



**HIGH SCHOOL COURSE OUTLINE**

<b>Department</b>	Music	<b>Course Title</b>		Steel Drum Band 1-2	<b>Course Code</b>		3311		
<b>Grade Level</b>	9-12	<b>Short Title</b>		Steel Drum 1-2	<b>Grad Requirement</b>			N	
<b>Course Length</b>	2 semesters	<b>Credits per Semester</b>	5	<b>Approved for Honors</b>	N	<b>Required</b>	N	<b>Elective</b>	Y
<b>CTE Industry Sector</b>	Arts, Media, and Entertainment			<b>CTE Pathway</b>	Performing Arts				
<b>Prerequisites</b>	Basic music reading and writing skills, physical ability to move equipment, audition, approval of Director								
<b>Co-requisites</b>	None								
<b>Articulated with LBCC</b>	No		<b>Articulated with CSULB</b>			No			
<b>Meets UC "a-g" Requirement</b>	Yes, "f"		<b>Meets NCAA Requirement</b>			No			

**COURSE DESCRIPTION:** This course is designed for high school students to develop their ability to read and play music on Steel Drums. Immersed in all aspects of music, they transcribe simple songs, learn to sight-read accurately and expressively, and analyze simple forms of music as to musical elements, techniques and use of form. They perform by themselves and in ensembles simple songs and traditional calypsos accurately and artistically. Students will also study musicians and the historical aspects and music developed in various cultures and time periods.

Students will develop 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.

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 learn to read a steel drum score of up to four staves and explain how the elements of music, including rhythmic and chord progressions are used. *(Artistic Perception 1.1)*
- Students will build and perform a repertoire of Steel Drum literature representing various genres, styles, and cultures with technical accuracy and artistic expression. *(Creative Expression 2.4, Historical/Cultural Context 3.4)*
- Students will perform on a steel drum in small ensembles and one performer to a part. *(Creative Expression 2.5)*
- Students will compare and contrast instruments from various cultures and historical periods by exploring the way they produce sound, the way they are made, and cultural icons used in décor. *(Historical/Cultural Context 3.5)*
- 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)*

SKILLS	<ul style="list-style-type: none"> <li>• Students will transcribe musical phrases when presented aurally into melodic and rhythmic notation. (<i>Artistic Perception 1.2</i>)</li> <li>• Students will sight-read music accurately and expressively. (<i>Artistic Perception 1.3</i>)</li> <li>• Students will analyze the use of form in a varied repertoire of music representing diverse genres, styles and cultures. (<i>Artistic Perception 1.6</i>)</li> <li>• Students will explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements. (<i>Historical/Cultural Context 3.2</i>)</li> <li>• Students will evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model. (<i>Aesthetic Valuing 4.2</i>)</li> </ul>
LITERACY	<ul style="list-style-type: none"> <li>• Students will analyze and describe the use of musical elements and expressive devices in aural examples. (<i>Artistic Perception 1.4</i>)</li> <li>• Students will describe, analyze, and discuss traditional steel drum genres (Salsa, Mambo, and Calypso) (<i>Historical/Cultural Context 3.3</i>)</li> <li>• Students will describe the means used to create images, or evoke feelings and emotions, in musical works from various cultures. (<i>Aesthetic Valuing 4.4</i>)</li> </ul>
APPLICATIONS	<ul style="list-style-type: none"> <li>• Students will develop principles of ensemble membership and practice them in various arts and disciplines. (<i>Connections, Relationships, Applications 5.1</i>)</li> <li>• Research musical careers in multi-media advertising and education. (<i>Connections, Relationships, Applications 5.3</i>)</li> </ul>

## COURSE PURPOSE: EXPECTED OUTCOMES

### 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.

**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.
- 7.4 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 STEEL DRUMS**

<b>Content Standards</b>		<b>Performance Standard Measures</b> <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i>	<b>Instructional Support</b>	<b>Approx. Time</b>
<b>VAPA</b> 1.0 Artistic Perception 3.0 Historical and Cultural Context <b>CTE</b> 6: Health and Safety 7: Responsibility and Flexibility 9: Leadership and Teamwork				
<u><b>Students Know (content)</b></u>  Working knowledge of Steel Drum instruments. (CTE 6.2)  Principles of ensemble membership (CTE 7.1, 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.	<u><b>Students are Able to Do (skill)</b></u>  <ul style="list-style-type: none"> <li>Describe how to produce a proper sound and tone, proper care of instruments, and knowledge what drums form complementary ensembles.</li> <li>Describe and demonstrate the principles of proper ensemble membership. (VAPA 3.2)</li> <li>Read an instrumental score of up to four staves and explain the elements used. (1.1)</li> <li>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)</li> <li>Read and perform F Major scale and I, IV, V, I chord progression.</li> </ul>	<u><b>Students Demonstrate Knowledge and Skill</b></u>  <ul style="list-style-type: none"> <li>Observe, describe, and demonstrate</li> <li>Match, complement, respect, watch, focus, and listen to other members of the ensemble, striving for balance and cooperation.</li> <li>Read a four-line score, isolating an assign part.</li> <li>Read and demonstrate articulation, dynamics, and tempo.</li> <li>Read and demonstrate F major scale and chord progression.</li> </ul> <u><b>Key Assignments/ Assessments</b></u>  Participation using principles of ensemble membership; Introductory song, scales, chords, and rhythmic patterns; "Shake the Papaya Down"	<u><b>Basic Textbook Correlation</b></u>  Published Steel Drum literature, Teacher generated worksheets and compositions  <u><b>Supplemental Materials Correlation:</b></u> Steel Drums Mallets  <u><b>Key Vocabulary:</b></u> Steel Drums: Bass, cello, guitar, double tenors, and tenors Complementary Staff/pitch notation Rhythmic notation Articulation Dynamics Tempo Harmony Melody Counter-melody Accompaniment	<b>Week 1 - 2 and continued</b>

**OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**

**Unit or Topic: INTRODUCTION to STEEL DRUMS**

Content Standards		Performance Standard Measures	Instructional Support	Approx. Time
<p><b>VAPA</b>            1.0 Artistic Perception            2.0 Creative Expression            3.0 Historical and Cultural Context            4.0 Aesthetic Valuing</p> <p><b>CTE</b>            1: Listening and Speaking            3: Career Planning and management            5: Problem Solving and Critical Thinking            7: Responsibility and Flexibility            9: Leadership and Teamwork</p>		<p><i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p>		
<p><b><u>Students Know (content)</u></b></p> <p>Working knowledge of music notation; major scale and chord study and application; melodies and counter melodies; harmonies; accompaniments; and bass lines.</p> <p>Working knowledge of Latin and African Rhythms.</p> <p>Beginning knowledge to transcribe a melody.</p> <p>Further study of Major scales and chord progressions.</p> <p>Preparation, knowledge, and understanding to produce the Audition Video (CTE 1.7, 3.5, 5.3)</p>	<p><b><u>Students are Able to Do (skill)</u></b></p> <ul style="list-style-type: none"> <li>• Read an instrumental score of up to four staves and explain the elements used. (VAPA 1.1)</li> <li>• Perform on an instrument in small ensembles, with one performer for each part. (VAPA 2.5)</li> <li>• Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. (VAPA 1.6)</li> <li>• Classify by culture unfamiliar but representative aural examples of music and explain the reasoning for the classification. (VAPA 3.5)</li> <li>• Transcribe simple songs when presented aurally into melodic and rhythmic notation. (VAPA 1.2)</li> <li>• Read and perform G, C and B-flat Major scale and I, IV, V, I chord progression.</li> <li>• 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)</li> </ul>	<p><b><u>Students Demonstrate Knowledge and Skill</u></b></p> <ul style="list-style-type: none"> <li>• Read and play their assigned part in a small ensemble or independently.</li> <li>• Perform on hand drums complementary Latin and African rhythmic patterns.</li> <li>• Demonstrate the ability to transcribe a simple melody with correct music notation.</li> <li>• Read and demonstrate G, C and B-flat major scale and chord progressions.</li> <li>• Active participation exhibiting correct principles of membership.</li> <li>• Understand and play assigned rhythm on hand drums.</li> <li>• Play and record Audition DVD with accuracy and expression.</li> </ul>	<p><b><u>Basic Textbook Correlation</u></b></p> <p>Published Steel Drum literature, Teacher generated worksheets and compositions</p> <p><b><u>Supplemental Materials Correlation:</u></b>            Steel Drums            Mallets            Hand Drums/Tubano/Bongo            Stands            Carts            CD and DVD equipment</p> <p><b><u>Key Vocabulary:</u></b>            Ensemble            Progression            Harmonic Progression            Transition            Genres            Styles            Culture            Transcribe            Composition</p> <p><b><u>Key Assignments/ Assessments</u></b>            Participation using principles of ensemble membership;            Introductory song, scales, chords, and rhythmic patterns;            “Shake the Papaya Down”;            Complementary rhythmic patterns; concert attire and etiquette;            Audition DVD preparation            Quizzes</p>	<p><b>Week 3 - 8 and continued</b></p>

**OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**

**Unit or Topic: INTRODUCTION to STEEL DRUMS**

Content Standards		Performance Standard Measures	Instructional Support	Approx. Time
<p><b>VAPA</b>                      1.0 Artistic Perception                      2.0 Creative Expression                      3.0 Historical and Cultural Context                      4.0 Aesthetic Valuing</p> <p><b>CTE</b>                      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</p>		<p>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</p>		
<p><b><u>Students Know (content)</u></b></p> <p>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></p> <p>Preparation, knowledge, and understanding to host the <i>West Side Music Festival.</i> (CTE 7.1, 7.4, 8.3, 9.1, 9.5)</p> <p>Performance Assessment Tools (CTE 5.3)</p>	<p><b><u>Students are Able to Do (skill)</u></b></p> <ul style="list-style-type: none"> <li>• Read and play new repertoire.</li> <li>• Perform a repertoire of Steel Drum literature representing various genres, styles, and cultures with technical accuracy and artistic expression. (VAPA 2.1)</li> <li>• Develop principals of ensemble membership and practice them in various arts and disciplines. (VAPA 5.1)</li> <li>• Understand the value of performance reflection and analysis. (VAPA 4.2)</li> </ul>	<p><b><u>Students Demonstrate Knowledge and Skill</u></b></p> <ul style="list-style-type: none"> <li>• Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively.</li> <li>• Host, as musical liaisons, the <i>West Side Music Festival</i> with proper principles of ensemble membership and musicianship, exhibiting community and collaboration.</li> <li>• Describe with clarity and the use of musical terminology an evaluation of a performance.</li> </ul> <p><b><u>Key Assignments/ Assessments</u></b></p> <p>Preparation of new repertoire selected for the <i>West Side Music Festival</i>; Host the <i>WSMF</i>                      Performance reflection and analysis                      Quizzes                      Tests</p>	<p><b><u>Basic Textbook Correlation</u></b></p> <p>Published Steel Drum literature, Teacher generated worksheets and compositions</p> <p><b><u>Supplemental Materials Correlation:</u></b></p> <p>Steel Drums                      Mallets                      Hand Drums/Tubano/Bongo                      Stands                      Carts                      CD and DVD equipment</p> <p><b><u>Key Vocabulary:</u></b></p> <p>Repertoire                      Mentor                      Musical expression</p>	<p><b>Week 9 – 18 and continued</b></p>

**OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**

**Unit or Topic: INTRODUCTION to STEEL DRUMS**

Content Standards		Performance Standard Measures	Instructional Support	Approx. Time
<p><b>VAPA</b>            1.0 Artistic Perception            2.0 Creative Expression            3.0 Historical and Cultural Context            4.0 Aesthetic Valuing  <b>CTE</b>            5: Problem Solving and Critical Thinking            6: Health and Safety            7: Responsibility and Flexibility            8: Ethics and Legal Responsibilities            9: Leadership and Teamwork</p>		<p>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</p>		
<p><b><u>Students Know (content)</u></b></p> <p>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></p> <p>Study of Calypso</p> <p>Working knowledge of minor scales and chord study and application; harmonies; accompaniments</p> <p>Further study of Major scales and chord progressions.</p> <p>Study of enharmonic notation.</p> <p>Acquiring skills of responsibility with all aspects of a performance (CTE 6.2, 9.3)</p>	<p><b><u>Students are Able to Do (skill)</u></b></p> <ul style="list-style-type: none"> <li>• Read and play new repertoire.</li> <li>• Perform a repertoire of Steel Drum literature representing various genres, styles, and cultures with technical accuracy and artistic expression. (VAPA 2.1, 4.4)</li> <li>• analyze and describe the historical, rhythmic, and melodic origins of calypso. (VAPA 1.6, 3.3 3.4)</li> <li>• Read and perform d,a, and c minor scales and I, IV, V, I chord progression.</li> <li>• Read and perform D, E, A, E-flat, and A-flat Major scales and I, IV, V, I chord progression.</li> <li>• Understand and read enharmonic notation.</li> <li>• Understand equipment/instrument set-up and tear-down.</li> </ul>	<p><b><u>Students Demonstrate Knowledge and Skill</u></b></p> <ul style="list-style-type: none"> <li>• Read and demonstrate the ability to apply previous knowledge to new repertoire accurately and expressively.</li> <li>• Play and aurally describe the origins of Calypso music.</li> <li>• Read and demonstrate minor scale and chord progression for d, a, and c.</li> <li>• Read and demonstrate D, E, E-flat, A-flat Major scales and chord progressions.</li> <li>• Recognize, read, and play enharmonic notation in music repertoire.</li> <li>• Demonstrate the ability to set-up and tear-down equipment/instruments efficiently and cooperatively.</li> </ul>	<p><b><u>Basic Textbook Correlation</u></b></p> <p>Published Steel Drum literature, Teacher generated worksheets and compositions</p> <p><b><u>Supplemental Materials Correlation:</u></b></p> <p>Steel Drums            Mallets            Hand Drums/Tubano/Bongo            Stands            Carts            Cases            Percussion Instruments            CD and DVD equipment</p> <p><b><u>Key Vocabulary:</u></b>            Calypso            Minor Key            Minor Chord Progression            Enharmonic Notation            Cooperation</p> <p><b><u>Key Assignments/ Assessments</u></b>            New Repertoire            Calypso study            Instrument Responsibility            Spring Concert            Performance reflection and analysis            Quizzes            Tests</p>	<p><b>Week 19 - 36</b></p>

**KEY ASSIGNMENTS:**

Shake the Papaya Down	Beginning students will be introduced to the steel drums for the first time by way of scale study, chord construction, key signature, chord progression, time signature, rhythm strum patterns as accompaniment, and short melodies assigned to each voicing.
Audition DVD	Beginning students will be introduced to the principals of ensemble membership by producing a audition DVD for the Community Arts Showcase opportunity. Beginners are on hand drums supporting the advanced players on steel drums. 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.
West Side Music Festival	Beginning students prepare, perform, and host an invitational concert. They perform as individual, as well as, combination ensembles with other schools that matriculate to Cabrillo High School. The students perform an accompaniment for the Chorus classes at Cabrillo, as well as, the Chorus classes that matriculate as well. This project is the culminating activity for the first semester.
Spring Concert	Beginning student s will prepare and perform selected repertoire for their Spring Concert, along with the advanced Steel Drum Ensemble, Concert Band, and Jazz Band.

**Specific lists and descriptions of Key Assignments required for content area.****Introduction to Steel Drums – Unit 1**

(Key Assignments)

1. ***Working knowledge of Steel Drum Band Instruments***
  - a) Historical understanding
  - b) Production of sound and tone
  - c) Care of instruments
  - d) Complementary ensembles
2. ***Music Notation***
  - a) Read and write basic musical notation
  - 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 Major scale
  - b) Perform chord progression: I, IV, V, I
4. ***Melodies, Counter-Melodies, and Harmonies***
  - a) Melodic sequence
  - b) Complementary melodic sequences
  - 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 and cooperation
7. ***“Shake the Papaya Down”***
  - a) Apply basic understanding of musical elements to selected repertoire
8. ***Quizzes***
  - a) Unit 1 assessment

**Introduction to Steel Drums – Unit 2**

1. ***Read and Perform in Small Ensembles***
  - a) Read and play assigned part independently in a small ensemble
2. ***Working Knowledge of Latin and African Rhythms***
  - a) Rhythmic knowledge and differences of Latin vs. African Rhythms
  - b) Perform with understanding on hand drums
3. ***Transcribe Simple Songs***
  - a) Transcribe a simple song using melodic and rhythmic notation
4. ***Major Scale and Chord Progressions***
  - a) Whole-steps and half-steps of the G, C, and B-flat Major scales
  - b) Perform chord progression: I, IV, V, I
5. ***\* “Shake the Papaya Down”***
  - a) Continued rehearsal of repertoire

## Introduction to Steel Drums – Unit 2 (continued)

6. *Principles of Ensemble Membership*
  - a) Match, complement, respect, watch, focus, and listen
  - b) Balance and cooperation
7. \* *Preparation, knowledge, and Understanding to Produce Audition Video*
  - a) Develop criteria for making informed critical evaluations of the quality and effectiveness of performances
  - b) Application of criteria to video production
  - c) Rehearsal of repertoire for video
  - d) Play and record Audition DVD with accuracy and expression
8. *Quizzes and Test*
  - a) Unit 2 assessment

## Introduction to Steel Drums – Unit 3

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. \* *Preparation, knowledge, and Understanding to Host the West Side Music Festival*
  - a) Develop criteria for making informed critical evaluations of the quality and effectiveness of performances
  - b) Application of criteria to host activities
  - c) Rehearsal of repertoire for festival
  - d) Host and perform as musical liaisons to school and community
3. *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
4. *Quizzes and Test*
  - a) Unit 3 assessment

## Introduction to Steel Drums – Unit 4

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. *Study of Calypso*
  - a) Analyze and describe the historical, rhythmic, and melodic origins of calypso
  - b) Play with accuracy Calypso repertoire
3. *Minor Scale and Chord Progressions*
  - a) Whole –steps and half-steps of the d, a, and c minor scales
  - b) Perform chord progression: I, IV, V, I
4. *Major Scale and Chord Progressions*
  - a) Whole-steps and half steps of the D, E, E-flat, and A-flat Major scales
  - b) Perform chord progression: I, IV, V, I
5. *Enharmonic Notation*
  - a) Basic knowledge of enharmonic notation
  - b) Recognize, read, and play enharmonic notation in music repertoire
6. *Responsibility and Aspects of a Performance*
  - a) Acquisition of skills needed to set-up and tear-down instruments/equipment
  - b) Demonstration of skills efficiently and cooperatively
7. \* *Spring Concert*
  - a) Rehearse and perform for school and community a repertoire of Steel Drum literature representing various genres, styles, and cultures with technical accuracy and artistic expression
8. *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
9. *Quizzes and Test*
  - a) Unit 3 assessment

**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 *Community Arts Showcase*, *Knott's Berry Farm Community Concert*, and various school events. The research, preparation, action/demonstration, and reflection of these activities will be credited toward the district's 40-hour 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.

**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.

<b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b>	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"> <li>• Recall</li> <li>• Imagine</li> <li>• Observe</li> <li>• Consider</li> <li>• Visualize</li> </ul>	<ul style="list-style-type: none"> <li>• Pair/Share</li> <li>• Choral Response</li> <li>• Give One, Get One</li> <li>• Cooperative Discussion Groups</li> <li>• Critiques</li> <li>• Brainstorm</li> </ul>	<ul style="list-style-type: none"> <li>• Restate in Journals / Notes</li> <li>• Response Boards</li> <li>• Graphic Organizers</li> <li>• Folded Paper</li> <li>• Critiques</li> </ul>	<ul style="list-style-type: none"> <li>• Hand Signals</li> <li>• Model with Manipulatives</li> <li>• Stand up/ Sit down</li> <li>• Point to Examples</li> <li>• Rehearsal*</li> <li>• Performance*</li> </ul>	

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"/> Pre-Teaching  | <input type="checkbox"/> Adapt the text                                |
| <input type="checkbox"/> Reciprocal Training   | <input type="checkbox"/> Interactive Learning (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  |  |

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)           |  |

Strategies for Students with Disabilities

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

Differentiation for Advanced Learners

- |  |   |
|--|---|
| <input type="checkbox"/> Curriculum Compacting | <input type="checkbox"/> Acceleration       |
| <input type="checkbox"/> Depth and Complexity  | <input type="checkbox"/> Tiered Assignments |
| <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  
 Hand Drum/Tubano  
 Drum trap set  
 Various percussion instruments (conga, bongos, other)  
 CD and DVD recordings  
 CD and DVD equipment  
 Recording equipment/software, mixing board, microphone, and cables

**RESOURCES:***Documents*

- Visual and Performing Arts Content Standards for California Public Schools (2001):  
[www.cde.ca.gov/be/st/ss/documents/vpastandards2009.doc](http://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
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 (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	Diagnose	Monitor	Evaluate
<b>Teacher Developed Assessments</b>	Tests	Participation	Individual and Group Performance
	Quizzes	Guided practice	Rehearsal and Performance Attendance
	Written Assignments	Sectional Rehearsals	Final Assessment and Evaluation
	Exercises	Teacher/Student performance assessments and evaluation/critique	

**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
<b>Accuracy</b>	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	
<b>Musicianship</b>	Exemplary and Consistent demonstration of excellent technique, skills, and musicality	Good demonstration of technique, skills, and musicality	Demonstrates a basic understanding of technique, skills, and musicality	Demonstrates very little understanding of technique, skills, or musicality	
<b>Participation</b>	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	
<b>Performance</b>	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	

**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%
2. Performances	20%
3. Quizzes and Assignments	10%
4. Performance Assessments/Tests	10%

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