUMS – Unit 1**

<u>Content Standards</u>		Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards)</i>	Instructional Support	Approx. Time
<u>VAPA</u> 1.0 Artistic Perception 2.0 Historical and Cultural Context 5.0 Connections, Relationships, Applications <u>CTE</u> 6: Health and Safety 7: Responsibility and Flexibility 9: Leadership and Teamwork				
<u>Students Know (content)</u> Working knowledge of Steel Drum instruments. (CTE 6.2) Principles of ensemble membership (CTE 7.1, 7.2, 9.1, 9.5) Working knowledge of music notation; major scale and chord study and application; melodies and counter melodies; harmonies; accompaniments; and bass lines. Working knowledge of percussion notation. Skills of responsibility with all aspects of a performance (CTE 6.2, 9.3)	<u>Students are Able to Do (skill)</u> <ul style="list-style-type: none"> Describe how to produce a proper sound and tone, proper care of instruments, and knowledge what drums form complementary ensembles. Describe and demonstrate the principles of proper ensemble membership. (VAPA 5.1) Read an instrumental score of up to four staves and explain the elements used. (1.1) <ul style="list-style-type: none"> Analyze and describe the use of musical elements and expressive devices in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures. (1.4) Read and perform F & G Major scales and I, IV, V, I chord progression. Understand, read, and notate percussion notation. Understand equipment/instrument set-up and tear-down. 	<u>Students Demonstrate Knowledge and Skill</u> <ul style="list-style-type: none"> Observe, describe, and demonstrate Match, complement, respect, watch, focus, and listen to other members of the ensemble, striving for balance and cooperation. Read a four-line score, isolating an assigned part. Read and demonstrate articulation, dynamics, and tempo. Understand the purpose, read and play warm-up exercises. Read and demonstrate F and G Major scale and chord progression. Read and perform a notated percussion line. Demonstrate the ability to set-up and tear-down equipment/instruments efficiently and cooperatively. <u>Key Assignments/ Assessments</u> Participation using principles of ensemble membership; “Shake the Papaya Down”; Introductory song, scales, chords, and rhythmic patterns Quiz	<u>Basic Textbook Correlation</u> Published Steel Drum literature, Teacher generated worksheets and compositions <u>Supplemental Materials Correlation:</u> Steel Drums Mallets <u>Key Vocabulary:</u> Steel Drums: Bass, cello, guitar, double tenors, and tenors Complementary Staff/pitch notation Rhythmic notation Articulation Dynamics Tempo Harmony Melody Counter-melody Major Scale Chord Progression Accompaniment	Week 1 - 2 and continued

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**Unit or Topic: ADVANCED STEEL DRUMS – Unit 2**

Content Standards		Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards)</i>	Instructional Support	Approx. Time
VAPA 1.0 Artistic Perception 2.0 Creative Expression 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing 5.0 Connections, Relationships, Applications CTE 1: Listening and Speaking 3: Career Planning and management 5: Problem Solving and Critical Thinking 7: Responsibility and Flexibility 9: Leadership and Teamwork				
<u>Students Know (content)</u> Working knowledge of music notation; major scale and chord study and application; melodies and counter melodies; harmonies; accompaniments; and bass lines. Study of traditional rhythmic accompaniment patterns. Further study of Calypso Advanced knowledge to transcribe a melody. Further study of Major scales and chord progressions. Preparation, knowledge, and understanding to produce the Audition DVD (CTE 1.7, 3.5, 5.3, 9.3)	<u>Students are Able to Do (skill)</u> <ul style="list-style-type: none"> Read an instrumental score of up to four staves and explain the elements used. (VAPA 1.1) Perform on an instrument in small ensembles, with one performer for each part. (VAPA 2.5) Compare and contrast the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. (VAPA 1.5, 1.6) Classify by culture unfamiliar but representative aural examples of music and explain the reasoning for the classification. (VAPA 3.1, 3.3, 3.5) Analyze and describe the historical, rhythmic, and melodic origins of calypso and the role of musicians. (VAPA 1.6, 3.1, 3.3 3.4, 3.7) Transcribe songs when presented aurally into melodic and rhythmic notation. (VAPA 1.2) Read and perform C, D, A, E, and B-flat Major scales and I, IV, V, I chord progression. Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, improvisations, and apply those criteria in personal participation in music. (VAPA 4.1, 5.2) 	<u>Students Demonstrate Knowledge and Skill</u> <ul style="list-style-type: none"> Read and play their assigned part in a small ensemble. Perform assigned part demonstrating musical independence Describe and perform Latin, African, and Caribbean rhythmic patterns. Play and aurally describe the origins of Calypso music. Describe the role of musicians in Calypso music. Demonstrate the ability to transcribe a melody with correct music notation. Read and demonstrate C, D, A, E, and B-flat major scales and chord progressions. Active participation exhibiting correct principles of membership. Play and record Audition DVD with accuracy and expression. 	<u>Basic Textbook Correlation</u> Published Steel Drum literature, Teacher generated worksheets and compositions <u>Supplemental Materials Correlation:</u> Steel Drums Mallets Hand Drums/Tubano/Bongo Stands Carts CD and DVD equipment <u>Key Vocabulary:</u> Ensemble Elements of Music Progression Harmonic Progression Circle of Fifths Transition Calypso Genres Styles Culture Transcribe Composition Compare/Contrast <u>Key Assignments/ Assessments</u> Participation using principles of ensemble membership; Assigned song, scales, chords, and rhythmic patterns; “Shake the Papaya Down”; “Jump in the Line”; Complementary rhythmic patterns; concert attire and etiquette; Audition DVD preparation Quizzes	Week 3 - 8 and continued

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**Unit or Topic: ADVANCED STEEL DRUMS – Unit 3**

Content Standards		Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards)</i>	Instructional Support	Approx. Time
VAPA 1.0 Artistic Perception 2.0 Creative Expression 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing; 5.0 Connections/Applications CTE 1: Listening and Speaking 3: Career Planning and management 5: Problem Solving and Critical Thinking 7: Responsibility and Flexibility 8: Ethics and Legal Responsibilities 9: Leadership and Teamwork				
<u>Students Know (content)</u> Working knowledge of music notation; major scale and chord study and application; melodies and counter melodies; harmonies; accompaniments; and bass lines- <i>Applied to new repertoire.</i> Working knowledge of minor scales and chord study and application; harmonies; accompaniments Discern pitch and intonation awareness in parts played in an ensemble. Preparation, knowledge, and understanding to perform Holiday Concert. Performance Assessment Tools (CTE 3.6, 5.3, 9.5)	<u>Students are Able to Do (skill)</u> <ul style="list-style-type: none"> • Read and play new repertoire. • Perform a repertoire of Steel Drum literature representing various genres, styles, and cultures with technical accuracy and artistic expression. (VAPA 2.4, 3.1, 3.4) • Sight-read music accurately and expressively. (VAPA 1.3) • Read and perform d,a, and c minor scales and I, IV, V, I chord progression. • Analyze and change chord structure to accommodate pitch or intonation problems. • Continued development of principals of ensemble membership and practice them in various arts and disciplines. (VAPA 4.1) • Understand the value of performance reflection and analysis. (VAPA 4.2) • Identify and explain music related careers. (VAPA 5.3) 	<u>Students Demonstrate Knowledge and Skill</u> <ul style="list-style-type: none"> • Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively. • Read and demonstrate minor scale and chord progression for d, a, and c. • Describe and play solution to accommodate pitch or intonation problems. • Perform accurately and musically assigned music for the Holiday Concert. • Describe with clarity and the use of musical terminology an evaluation of a performance. 	<u>Basic Textbook Correlation</u> Published Steel Drum literature, Teacher generated worksheets and compositions <u>Supplemental Materials Correlation:</u> Steel Drums Mallets Hand Drums/Tubano/Bongo Stands Carts CD and DVD equipment <u>Key Vocabulary:</u> Minor Scales Mentor Pitch Intonation Performance Analysis Careers	Week 9 – 18 and continued

Unit or Topic: ADVANCED STEEL DRUMS – Unit 3				
Content Standards		Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards)</i>	Instructional Support	Approx. Time
VAPA 1.0 Artistic Perception 2.0 Creative Expression 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing; 5.0 Connections/Applications CTE 1: Listening and Speaking 3: Career Planning and management 5: Problem Solving and Critical Thinking 7: Responsibility and Flexibility 8: Ethics and Legal Responsibilities 9: Leadership and Teamwork				
		<u>Key Assignments/ Assessments</u> Preparation of new repertoire selected for the <i>Holiday Concert</i> ; Performance reflection and analysis; “Marianne” Quizzes Tests		

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**Unit or Topic: ADVANCED STEEL DRUMS – Unit 4**

Content Standards		Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards)</i>	Instructional Support	Approx. Time
VAPA 1.0 Artistic Perception 2.0 Creative Expression 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing CTE 5: Problem Solving and Critical Thinking 6: Health and Safety 7: Responsibility and Flexibility 8: Ethics and Legal Responsibilities 9: Leadership and Teamwork				
<u>Students Know (content)</u> Working knowledge of music notation; major scale and chord study and application; melodies and counter melodies; harmonies; accompaniments; and bass lines- <i>Applied to new repertoire.</i> Making and tuning of Steel Drums Further study of Major scales and chord progressions. Study of enharmonic notation. Working knowledge of traditional rhythmic patterns. Working knowledge to compose and improvise. Writing and technology skills relating to biographical research and performance. (CTE 1.7, 5.3, 9.1, 9.3)	<u>Students are Able to Do (skill)</u> <ul style="list-style-type: none"> Read and play new repertoire. Perform a repertoire of Steel Drum literature representing various genres, styles, and cultures with technical accuracy and artistic expression. (VAPA 2.4, 3.1, 4.3) Analyze and understand the origins, making, and tuning of steel Drums. Read and perform B, E-flat, A-flat, D-flat, and G-flat Major scales and I, IV, V, I chord progression. Understand and read enharmonic notation. Analyze and describe Mid-Eastern, swing, and Reggae rhythmic patterns. (VAPA 3.7) Create melodic and rhythmic improvisations in the Calypso style. (VAPA 2.6, 2.8) Transpose melodic and rhythmic lines for "The Proposal" Research, compare, write, and perform "Canon in D" and "Orpheus in the Underworld". (VAPA 1.6, 3.4, 3.5, 3.7, 3.8, 4.3) 	<u>Students Demonstrate Knowledge and Skill</u> <ul style="list-style-type: none"> Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively. Describe the origins, making, and tuning of Steel Drums. Read and demonstrate B, E-flat, A-flat, D-flat, G-flat Major scales and chord progressions. Recognize, read, and play enharmonic notation in music repertoire. Demonstrate with accuracy International rhythmic patterns. Compose music in the Calypso style with melodic and rhythmic expression. Play a Calypso improvisation with correct melodic and rhythmic expression. Perform both compositions as an ensemble, creating an entertaining and informative presentation of both songs. 	<u>Basic Textbook Correlation</u> Published Steel Drum literature, Teacher generated worksheets and compositions <u>Supplemental Materials Correlation:</u> Steel Drums Mallets Stands Carts Cases Percussion Instruments CD and DVD equipment <u>Key Vocabulary:</u> Calypso Enharmonic Notation Cooperation Composer Composition Bibliography Improvisation <u>Key Assignments/ Assessments</u> New Repertoire Calypso study Instrument Responsibility "The Proposal" Spring Concert Performance reflection and analysis "Canon in De Underworld" Quizzes Tests	Week 19 - 36

KEY ASSIGNMENTS:

Audition DVD	Advanced students will continue to demonstrate their knowledge with the principals of ensemble membership by producing an audition DVD for the Community Arts Showcase opportunity. Advanced students will perform on steel drums with percussion assistance from the beginning steel drum students. Critically thinking, students will demonstrate how to watch, listen, focus, compliment, match, balance, and respect what each part is performing in conjunction with the whole ensemble. They learn how to be a team player and develop a sense of community. Using a team journal, students will map out a course of action, including performance repertoire, demonstration of ensemble membership qualities, member responsibilities, rehearsal/performance time-frame, and production sequence. Also included will be a pre-assessment category, a list of musicianship qualities that demonstrate the student's ability to understand artistic perception to analyze their performance using correct musical terminology, description of their performance that explains historical accuracy and the aesthetic qualities to be exhibited throughout the video. Students will develop competencies in problem solving, communication, and time management. Upon completion of the video, students will assess, analyze, and reflect on their individual performance in group discussion and a post-assessment written critique in their journal. The critique must include their analysis, description, and comparison of their musicianship and ensemble membership throughout the performance. The final product will be used to as a tool to connect to the school, community, and real-life application to individual portfolios and related careers.
Holiday Concert	Advanced students prepare and perform a holiday concert that showcases the advanced ensembles at Cabrillo High School. Each ensemble prepares a 20 minute set of repertoire that demonstrates a wide variety of music. Each song played by the Steel Drum Band addresses scale, key, progressions, accompaniment, melody, harmony, dynamics, rhythm, tempo, and the principles of ensemble membership. The performance addresses concert etiquette, stage presence, and proper deportment. Throughout the rehearsal process, students will exhibit a growing knowledge to listen, analyze, and describe the repertoire performed, explain the historical significance of its form and function in culture, and perform with musical accuracy. Analysis by several written strategies will help students develop tools for success. Students must be able to read, analyze, reflect, and describe their understanding of the music in order to articulate an accurate historical performance. Students will demonstrate the levels for success: Be Prompt, Prepared, Polite, Participate, and Practice. Post analysis of their personal performance will include a written assessment describing their musicianship and membership skills, and details to make their next performance better.
The Proposal	Advanced students discover how chord progressions and time signatures that are the same can lead to other creative ways of expression. Students will learn "The Proposal" and transpose the melody and harmonies into the same key for "Shake the Papaya Down", previously learned in the beginning steel drum class. This transposition will lead to performing both songs simultaneously or parts of each song interchangeable between each section of drums. Performances are by large ensemble and by an individual, one on a part. Significant and advanced musical ability is addressed with this assignment. Students will address modulation and key signature changes, secondary dominance, and circle of fifths. Students progress in their ability to notate their part in a new key. Students will compare songs, analyze the comparisons for stylistic features, and make judgments for future transpositions. Students will learn the ability to transpose is a needed quality to be a studio musician and other related music careers.
Canon in De Underworld	Advanced students will research 3 different performances on U-Tube, and discuss in a written paper, different instrumentations and arrangements for "Canon in D" by Johann Pachelbel, and "Orpheus in the Underworld" by Jacques Offenbach. Students will continue their research and provide background information on each composer and discover how and why each composer was inspired to write each composition. To accomplish the assignment, students will be given a rubric: 1) How to research, 2) What to listen for, 3) How to write, 4) How to prepare and present final performance and paper. Students will study and rehearse both compositions as an ensemble, creating an entertaining and informative presentation of both songs. This key assignment, through research and writing, allows the student to demonstrate their use and understanding of Artistic Expression /musical terminology to compare and contrast two well-known compositions.; Creatively perform using appropriate style and form.; Historically describe the differences between the compositions: and place an Aesthetic Value on the origins and meaning behind the works. Relationships to other art forms and the use of these compositions in radio, television, and advertising will be discussed.
Spring Concert	Advanced students will prepare and perform selected repertoire for their Spring Concert, along with the beginning Steel Drum Ensemble, Concert Band, and Jazz Band. Each song played by the Steel Drum Band addresses scale, key, progressions, accompaniment, melody, harmony, dynamics, rhythm, tempo, and the principles of ensemble membership. The performance addresses concert etiquette, stage presence, and proper deportment. Throughout the rehearsal process, students will exhibit an advanced knowledge to listen, analyze, and describe the repertoire performed, explain the historical significance of its form and function in culture, and perform with musical accuracy. Analysis by several written strategies will help students develop tools for success. Students must be able to read, analyze, reflect, and describe their understanding of the music in order to articulate an accurate historical performance. Students will demonstrate the levels for success: Be Prompt, Prepared, Polite, Participate, and Practice. Final analysis of their personal performance will include a written assessment describing their musicianship and membership skills, and specific details representing their advancement as a musician.

Specific lists and descriptions of Key Assignments required for content area.

Introduction to Advanced Steel Drums – Unit 1 (Week 1-2)

(Emphasis given that each unit is on-going and cumulative)

** Key Assignments

1. *Working knowledge of Steel Drum Band Instruments*
 - a) Historical understanding
 - 1- historical origins
 - 2- historical development
 - b) Production of sound and tone
 - 1-make-up of instrument
 - 2-size, timbre and range
 - 3-mallet size and weight
 - c) Care of instruments
 - 1-drum care and cures
 - d) Complementary ensembles
 - 1-drum placement
 - 2-part compatibility
2. *Music Notation*
 - a) Read and write basic musical notation
 - 1-Review: note values, rests, clefs, keys, dynamics, rhythms, and tempo
 - b) Perform with understanding music notation
 - c) Read a score of four staves
3. *Major Scale and Chord Progressions*
 - a) Whole-steps and half-steps of an F and G Major scales
 - b) Notate, practice, and perform chord progression: I, IV, V, I
4. *Melodies, Counter-Melodies, and Harmonies*
 - a) Melodic sequence
 - 1-direction and form
 - b) Complementary melodic sequences
 - 1-direction, form, and compatibility
 - c) Sonority of two or more sounds creating harmony
5. *Accompaniments and Bass Lines*
 - a) Purpose, support, and sequence of accompaniment
 - b) Purpose, support, and sequence of a bass line
6. *Principles of Ensemble Membership*
 - a) Match, complement, respect, watch, focus, and listen
 - b) Balance
 - c) Judgment and cooperation
7. *Responsibility and Aspects of a Performance*
 - a) Demonstrate skills needed to set-up and tear-down instruments/equipment
 - 1-safety
 - 2-team respect and cooperation
 - b) Demonstration of skills efficiently and cooperatively
8. *“Shake the Papaya Down”*
 - a) Apply understanding of musical elements to selected repertoire
 - b) Sight-reading
 - c) Rehearsal
 - d) Perform as ensemble and one to a part
9. *Quizzes*
 - a) Unit 1 assessment
 - 1-written assessment: “Tear and Share” and journal writing
 - 2-quiz on notation, scales, and chord progressions
 - 3-performance quiz on “Shake the Papaya Down”

Advanced Steel Drums – Unit 2 (Week 3-8)

(Emphasis given that each unit is on-going and cumulative)

****Key Assignment**

1. *Rehearsal and Performance Preparation/Timeline*
 - a) Understanding and purpose of warm-ups
 - 1-body and mind
 - 2-musical awareness
 - b) Understanding and demonstration to sight-read effectively
 - 1-practice and execution
 - c) Outline of effective rehearsal strategies
 - d) Timeline of expected outcomes for rehearsal and performance time.
 - e) Expected individual practice time
 - 1-daily minutes
 - 2-log minutes/hours in journal
 - f) **TOOLS for SUCCESS: Be Prompt, Prepared, Polite, Participate, and Practice**
2. *Read and Perform in Small Ensembles*
 - a) Read and play assigned part independently in a small ensemble
3. *Working Knowledge of Calypso: Traditional rhythmic accompaniment patterns*
 - a) Rhythmic knowledge and differences of Latin, African, and Caribbean rhythmic patterns
 - b) Perform 3 distinct rhythmic patterns
 - c) Study and describe the origins of the Calypso style
 - d) Study and describe the role of musicians in Calypso music
4. *Transcribe Simple Songs*
 - a) Transcribe a song using melodic and rhythmic notation
 - 1-transcribe simple melodic phrases with correct intervals and rhythms
 - 2-transcribe complete melodic lines with correct intervals and rhythms
5. *Major Scale and Chord Progressions*
 - a) Whole-steps and half-steps of the C, D, A, E, and B-flat Major scales
 - b) Notate, practice, and perform chord progression: I, IV, V, I
6. *“Shake the Papaya Down”, “Jump in the Line”, “Marianne”*
 - a) Continued rehearsal of repertoire
 - b) Critical thinking and application of musicianship to repertoire
7. *Principles of Ensemble Membership*
 - a) Match, complement, respect, watch, focus, and listen
 - b) Balance
 - c) Judgment and cooperation
8. **** Preparation, Knowledge, and Understanding to Produce Audition Video**
 - a) Pre-production assessment team journal:
 - 1-mapping – course action
 - 2-performance repertoire
 - 3-membership musicianship skills
 - 4-membership responsibilities
 - 5-production sequence
 - b) Develop criteria for making informed critical evaluations of the quality and effectiveness of performances:
 - 1- Accuracy of musicianship and historical performance
 - 2- Musicianship skills
 - 3- Participation
 - 4- Performance
 - 5- Future improvements
 - c) Application of pre-production criteria to video production
 - d) Rehearsal of repertoire for video
 - e) Play and record Audition DVD with accuracy and expression
 - f) Self-critique and critical analysis
 - 1- musicianship skills
 - 2- membership skills
 - 3- improvements
 - g) Distribution of video for school and community support
 - h) *Community Arts Showcase Performance*
 - i) Discussion of relationships to real-life application to individual portfolios and related careers
9. *Quizzes and Test*
 - a) Unit 2 assessment
 - 1- written assessment: “Tear and Share” and journal writing
 - 2- quiz on notation, scales, and chord progressions
 - 3- performance quiz on Audition Video repertoire

Advanced Steel Drums – Unit 3 (Week 9-18)

(Emphasis given that each unit is on-going and cumulative)

**** Key Assignment**

1. Working Knowledge of Music Elements – New repertoire
 - a) Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively
 - 1- Theorize in explanation and writing a relationship of musical and historical knowledge between repertoire previously performed and apply to new repertoire
 - 2- Sight-reading new repertoire
2. *Minor Scale and Chord Progressions*
 - a) Whole –steps and half-steps of the d, a, and c minor scales
 - 1- differences in intervals between major and minor scales
 - b) Notate, practice, and perform chord progression: I, IV, V, I
3. **** Preparation and Performance: *Holiday Concert***
 - a) Concert Performance Rehearsal of repertoire
 - 1- daily practice
 - 2- student exhibiting continued growth to:
 - a- listen, musically analyze, and describe repertoire performed
 - b- explain historical significance of form and function in culture
 - c- exhibit proper ensemble membership
 - d- perform with musical accuracy
 - b) Performance for school and community a repertoire of Steel Drum literature representing various genres, styles, and cultures with technical accuracy and artistic expression
4. *Performance Reflection and Analysis*
 - a) Understanding the value of performance reflection and analysis
 - b) Describe with clarity using musical terminology an evaluation of a performance
 - c) Critical self-analysis of performance using evaluation criteria
5. *Quizzes and Test*
 - a) Unit 3 assessment
 - 1- written assessment: journal writing of self-analysis
 - 2- quiz on notation, scales, and chord progressions
 - 3- performance quiz on Holiday Concert repertoire
 - 4- Assessment and test on accuracy, musicianship, participation, and performance

Advanced Steel Drums – Unit 4 (Week 19-36)

(Emphasis given that each unit is on-going and cumulative)

**** Key Assignments**

1. *Working Knowledge of Music Elements – New repertoire*
 - a) Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively
2. *Steel Drums: History and the Making*
 - a) Historical timeline of the origins of Steel Drums
 - b) Making a Steel Drum
 - c) Tuning a Steel Drum
3. *Study of Traditional forms of Calypso: Salsa, Mambo, Soca's, Reggae*
 - a) Analyze and describe the historical, rhythmic, and melodic origins of calypso
 - b) Analyze, describe, and demonstrate traditional rhythmic accompaniment patterns
 - c) Play with accuracy Calypso repertoire
4. *Compose and Improvise in the Calypso Style*
 - a) Compose a song using Calypso melodic and rhythmic patterns
 - b) Improvise on a melody using Calypso melodic and rhythmic patterns
5. **** The Proposal**
 - a) Discover, understand, and demonstrate the similarities of partner songs
 - b) Sight-read, learn, and perform “*The Proposal*”
 - c) Transpose melody and rhythms into the same key as “Shake the Papaya Down”
 - d) Notate melodic and rhythmic patterns with accuracy
 - e) Discover modulation and secondary dominance
 - f) Practice to understand
 - g) Discover -Circle of Fifths
 - h) Perform both selections simultaneously or parts of each song interchangeable between each section of drums
 - i) Critically and historically thinking, aurally explain and notate in journal the comparisons and stylistic features between the two songs
 - j) Relationship of transposition ability to a studio musician and other careers

- k) Critical self-analysis of performance using evaluation criteria
- 6. *Major Scale and Chord Progressions*
 - a) Whole-steps and half steps of the B, E-flat, A-flat, D-flat, and G-flat Major scales
 - b) Notate, practice, and perform chord progression: I, IV, V, I
- 7. *Enharmonic Notation*
 - a) Basic knowledge of enharmonic notation
 - 1- how and why
 - 2- practice and application
 - b) Recognize, read, and play enharmonic notation in music repertoire
- 8. **** “Canon in De Underworld”**
 - a) Research project: 3 U-Tube performances of “Canon in D” and “Orpheus in the Underworld”
 - b) Rubric:
 - 1- How to research
 - 2- What to listen for
 - 3- How to write a research paper using appropriate:
 - a- grammar
 - b- sentence structure
 - c- punctuation
 - d- paragraph structure
 - e- footnotes
 - 4- Proper procedures following copyright and plagiarism laws
 - 4- How to present paper
 - 5- How to present and perform “Canon in De Underworld”
 - c) Written research report discussing instrumentations and arrangements, composer bibliographies, and inspirations for the composition.
 - 1- demonstrate use and understanding of
 - a- Artistic Expression/Musical terminology to compare and contrast two well-known compositions
 - b- Historically describe the differences between the compositions
 - c- Place an Aesthetic Value on the origins and meaning behind each work
 - 2- Creatively write about the life of each composer and discover how and why each composer was inspired to write their composition
 - d) Rehearse both selections for performance
 - 1- Practice exhibiting musicianship skills learned to date
 - 2- Practice exhibiting proper membership skills
 - e) Create an entertaining and informative presentation of both songs. Creatively perform using appropriate style and form
 - 1- Perform exhibiting musicianship skills learned to date
 - 2- Perform exhibiting proper membership skills
 - f) Class and critical self-analysis using evaluation criteria
- 9. **** Spring Concert**
 - a) Concert Performance Rehearsal of repertoire
 - 1- Sight-reading
 - 2- daily practice
 - 3- student exhibiting continued growth to:
 - 1. listen, musically analyze, and describe repertoire performed
 - 2. explain historical significance of form and function in culture
 - 3. exhibit proper ensemble membership
 - 4. perform with musical accuracy
 - b) Performance for school and community a repertoire of Steel Drum literature representing various genres, styles, and cultures with technical accuracy and artistic expression
- 10. *Performance Reflection and Analysis*
 - a) Understanding the value of performance reflection and analysis
 - b) Describe with clarity using musical terminology, an evaluation of the Spring Concert performance
- 11. *Quizzes and Test*
 - a) Unit 4 assessment
 - 1- written assessment: journal writing of self-analysis
 - 2- quiz on notation, scales, and chord progressions
 - 3- performance quiz on Spring Concert repertoire
 - 4- Final assessment and test on accuracy, musicianship, participation, and performance

SERVICE LEARNING:

Service learning is an instructional strategy that connects meaningful service experiences in the community with academic learning, personal growth, and civic responsibility. Service learning enhances what is taught in the course by extending learning beyond the classroom and providing opportunities for students to use newly acquired skills and knowledge in real-life situations in their own communities. Service learning makes coursework relevant.

There are many opportunities, on campus and in the community, to participate in service learning activities related to Music. These include voluntary participation in the *Long Beach Symphony Orchestra's Ovation*, *Community Arts Showcase*, *Knott's Berry Farm Community Concert*, *Tutor/Mentor Program* and various school events. The research, preparation, action/demonstration, and reflection of these activities will be credited toward the district's High School service learning requirement for a High School diploma. Students are expected to complete a service learning activity, with a minimum of 5 [or 10] hours, prior to the completion of the course. Students participating in these experiences share their talents and show support for their art, which benefits themselves and the community.

RELATED CAREERS

PROFESSIONAL MUSICIAN
 ENTERTAINER
 TEACHER
 MUSIC TECHNOLOGY
 COMPOSER
 RECORDING ARTIST
 STUDIO MUSICIAN
 ART, DESIGN, ENTERTAINMENT AND MEDIA OCCUPATIONS

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles:

Instructional (Music) Methods:

1. Teacher modeling and instruction
2. Modeling from professional recordings
3. Peer collaboration and tutoring
4. Performance
5. Participation/Performance reflection, analysis, and modification

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)	OVERT* (Other)
<ul style="list-style-type: none"> • Recall • Imagine • Observe • Consider • Visualize 	<ul style="list-style-type: none"> • Pair/Share • Choral Response • Give One, Get One • Cooperative Discussion Groups • Critiques • Brainstorm 	<ul style="list-style-type: none"> • Restate in Journals / Notes • Response Boards • Graphic Organizers • Folded Paper • Critiques 	<ul style="list-style-type: none"> • Hand Signals • Model with Manipulatives • Stand up/ Sit down • Point to Examples • Rehearsal* • Performance* 	

Diverse learning styles may be addressed by implementing combinations of the following:

Significant, Proven Strategies for ALL Students

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Hands-On Lab's | <input type="checkbox"/> Student Presentations | <input type="checkbox"/> Essential Questions | <input type="checkbox"/> Current Events |
| <input type="checkbox"/> Inquiry Activities | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Thematic Units | <input type="checkbox"/> Career Choices |
| <input type="checkbox"/> Short/Long-term projects | <input type="checkbox"/> Summarization | <input type="checkbox"/> Field Experiences | <input type="checkbox"/> Guest Speakers |

Reading Strategies

- | | |
|--|--|
| <input type="checkbox"/> Vocabulary Development (including conceptual and non-linguistic components) | <input type="checkbox"/> Adapt the text |
| <input type="checkbox"/> Pre-Teaching | <input type="checkbox"/> Interactive Learning |
| <input type="checkbox"/> Reciprocal Training | <input type="checkbox"/> Tapping/Building prior knowledge (Manipulatives, Visuals) |
| <input type="checkbox"/> Tapping/Building prior knowledge | <input type="checkbox"/> Acquisition Levels |
| <input type="checkbox"/> Graphic Organizers | <input type="checkbox"/> Language Sensitivity |
| <input type="checkbox"/> Group Strategies | |

Strategies for Students with Disabilities

- IEP Accommodations (refer to student's IEP document or IEP summary sheet)
- Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals)
- Think Alouds
- Small Group Instruction
- Manipulatives & Visuals
- Peer Assisted Learning

SDAIE Strategies for English Learners

- | | |
|--|--|
| <input type="checkbox"/> Lower the Affective Filter (including Processing Time) | |
| <input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) | |
| <input type="checkbox"/> Acquisition Levels | <input type="checkbox"/> Multiple Intelligences |
| <input type="checkbox"/> Language Sensitivity | <input type="checkbox"/> Adapt the Text |
| <input type="checkbox"/> Grouping Strategies | <input type="checkbox"/> Manipulatives & Visuals |
| <input type="checkbox"/> Home/School Connection (including Cultural Aspects) | |

Differentiation for Advanced Learners

- | | |
|---|--|
| <input type="checkbox"/> Curriculum Compacting | <input type="checkbox"/> Acceleration |
| <input type="checkbox"/> Depth and Complexity Assignments | <input type="checkbox"/> Tiered |
| <input type="checkbox"/> Flexible Grouping | <input type="checkbox"/> Independent Study |

Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.

TEXTBOOKS:

In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

Basic Textbook: Published Steel Drum Literature

Supplemental Texts: Music Literature from various publishers
 Teacher and student compositions/arrangements
 Handouts created by teacher and industry
 Academic articles

SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

Steel Drums
 Mallets
 Stands
 Cases
 Carts
 Drum trap set
 Various percussion instruments (conga, bongos, other)
 Piano
 CD and DVD recordings
 CD and DVD equipment
 Recording equipment/software, mixing board, microphone, and cables
 Internet, U-tube and Podcasts
 Whiteboard

RESOURCES:*Documents*

- Visual and Performing Arts Content Standards for California Public Schools (2001):
www.cde.ca.gov/be/st/ss/documents/vpastandards2009.doc

District Offices

- Music Curriculum Office (562) 997-8000 (ext. 8175)
 - K-12 music standards, curriculum, professional development, all-district VAPA events
- Office of Multimedia Services (OMS) (562) 997-8000 (ext. 7145)
 - videos for check out to fit the curriculum (see your librarian for current catalogs)
 - district TV channels programming
- PALMS Office Program Assistance for Language Minority Students (562) 997-8000 (ext. 8031)
 - technical assistance and professional development for English Language Development (ELD) and Specially Designed Academic Instruction In English (SDAIE)
 - assistance in the implementation and maintenance of programs addressing the needs of English Language Learners (ELLs)

ASSESSMENT METHODS AND/OR TOOLS:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Suggested Evaluation Tools:

Source	Diagnostic/Diagnose	Formative/Monitor	Summative/Evaluate
Teacher Developed Assessments	Tests/Formal Assessments	Participation	Individual and Group Performance
	Quizzes/Informal Assessments	Guided practice	Rehearsal and Performance Attendance
	Written Assignments	Sectional Rehearsals	Unit 1, 2, and 3 Assessment and Evaluation
	Exercises	Teacher/Student performance assessments and evaluation/critique	Final Assessment and Evaluation
		Responsibility, respect, and citizenship	Responsibility, respect, and citizenship

Performance Standards:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Accuracy	Virtually no errors; consistent accuracy of notes, rhythms, dynamics, and phrasing	Most notes, rhythms, dynamics, and phrasing are accurate and secure, isolated error or two	Frequent and repeated errors	Very few accurate notes, incorrect rhythms, dynamics, and phrasing; confusion	
Musicianship	Exemplary and Consistent demonstration of excellent technique, skills, and musicality. Excellent understanding of Artistic and Creative Expression	Good demonstration of technique, skills, and musicality. Good understanding of Artistic and Creative Expression	Demonstrates a basic understanding of technique, skills, musicality, Artistic and Creative Expression	Demonstrates very little understanding of technique, skills, musicality, Artistic or Creative Expression	
Participation	Consistent contribution to ensemble; always musically prepared, listens and cooperates, respects others, responsible and always punctual	Adequate contribution to ensemble; musically prepared, listens and cooperates, respects others, responsible and punctual	Contribution to ensemble is lacking, shows some effort with respect to others, somewhat responsible and punctual	Very little attempt to contribute to ensemble, argumentative or disinterested	
Performance	Exemplary, consistent and accurate performance; excellent stage presence, proper attire; demonstrates responsibility to performance set-up and clean-up	Consistent and accurate performance; good stage presence, proper attire; demonstrates responsibility to performance set-up and clean-up	Inconsistent and inaccurate performance; some effort given to stage presence and attire; some responsibility given to performance set-up and clean-up	Very little effort exhibited towards performance; improper stage presence and attire; no effort given to performance set-up or clean-up	
Non-performance attributes	Demonstrates exemplary attributes of responsibility, respect (themselves and equipment), maintains passing grades, citizenship to family, school, and community	Demonstrates good attributes of responsibility, respect (themselves and equipment), maintains passing grades, citizenship to family, school, and community	Demonstrates a developing understanding of responsibility, respect (themselves and equipment), maintains passing grades, citizenship to family, school, and community	Demonstrates little effort and awareness of responsibility, respect (themselves and equipment), poor grades, and struggles with citizenship to family, school, and community	

Standard Grading Scale:

The assignment of letter grades will be based on the following scale:

Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100-90%	Exemplary 4
	B+	89 – 85%	
Proficient	B	84 – 80%	Accomplished 3
	C	79 – 70%	
Partially Proficient	D	69 – 60%	Developing 2
Non or Limited Proficient	F	Below 60%	Beginning 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

Suggested Grade Weighting:

1. Participation	60%
• Contribution to Ensemble	
• Musicianship	
• Membership Responsibilities	
• Cooperation	
• "P's"	
2. Performances	20%
• Audition DVD	
• Holiday Concert	
• The Proposal	
• Canon in De Underworld	
• Spring Concert	
3. Quizzes and Assignments	10%
• Unit 1 Journal	
• Unit 1 Notation Quiz	
• Unit 2 Journal	
• Unit 2 Notation Quiz	
• Unit 3 Journal	
• Unit 3 Notation Quiz/Test	
• Unit 4 Journal	
• Unit 4 Notation Quiz/Test	
• Unit 4 Research Paper	
4. Performance Assessments/Tests	10%
• Unit 1 "Shake"	
• Unit 2 DVD Assessment	
• Holiday Assessment/Test	
• Final Assessment/Test	

Submitted by: James Petri, Paula Pelton
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