Beginner Percussion Lesson Plan

Name: Zachary Edwards
Ensemble: Beginning Percussion Class
Date of Lesson: 

Primary Goal: The students will learn fundamental technique on auxiliary percussion instruments.
Secondary Goal: The students will practice playing solo and in an ensemble. The students will further learn the history and culture behind their instrument.

TEKS to be addressed in this lesson:
§117.33. Music, Grade 6.
(1): Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:
(A) individually demonstrate characteristic vocal or instrumental timbre;
(B) use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances; and
(C) identify music forms presented aurally and through music notation.
(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:
(A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;
(B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
(C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.
(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:
(A) sight-read simple music in treble and/or other clefs in various keys and meters;
(B) use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated); and
(C) identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.
(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:
(A) describe aurally-presented music representing diverse styles, periods, and cultures
(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:
(B) evaluate the quality and effectiveness of music and musical performances; and

Materials or Resources:
A Fresh Approach to the Snare Drum
Measures of Success: Percussion Book 1
The All-American Drummer
Practice Pads
Sticks
Tambourine(s)
Crash/Suspended Cymbals(s)
Triangle(s)
Woodblock(s)

Warm-ups: Time Needed: 10 min
1. Exercise #1: Rhythm Bee
   a. Objectives: Practice sight reading and verbalizing rhythms. Use Rhythm Bee timer to give students an allotted time for students to be set up and ready for class.
   b. Assessment: Individually observe every student’s attention to the changing rhythms and their accuracy in reading the rhythms. Make note of students that consistently struggle to assist in personalized instruction.
2. Exercise #2: Lesson 1 (from A Fresh Approach...
a. Objectives: Get the students focused on music and ready to play while warming up their hands and practicing previously learned snare drum concepts (stick control).
b. Assessment: Individually observe every student’s technique and accuracy of performance and offer positive, constructive criticism when necessary.

New Skill/Concept: Auxiliary Percussion

1. Objectives: Introduce/review proper techniques on basic auxiliary percussion instruments such as triangle, tambourine, and cymbals. Define “Janissary;” give students a brief history of how these (and other) percussion instruments made their way from Ottoman military bands and ended up in the orchestra.
2. Items to anticipate: Some students may not take these instruments seriously or hold them to a lesser importance than snare drum or keyboard percussion—this is a problem that should be addressed early. Many students have difficulties finding a good cymbal crash at the beginning; work with these students to find what works best for them.
3. Assessment: Observe each students demonstrating the proper technique and good tone on every instrument and offer positive, constructive criticism when necessary.

Sight-Reading:

Title of Piece/Exercise #1: “Some Accessories Require” (from Measures of Success)

1. Objectives: Practice auxiliary percussion and ensemble performance in context of a piece of music.
2. Process:
   a. After assigning students to different parts, have them count and clap their rhythms all together at $q=60$.
   b. Direct students’ attention to who is playing at what time (they are reading from a score). Define any listening points and review ensemble skills.
      i. Woodblock sets up tempo at beginning (“jump on the train” when entering). Cymbal and woodblock must visually/nonverbally communicate in measures 7 &8 in order to play perfectly together, then every breathe on beat four of ms. 8 in order for ms. 9 to be together. Cymbal sets up tempo in ms. 9 (same rhythm as woodblock at the beginning); every look and listen to fit rhythms perfectly together.
      ii. Review what to do at the end of a performance.
3. Items to anticipate: Once they are in the moment, students often fail to communicate with the other musicians when performing chamber music. Subdivide!
4. Assessment (informal or formal): The teacher will be listening for issues with rhythm, cohesion, and tone quality. These will be addressed by hearing individuals or small groups of individuals play their parts and giving positive, constructive criticism.

Rehearsal:

Title of Piece/Exercise #1: “Solo No. 1” (from The All-American Drummer)

1. Objectives: Continue applied practice of snare drum rudiments in context of a piece of music. Practice the process of learning a solo or other new piece of music.
2. Activities/strategies/review:
   a. Play to the end, starting where the students ended last class (they have been assigned to practice this section of the music).
   b. Play the last two measures of the piece until they are sounding good, then add two measures at a time. After we have gotten to where the students are playing the entire second half of the solo (8 measures), do the same process starting in the middle and working back to the beginning.
c. Practice each 8 measure segment, then put them together so that the students are playing from beginning to end.

d. These steps will not all be accomplished in this lesson—pick up the next day where we leave off.

3. Items to Anticipate:
   a. Flam quality
   b. Dynamic contrast between accents and non-accents (taps)
      i. Use “bucks” exercise to practice accent/tap control:

   4. Assessment: Aurally and visually observe individual students’ technical and musical accuracy and give positive, constructive criticism when necessary.

Closure:

Time Needed: 5 min

1. Summarize objectives of lesson: Ask students questions about what we did in class today.
2. Communicate objectives for the next rehearsal: Tell the students what they need to practice to have a successful rehearsal of “Solo No. 1” in our next class.

Reflection on Lesson:

Modification for ELL, gifted and talented, or SpEd:

1. For ELL students, written translations in the students’ native language(s) will be made available.
2. A partner (student or teacher) will be made available to SpEd students as necessary.